

Board of Education Agenda Item

Item: _____ F. _____

Date: May 21, 2008

Topic: First Review of Proposed Revised Curriculum Framework for 2008 *History and Social Science Standards of Learning*

Presenter: Dr. Beverly Thurston, History, Social Science, and International Education Coordinator

Telephone Number: (804) 225-2893

E-Mail Address: beverly.thurston@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting

Action requested at future meeting: After public comment

Previous Review/Action:

No previous board review/action

Previous review/action

Date January 10, 2008

Action Board of Education approved the 2008 *History and Social Science Standards of Learning*.

Background Information:

New academic content *Standards of Learning* for history and social science were first developed in 1995 and revised in 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *History and Social Science Standards of Learning* were scheduled for review in 2008. As a result, on January 10, 2007, the Board approved a plan to review these standards and the companion Curriculum Framework during the 2007-2008 academic year, and on January 10, 2008, the Board approved the 2008 *Standards of Learning for History and Social Science*. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised Curriculum Framework for the 2008 *History and Social Science Standards of Learning* for the Board's first review:

- Selected a review committee that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee March 10 and 11, 2008;

- Received additional comment from academic experts throughout the spring;
- Contacted selected review committee members in April 2008, to review the draft document; and
- Developed a draft of the Curriculum Framework for the 2008 *History and Social Science Standards of Learning*.

Summary of Major Elements:

The Virginia Department of Education has developed the attached draft of the proposed revised Curriculum Framework for the 2008 *History and Social Science Standards of Learning* (Attachment A).

The major elements of the attached proposed revised Curriculum Framework for the 2008 *History and Social Science Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- Emphasis on encouragement of civic participation and increased knowledge of local and state government;
- Addition of events relating to history, geography, economics, and civics since the 2001 revision; and
- An increase in international and global emphasis.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revised Curriculum Framework for the 2008 *History and Social Science Standards of Learning*.

Impact on Resources:

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

Timetable for Further Review/Action:

The *Standards of Learning* and Curriculum Framework review work plan calls for public comment, final review, and adoption of the Curriculum Framework for the 2008 *Standards of Learning* by the Board of Education by summer 2008.



Draft

Curriculum Framework
*Essential Knowledge,
Skills, and Understandings*

2008 History and Social Science Standards of Learning

Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft – May 21, 2008



Draft

Curriculum Framework

Kindergarten Introduction to History and Social Science

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft – May 21, 2008**

STANDARD K.1

The student will recognize that history describes events and people of other times and places by

- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, and Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>History relates events that have already happened.</p> <p>History teaches us about the interesting lives of people long ago.</p> <p>We celebrate holidays to remember people and events of long ago.</p>	<p>What can we learn about people and events from long ago?</p> <p>Who are the people that we remember on these holidays?</p> <p>Why do we celebrate these holidays?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Long ago/past/present • Real and make-believe • History: Events that have already happened <p>People to know</p> <ul style="list-style-type: none"> • <u>Powhatan: He was an Indian leader when the settlers came to Virginia. He ruled over many tribes.</u> • Pocahontas: She was an Indian (First American) <u>girl, daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help the settlers receive food from the Indians. was a helper and friend to the settlers in Jamestown.</u> • George Washington: He was the first President of the United States and often called the “Father of Our Country.” • Betsy Ross: She is believed to have sewn one of the first flags for our country. • Abraham Lincoln: He was a United States President and often called “Honest Abe.” <p>Holidays to know</p> <ul style="list-style-type: none"> • Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians (First Americans). It is observed in November. 	<p>Use information from print and non-print sources.</p> <p>Separate fact from fiction.</p> <p>Identify primary ideas expressed in data.</p> <p>Use a calendar.</p>

STANDARD K.1 (continued)

The student will recognize that history describes events and people of other times and places by

- c) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- d) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. • Presidents' Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February. • Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July. 	

STANDARD K.2

The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Everyday life today is different from life long ago.</p> <p>Stories and families can describe events from the past.</p>	<p>How is life today different from life of long ago?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Past: Something that has already happened • Present: What is happening now <p>Information about life in the past is gained through the study of Thanksgiving and the stories of <u>Powhatan</u>, Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.</p> <p>Descriptions of life in the past and present can be shared by families through pictures and stories.</p>	<p>Collect information from print and non-print sources.</p> <p>Gather and classify information.</p> <p>Compare information.</p> <p>Describe a picture.</p>

STANDARD K.3

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The location of people, places, and things can be described in terms of their relationship to other people, places, and things.</p> <p>There are certain words that help us describe where people, places, and things are located.</p>	<p>What words are used to describe the location of people, places, and things?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Near/far • Above/below • Left/right • Behind/in front <p>These words are used daily to describe where people, places, and things are located.</p>	<p>Describe the location of people, places, and things.</p> <p>Develop beginning map skills through the manipulation of objects.</p> <p>Develop fluency in the use of directional words.</p>

STANDARD K.4

The student will use simple maps and globes to

- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
- b) describe places referenced in stories and real-life situations;
- c) locate land and water features.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps and globes represent the Earth.</p> <p>The location of places referenced in stories and real-life situations can be shown on maps or globes.</p> <p>Land and water features can be found on maps and globes.</p>	<p>What can be used to show a model of the Earth?</p> <p>How can maps be used to locate areas referenced in stories and in real-life situations?</p> <p>How are land and water features shown on maps and globes?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Map: A drawing that shows what a place looks like from above • Globe: A round model of the Earth • Model: Something that stands for something else <p>Maps or globes can show the location of places referenced in stories and real-life situations.</p> <p>Maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.</p> <p>Land and water features on maps and globes are shown by different colors.</p>	<p>Identify and locate features on maps and globes.</p> <p>Use resource materials.</p> <p>Differentiate color symbols on maps and globes.</p>

STANDARD K.5

The student will develop an awareness that maps and globes

- a) show a view from above;
- b) show things in smaller size;
- c) show the position of objects.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Basic map concepts will help students use maps and globes.</p>	<p>Why are maps and globes important?</p>	<p>Basic concepts about maps and globes</p> <ul style="list-style-type: none"> • They show a view from above. • They show things/objects as they are, only smaller. • They show the position/location of things/objects. 	<p>Develop concepts of space by actively exploring the environment.</p> <p>Develop beginning map skills through manipulation of objects.</p> <p>Use maps of familiar objects or areas.</p>

STANDARD K.6

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People work at many jobs.</p>	<p>What are examples of jobs?</p>	<p>Examples of jobs</p> <ul style="list-style-type: none"> • Doctors are people who take care of other people when they are sick. • Builders are people who build houses and other buildings. • Teachers are people who help students to learn. • Cooks are people who prepare meals. • Farmers are people who grow crops and raise animals. • Firefighters are people who put out fires. 	<p>Gather and classify information.</p> <p>Use and explain simple charts.</p>

STANDARD K.7

The student will

- a) ~~recognize that people make choices because they cannot have everything they want identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);~~
- b) ~~explain that people work to earn money to buy the things they want, recognize that people use money to purchase goods.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People have basic needs (food, clothing, and shelter) and wants.</p> <p>Many wants are obtained through the practice of exchanging money for goods.</p> <p>People can get what they need by trading money for food, clothing, and shelter.</p> <p>People have to make choices about things they want.</p> <p>People cannot have everything they want.</p> <p>People work to earn money and buy the things they want.</p>	<p>What are basic needs and wants?</p> <p>How do people get goods?</p> <p>Why do people have to make choices?</p> <p>How do people earn money to get the things they want?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Basic needs: Things people need to live (food, clothing, and shelter) Choice: A decision made between two or more things Wants: Things people would like to have <ul style="list-style-type: none"> include basic needs such as food, clothing, and shelter Money: What people use is used to buy the things they want. Bills and coins are examples of money, basic needs (food, clothing, and shelter) and wants (things people would like to have) <p>Goods are things that people make or grow that can be purchased.</p> <p>When people cannot have everything they want, they must choose something and give up something else.</p>	<p>Gather and classify information.</p> <p>Explain simple charts.</p>

STANDARD K.8

The student will demonstrate that being a good citizen involves

- a) taking turns and sharing;
- b) taking responsibility for certain classroom chores;
- c) taking care of personal belongings and respecting what belongs to others;
- d) following rules and understanding the consequence of breaking rules;
- e) practicing honesty, self-control, and kindness to others;
- f) participating in decision-making in the classroom;
- g) participating successfully in group settings.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																
<p>Good citizens are involved in their home, school, and communities.</p> <p>Good citizens understand taking responsibility for their own actions.</p> <p><u>Good citizens participate in making decisions in the classroom.</u></p> <p><u>Good citizens work well in groups with their classmates.</u></p>	<p>In what ways are good citizens involved in their home, school, and communities?</p> <p>What actions show examples of being a good citizen at school?</p> <p>What are examples of rules? What are the consequences of breaking rules?</p> <p><u>What are ways to be good citizens when working in groups with classmates?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Community: A place where people live <p>Examples of being a good citizen</p> <ul style="list-style-type: none"> • Taking turns • Sharing • Completing classroom chores • Taking care of one’s things • Respecting what belongs to others • Being honest • Practicing self-control • Being kind to others • <u>Participating in making classroom decisions</u> • <u>Working well with classmates in groups</u> <table border="1" data-bbox="1016 1040 1627 1421"> <thead> <tr> <th></th> <th>Rule</th> <th>Results of following the rule</th> <th>Consequences (if rule is broken)</th> </tr> </thead> <tbody> <tr> <td>Home</td> <td>Put toys away.</td> <td>Toys are safe. Know where toys are located.</td> <td>Toys can be broken or lost.</td> </tr> <tr> <td>School</td> <td>Line up to go to the play-ground.</td> <td>Everyone gets there safe.</td> <td>Someone can get lost or hurt.</td> </tr> <tr> <td>Community</td> <td>Look both ways before crossing the street.</td> <td>Cross the street safely.</td> <td>Someone can get hurt.</td> </tr> </tbody> </table>		Rule	Results of following the rule	Consequences (if rule is broken)	Home	Put toys away.	Toys are safe. Know where toys are located.	Toys can be broken or lost.	School	Line up to go to the play-ground.	Everyone gets there safe.	Someone can get lost or hurt.	Community	Look both ways before crossing the street.	Cross the street safely.	Someone can get hurt.	<p>Explain cause and effect relationships.</p> <p>Participate in groups and democratic society.</p>
	Rule	Results of following the rule	Consequences (if rule is broken)																
Home	Put toys away.	Toys are safe. Know where toys are located.	Toys can be broken or lost.																
School	Line up to go to the play-ground.	Everyone gets there safe.	Someone can get lost or hurt.																
Community	Look both ways before crossing the street.	Cross the street safely.	Someone can get hurt.																

STANDARD K.9

The student will recognize the American flag and ~~recite~~ the Pledge of Allegiance and know that the President is the leader of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has a national flag.</p> <p>The United States has a national pledge to the flag.</p> <p>The United States has a leader, who is called the President.</p>	<p>What does the American flag look like?</p> <p>What is the name of the pledge to the American flag?</p> <p>What is the name given to the leader of the United States?</p>	<p>The American flag has white stars on a blue rectangle. It also has red and white stripes.</p> <p>The pledge to the American flag is called the Pledge of Allegiance.</p> <p>The President is the leader of the United States.</p>	<p>Participate in groups and democratic society.</p>



Draft

Curriculum Framework

Grade One Introduction to History and Social Science

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft - May 21, 2008**

STANDARD 1.1

The student will interpret information presented in picture timelines to show sequence of events and will distinguish between among past, ~~and~~ present, and future.

Essential Understandings	Essential Questions	Essential Knowledge		Essential Skills
<p>Past and present times are different.</p> <p>Everyday life changes in different places and times.</p> <p>The sequence of events can be shown on a timeline.</p>	<p>How have schools changed over time?</p> <p>How have communities changed over time?</p> <p>How has transportation changed over time?</p> <p>How has family life changed over time?</p> <p>What does a timeline show about the past and present?</p> <p><u>How might your community change in the future?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Community: A place where people live, work, and play • Change: Something that happens to make things different • Family: A group of people who care for one another • <u>Past: Things that have already happened</u> • <u>Present: Things that are happening now</u> • <u>Future: Things that may happen someday</u> <p>Timelines show the sequence of events occurring in the past, or in the present, <u>or future.</u></p>		<p>Gather and classify information.</p> <p>Interpret concepts expressed by pictures.</p> <p>Use timelines.</p> <p>Sequence events in chronological order.</p>
		PAST	PRESENT	
		<p>Schools Small one-room buildings</p>	<p>Schools Large buildings with many rooms</p>	
		<p>Communities Smaller than today fewer people</p>	<p>Communities Larger than in past, more people</p>	
		<p>Transportation Walking, riding horses, or riding in wagons</p>	<p>Transportation Riding in cars, airplanes, trains, and space shuttles</p>	
		<p>Family Life Handmade clothes, homemade games, family vegetable gardens</p>	<p>Family Life Store-bought clothes, electronic games, microwave food</p>	

STANDARD 1.2

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, ~~and~~ George Washington Carver, and Eleanor Roosevelt.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Important deeds were accomplished by people who became American leaders.</p>	<p>What contributions do we remember that were made by George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver <u>and Eleanor Roosevelt?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Contribution: The act of giving or doing something <p>People to know</p> <ul style="list-style-type: none"> • George Washington: He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first President of the United States. He is known as the “Father of Our Country.” • Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America. • Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a United States President. He was known as “Honest Abe.” • George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans. • <u>Eleanor Roosevelt: She was a leader for equal rights for all people. She volunteered for many organizations.</u> 	<p>Use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Gather and classify information.</p>

STANDARD 1.3

The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Major holidays are celebrated to remember certain important leaders and events of the past.</p>	<p>Why do people celebrate holidays?</p> <p>Who are the people most associated with these holidays?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Holiday: A day on which something or someone is honored or remembered <p>Holidays to know</p> <ul style="list-style-type: none"> • Columbus Day: This is a day to remember Christopher Columbus who was given the credit for discovering America. It is observed in October. • Presidents' Day: This is a day to remember all United States Presidents, especially George Washington and Abraham Lincoln. It is observed in February. • Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America's birthday. It is observed in July. 	<p>Collect, organize, and record information.</p> <p>Use a calendar.</p>

STANDARD 1.4

The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the physical shape of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</p> <p>The United States and Virginia can be identified by their physical shapes on maps and globes.</p> <p>The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.</p>	<p>How are land, water, cities, and roads shown on a map?</p> <p>What are the cardinal directions?</p> <p>Where is the United States located on a globe?</p> <p>Where is the United States located on a world map?</p> <p>Where is Virginia located on a United States map?</p> <p>Where are the capital cities of Washington, D.C., and Richmond, Virginia, located on a United States map?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Map: A drawing that shows what places look like from above and where they are located • Globe: A round model of the Earth • Symbol: A picture or thing that stands for something else • Cardinal directions: The directions of north, east, south, west <p>Map symbols to identify</p> <ul style="list-style-type: none"> • Land • Water • Cities • Roads <p>The terms <i>north</i>, <i>east</i>, <i>south</i>, and <i>west</i> are used to determine location on simple maps.</p> <p>Virginia and the United States may be located by their physical shapes on maps and globes.</p> <p>The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.</p>	<p>Identify and use cardinal directions.</p> <p>Locate areas on maps.</p> <p>Interpret simple maps and globes.</p> <p>Use maps of familiar objects or areas.</p> <p>Differentiate color symbols on maps and globes.</p>

STANDARD 1.5

The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>People who make maps include a map legend.</p> <p>A map legend includes symbols that represent objects and places.</p>	<p>What is included when making a map?</p> <p>What information is learned from a map legend?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Map legend: A list of shapes and symbols used on a map and an explanation of what each stands for <p>Maps include symbols that are pictures that stand for something else.</p> <p>Most maps have legends including symbols that represent objects and places.</p> <p>Maps include the cardinal directions of north, east, south, and west.</p>	<p>Identify and use cardinal directions.</p> <p>Make and use simple map symbols.</p> <p>Draw maps of familiar objects or areas.</p> <p>Use a map legend.</p>

STANDARD 1.6

The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography includes the study of location, climate, and physical surroundings.</p> <p>Location, climate, and physical surroundings affect the way people live.</p>	<p>How does location affect how people live?</p> <p>How does climate affect the way people live?</p> <p>How do physical surroundings affect the way people live?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Location: Where people live • Climate: The kind of weather an area has over a long period of time • Physical surroundings: Land and bodies of water • Season: Any one of the four phases of the year (spring, summer, fall, or winter) <p>Location, climate, and physical surroundings affect the way people <u>in a community</u> meet their basic needs. This including includes:</p> <ul style="list-style-type: none"> • foods they eat, • clothing they wear, and • the kinds of houses they build. <p>Geography affects how people travel from one place to another and determines what is available for recreation.</p>	<p>Identify primary ideas expressed in graphic data.</p> <p>Use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Gather and classify information.</p> <p>Use and explain simple charts.</p>

STANDARD 1.7

The student will explain the difference between goods and services and will describe how people are consumers ~~both buyers and~~ producers ~~sellers of goods and services.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Goods and services satisfy people’s needs and wants.</p> <p>People are both buyers and sellers of goods and services.</p> <p><u>People are consumers when they buy or use goods and services.</u></p> <p><u>People are producers when they make goods or provide services.</u></p> <p><u>Most people are both consumers and producers.</u></p>	<p>What are goods?</p> <p>What are services?</p> <p>Who is a buyer?</p> <p>Who is a seller?</p> <p>How are people both buyers and sellers?</p> <p><u>What is a consumer?</u></p> <p><u>What is a producer?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Goods: Things people make or use to satisfy needs and wants • Services: Activities that satisfy people’s needs and wants • <u>Consumer: A person who uses or buys goods and services</u> • <u>Producer: A person who makes goods or provides services</u> • Buyer: A person who uses money to purchase goods or services • Seller: A person who sells goods or services <p>People are buyers when they use money to purchase goods or services.</p> <p>People are sellers when they receive money for their work or for goods or services they provide.</p>	<p>Collect, organize, and record information.</p> <p>Gather and classify information.</p>

STANDARD 1.8

The student will explain that people make choices because they cannot have everything they want.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People make choices because they cannot have everything they want.</p>	<p>What happens when people cannot have everything they want?</p>	<p>People cannot have all the goods and services they want.</p> <p>They must choose some things and give up others.</p>	<p>Make decisions based on information.</p> <p>Explain cause and effect relationships.</p>

STANDARD 1.9

The student will recognize that people save money for the future to purchase goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People can choose to spend or save money.</p> <p>Saving money allows people <u>To save money, people give up spending now in order to buy goods and services in the future.</u></p>	<p><u>What is saving?</u></p> <p>Why do people save money?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Money: What is used to <u>pay for</u> buy goods and services • Savings: Money <u>not spent now</u> put away to keep or to <u>so it can be</u> spend <u>spent</u> later <p><u>People save:</u></p> <ul style="list-style-type: none"> • <u>To be ready in case of a problem or opportunity</u> • <u>To buy something when they have enough money</u> 	<p>Make decisions based on information.</p>

STANDARD 1.10

The student will apply the traits of a good citizen by

- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
- b) recognizing the purpose of rules and practicing self-control;
- c) working hard in school;
- d) taking responsibility for one’s own actions;
- e) valuing honesty and truthfulness in oneself and others; ;
- f) participating in classroom decision-making through voting.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Good citizens show a variety of positive traits.</p> <p>Rules are made so that everyone is treated fairly.</p> <p><u>Good citizens help make decisions in their classroom by voting when the opportunity is provided.</u></p>	<p>What are some traits of good citizens?</p> <p>Why are rules necessary?</p> <p><u>Why do people vote?</u></p>	<p>Students can demonstrate good citizenship by</p> <ul style="list-style-type: none"> • Playing fairly • Exhibiting good sportsmanship • Helping others • Treating others with respect • Recognizing the purpose of rules • Practicing self-control • Working hard in school • Taking responsibility for one’s own actions • Valuing honesty and truthfulness in oneself and others • <u>Participating in classroom decision-making</u> <p>Reasons for rules</p> <ul style="list-style-type: none"> • To protect rights of people • To suggest good behavior • To keep people safe <p>Reasons for voting</p> <ul style="list-style-type: none"> • <u>To voice opinions when making decisions</u> • <u>To make a decision that is best for the group</u> 	<p>Make decisions based on information.</p> <p>Differentiate between points of view held by self and others.</p> <p>Participate in groups and democratic society.</p> <p>Follow oral and written directions.</p>

STANDARD 1.11

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has patriotic symbols and traditions.</p> <p>Patriotic symbols and traditions honor the people and the history of the United States.</p>	<p>What are some patriotic symbols and traditions of the United States?</p> <p>How do citizens demonstrate respect for the American flag and the United States?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Symbol: A picture or thing that stands for something else • Tradition: A custom or belief that happens over a long period of time • Patriotic: Showing respect for and love of country • American flag: A flag representing the United States <p>Patriotic symbols of the United States</p> <ul style="list-style-type: none"> • American flag • Bald eagle • Washington Monument • Statue of Liberty <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p>	<p>Identify and explain symbols.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 1.12

The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

a) have local governments;

b) benefit from people who volunteer in their communities;

c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Communities in Virginia include people with different ethnic origins, customs, and traditions.</p> <p>Most Virginians contribute to their communities and are united as Americans by common principles and traditions.</p> <p><u>Communities in Virginia have local governments.</u></p>	<p><u>Why are local governments important?</u></p> <p>How do people <u>Virginians</u> of different ethnic origins, customs, and traditions participate in and contribute to their community? <u>share common principles?</u></p> <p>What common principles and traditions unite people as Americans?</p>	<p><u>Terms to know</u></p> <ul style="list-style-type: none"> • <u>Local government: community decision-makers</u> • <u>Volunteer: to do helpful work without pay</u> <p><u>Communities in Virginia have local governments that:</u></p> <ul style="list-style-type: none"> • <u>are elected by the people</u> • <u>try to make the community a better place to live and work.</u> <p>Communities in Virginia include people of different <u>many</u> ethnic origins who come from different places around the world. Most Virginians make valuable contributions to their communities.</p> <p>People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.</p> <p>People in our communities are united as Americans by common principles and traditions, such as</p> <ul style="list-style-type: none"> • celebrating Independence Day (Fourth of July) and • pledging allegiance to the flag– • <u>voting for leaders.</u> 	<p>Interpret ideas and events expressed in the media.</p> <p>Draw conclusions and make generalizations of data.</p> <p>Gather, classify, and interpret information.</p>



Draft

Curriculum Framework

Grade Two Introduction to History and Social Science

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft – May 21, 2008**

STANDARD 2.1

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills
Ancient people made contributions that affect the present world.	What contributions did the people of ancient China and Egypt make to the development of written language?	Terms to know <ul style="list-style-type: none"> • Ancient: Long, long ago • Architecture: The design of buildings • Contribution: The act of giving or doing something 			Locate and use information from print and non-print sources. Gather, classify, and interpret information. Use resource materials. Collect, organize, and record information.
	What inventions came from ancient China and Egypt?	Contributions of Ancient China and Egypt			
	What examples of architecture from ancient China and Egypt are still present today?	<i>Written Language</i>	China	Egypt	
	<i>Inventions</i>	Kite Silk cloth Compass Bronze Fireworks	Paper made from papyrus 365-day calendar Clock		
	<i>Architecture</i>	Great Wall	Pyramids		
	Many inventions of ancient China and Egypt are still used today.				

STANDARD 2.2

The student will compare the lives and contributions of three American Indians (First Americans) cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota Sioux of the Plains, and the Pueblo peoples of the Southwest.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																				
<p>Many American Indian (First American) tribes <u>peoples have lived in Virginia and in other regions of America for thousands of years.</u></p> <p>American Indians (First Americans) <u>met their basic needs in different ways, developed different cultures because they lived in different environments of North America.</u></p> <p>American Indians (First Americans) <u>have made and continue to make contributions to present-day life.</u></p>	<p>In what ways were <u>past the</u> American Indians (First Americans) <u>lifestyles in Virginia similar to like</u> and different from <u>those of the Sioux Lakota</u> and Pueblo Indians?</p> <p>Who are <u>some of the three</u> American Indians (First Americans) <u>peoples who that lived in Virginia and in other regions of the United States?</u></p> <p>What are some contributions of <u>the</u> American Indians (First Americans)? <u>culture to present-day life?</u></p> <p><u>How are American Indians of the past different from those of today?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • <u>Culture: The beliefs, customs, and way of life of a group of people</u> • <u>Regions: Places that have common (the same) characteristics</u> • <u>Environment: Surroundings</u> <table border="1" data-bbox="894 592 1665 972"> <thead> <tr> <th>Region</th> <th>Indians</th> <th>Homes</th> <th>Occupations</th> <th>Transportation</th> </tr> </thead> <tbody> <tr> <td><i>Eastern Woodlands</i></td> <td>Powhatan</td> <td>Wood frame and bark houses with <u>bark/reed covering</u></td> <td>Fishermen Hunters Farmers</td> <td>Walked Paddled canoes</td> </tr> <tr> <td><i>Plains</i></td> <td>Sioux Lakota</td> <td>Teepees</td> <td>Hunters Horsemen Warriors</td> <td>Walked <u>Later used horses</u></td> </tr> <tr> <td><i>Southwest</i></td> <td>Pueblo</td> <td>Multi-story terraced buildings</td> <td>Farmers <u>Hunters</u></td> <td>Walked</td> </tr> </tbody> </table> <p>Contributions of American Indians (First Americans)</p> <ul style="list-style-type: none"> • Arts (<u>jewelry, pottery, weaving, carving</u>) • Legends and stories <u>Knowledge of the environment</u> • Respect for nature • <u>Farming of corn and tobacco</u> <p>Changes in American Indian culture</p> <ul style="list-style-type: none"> • <u>American Indian cultures have changed over time.</u> • <u>Today, American Indians live and work in Virginia and the United States.</u> 	Region	Indians	Homes	Occupations	Transportation	<i>Eastern Woodlands</i>	Powhatan	Wood frame and bark houses with <u>bark/reed covering</u>	Fishermen Hunters Farmers	Walked Paddled canoes	<i>Plains</i>	Sioux Lakota	Teepees	Hunters Horsemen Warriors	Walked <u>Later used horses</u>	<i>Southwest</i>	Pueblo	Multi-story terraced buildings	Farmers <u>Hunters</u>	Walked	<p>Compare and contrast differing sets of ideas.</p> <p>Gather, classify, and interpret information.</p> <p>Construct and explain simple charts.</p> <p>Collect, organize, and record information.</p>
Region	Indians	Homes	Occupations	Transportation																			
<i>Eastern Woodlands</i>	Powhatan	Wood frame and bark houses with <u>bark/reed covering</u>	Fishermen Hunters Farmers	Walked Paddled canoes																			
<i>Plains</i>	Sioux Lakota	Teepees	Hunters Horsemen Warriors	Walked <u>Later used horses</u>																			
<i>Southwest</i>	Pueblo	Multi-story terraced buildings	Farmers <u>Hunters</u>	Walked																			

STANDARD 2.3

The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Communities change over time for a variety of reasons.</p>	<p>How and why have communities changed over time?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Community: A place where people live, work, and play • Population: The number of people living in a community • Transportation: A way of moving people and things from one place to another <p>The way people live today is different from the way people lived long ago.</p> <p>New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</p>	<p>Make and explain graphs.</p> <p>Compare and contrast information.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 2.4

The student will develop map skills by

a) locating the United States, China, and Egypt on world maps;

~~e) comparing the climate, land, and plant life of these regions;~~

b) understanding the relationship between the environment and the culture of ancient China and Egypt;

~~b) c) locating the regions of the Powhatan, Lakota Sioux, and Pueblo Indians on United States maps;~~

~~d) describing how the people in these regions adapted to their environment.~~

d) understanding the relationship between the environment and the culture of the Powhatan, Lakota Sioux, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																								
<p>People adapt <u>relate</u> to their environment in different ways.</p> <p>The Powhatan lived in the Eastern Woodlands region.</p> <p>The Lakota lived in the Plains region.</p> <p>The Pueblo lived in the Southwest region.</p>	<p>Where are <u>the United States, China, and Egypt</u> located on a world map?</p> <p>Where are the regions of the Powhatan, Sioux <u>Lakota</u>, and Pueblo people located on a United States map?</p> <p><u>How did the environment affect the culture of Egypt and China?</u></p> <p><u>How did the environment affect the Powhatan, Lakota, and Pueblo Indians?</u></p> <p>How are the climates, land, and plant life of these regions similar and different?</p> <p>How did the ancient Chinese, Egyptians, Powhatan, Sioux <u>Lakota</u>, and Pueblo people adapt <u>relate</u> to their environments?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Climate: The kind of weather an area has over a long period of time Land: The shape of the land's surface Environment: Surroundings <p>China is located in Asia. Egypt is located in Africa. <u>The United States is located in North America.</u></p> <table border="1"> <thead> <tr> <th></th> <th>Climate</th> <th>Land</th> <th>Plant Life</th> </tr> </thead> <tbody> <tr> <td><i>China</i></td> <td>Seasons</td> <td>Forests, Hills, Mountains, Deserts</td> <td>Great variety of plant life</td> </tr> <tr> <td><i>Egypt</i></td> <td>Hot, dry</td> <td>Nile River Valley, Deserts, Flooding</td> <td>Grasses along the Nile River</td> </tr> <tr> <td><i>Eastern Woodland (Powhatan)</i></td> <td>Mild winters Hot, humid summers</td> <td>Rivers, Hills, Mountains, Coastland</td> <td>Forests Variety of plant life</td> </tr> <tr> <td><i>Plains (Sioux) (Lakota)</i></td> <td>Hot summers Harsh, cold winters</td> <td>Plains, Prairies, Rolling hills</td> <td>Grasses</td> </tr> <tr> <td><i>Southwest (Pueblo people)</i></td> <td>Hot days Cold nights Little rainfall</td> <td>High flatlands - <u>mesas</u></td> <td>Cactus</td> </tr> </tbody> </table>		Climate	Land	Plant Life	<i>China</i>	Seasons	Forests, Hills, Mountains, Deserts	Great variety of plant life	<i>Egypt</i>	Hot, dry	Nile River Valley, Deserts, Flooding	Grasses along the Nile River	<i>Eastern Woodland (Powhatan)</i>	Mild winters Hot, humid summers	Rivers, Hills, Mountains, Coastland	Forests Variety of plant life	<i>Plains (Sioux) (Lakota)</i>	Hot summers Harsh, cold winters	Plains, Prairies, Rolling hills	Grasses	<i>Southwest (Pueblo people)</i>	Hot days Cold nights Little rainfall	High flatlands - <u>mesas</u>	Cactus	<p>Locate regions on maps and globes.</p> <p>Locate and use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Collect, organize, and record information.</p> <p>Gather, classify, and interpret information.</p>
	Climate	Land	Plant Life																								
<i>China</i>	Seasons	Forests, Hills, Mountains, Deserts	Great variety of plant life																								
<i>Egypt</i>	Hot, dry	Nile River Valley, Deserts, Flooding	Grasses along the Nile River																								
<i>Eastern Woodland (Powhatan)</i>	Mild winters Hot, humid summers	Rivers, Hills, Mountains, Coastland	Forests Variety of plant life																								
<i>Plains (Sioux) (Lakota)</i>	Hot summers Harsh, cold winters	Plains, Prairies, Rolling hills	Grasses																								
<i>Southwest (Pueblo people)</i>	Hot days Cold nights Little rainfall	High flatlands - <u>mesas</u>	Cactus																								

STANDARD 2.4 (continued)

The student will develop map skills by

- a) locating the United States, China, and Egypt on world maps;
- ~~e) comparing the climate, land, and plant life of these regions;~~
- b) understanding the relationship between the environment and the culture of ancient China and Egypt;
- ~~b) c) locating the regions of the Powhatan, Lakota Sioux, and Pueblo Indians on United States maps;~~
- ~~d) describing how the people in these regions adapted to their environment.~~
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota Sioux, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Ways people <u>adapted</u> <u>related</u> to their environment</p> <ul style="list-style-type: none"> • The ancient Chinese <u>settled</u> along the Huang He. They fished, farmed, and irrigated the land. • The ancient Egyptians farmed and irrigated the land near the Nile River. • The Powhatans <u>Powhatan</u> farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food. • The Sioux <u>Lakota</u> moved around the region to hunt for buffalo. They <u>later</u> used horses for transportation. • The Pueblo <u>people</u> farmed the land. They lived in villages in adobe (clay) houses. 	

STANDARD 2.5

The student will develop map skills by

- a) locating the equator, the seven continents, and the ~~five~~ four oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the four <u>five</u> oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, lakes, and mountain ranges located on a map of the United States <u>and the world</u>?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Equator: An imaginary line around the middle of the Earth • Continent: A large body of land on the Earth <p>The seven continents Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes.</p> <p>The four <u>five</u> oceans Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, and the Pacific Ocean, <u>and the Southern Ocean</u> on maps and globes.</p> <p>Selected rivers, mountain ranges, and lakes in the United States Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map.</p> <p><u>Selected world rivers:</u> <u>Locate the Huang He in China and the Nile River in Egypt.</u></p>	<p>Locate areas (regions) on maps and globes.</p>

STANDARD 2.6

The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People who make maps include a title, map legend, and compass rose.</p> <p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>A map legend includes symbols that represent objects and places.</p>	<p>What is included when making a map?</p>	<p>Maps include the following:</p> <ul style="list-style-type: none"> • Title—The name or kind of map • Map legend—A list of shapes and symbols used on a map and an explanation of what each stands for • Compass rose—A symbol that shows direction (north, east, south, and west) on a map 	<p>Use a map legend.</p> <p>Draw maps of familiar areas.</p> <p>Make and use simple map symbols.</p> <p>Use a compass rose to identify directions.</p>

STANDARD 2.7

The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The three main types of resources are natural, human, and capital.</p> <p><u>Resources influence what people produce both in the past and present.</u></p> <p><u>Resources influence how people produce goods and services both in the past and present.</u></p>	<p>What are natural, human, and capital resources?</p> <p><u>How did resources influence what people produced in the past?</u></p> <p><u>How do resources influence what people produce in the present?</u></p> <p><u>How did resources influence how people produced in the past?</u></p> <p><u>How do resources influence how people produce goods and services in the present?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Natural resources: Materials that come <u>directly</u> from nature • Human resources: People working to produce goods and services • Capital resources: Goods made by people and used to produce other goods and services <p>Examples of resources</p> <ul style="list-style-type: none"> • Natural: Water, soil, wood, coal • Human: Farmers, miners, builders, painters • Capital: Hammers, computers, trucks, lawn mowers, factory buildings <p><u>Resources influence what is produced and how it is produced.</u></p> <ul style="list-style-type: none"> • <u>The food, shelter, and clothing produced by the Powhatan were different from the Lakota and Pueblo people.</u> • <u>Builders today build different types of houses and use different tools and other resources from builders in the past.</u> 	<p>Gather, classify, and interpret information.</p>

STANDARD 2.8

The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People acquire goods and services through barter, or through the exchange of money.</p>	<p>What is the difference between using barter and using money in exchange for goods and services?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Barter: The exchange of goods and services without the use of money • Money: Coins, paper bills, and checks used in exchange for goods and services 	<p>Compare and contrast different concepts.</p>

STANDARD 2.9

The student will explain that scarcity ~~scarcity~~ (limited resources) requires people to make choices about producing and consuming goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People are both producers and consumers.</p> <p>People must make economic choices because resources are limited (scarcity).</p>	<p>What is scarcity?</p> <p>What is a consumer?</p> <p>What is a producer?</p> <p>Why do people have to make economic choices?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Scarcity: Not being able to meet all wants at the same time <u>because resources are limited</u> • Consumer: A person who uses goods and services • Producer: A person who uses resources to make goods and/or provide services <p>People <u>must</u> make economic choices because resources and goods and services are <u>scarce</u> (limited).</p>	<p>Make decisions based on information.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 2.10

The student will explain the responsibilities of a good citizen, with emphasis on

- 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.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A good citizen has a variety of responsibilities.	What are some responsibilities of a good citizen?	<p>Responsibilities of a good citizen</p> <ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness 	<p>Participate in groups and democratic society.</p> <p>Make decisions.</p>

STANDARD 2.11

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals in the past have worked successfully to improve the lives of other Americans in the United States.</p>	<p>How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. help to improve the lives of other Americans?</p>	<p>Famous Americans and their contributions</p> <ul style="list-style-type: none"> • George Washington: He led the fight for freedom from England and helped establish a new country. • Abraham Lincoln: He was the President of the United States who helped free African American slaves. • Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote. • Helen Keller: She overcame disabilities and worked to help others who were blind and deaf. • Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans. • Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches. 	<p>Collect, organize, and record information.</p> <p>Gather, classify, and interpret information.</p> <p>Compare and contrast different personalities and behaviors.</p> <p>Explain cause and effect relationships.</p>

STANDARD 2.12

The student will understand that the ~~people of Virginia United States is a land of people who~~

a) have state and local government officials who are elected by voters;

b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Virginia cities and counties have elected state and local government officials.</u></p> <p>The United States <u>The people of Virginia is a land of people who</u> have diverse ethnic origins, customs, and traditions- <u>and are united as Americans by common principles and traditions.</u></p> <p>They contribute to their community by practicing the responsibilities of good citizens.</p> <p>Americans are a people of diverse ethnic origins, customs, and traditions who are united as Americans by common principles and traditions.</p>	<p><u>How do state and local government officials get into office?</u></p> <p>How do people of diverse ethnic origins, customs, and traditions, participate and contribute to their communities in the United States?</p> <p>How are people of different ethnic origins and customs united as Americans?</p>	<p><u>Voters in Virginia elect officials to make decisions for them in the state and local governments.</u></p> <p>People living in the United States <u>Virginia who</u> have diverse ethnic origins, customs, and traditions <u>and</u> participate in and contribute to their communities.</p> <p>People contribute to their community by practicing the responsibilities of good citizens.</p> <p>While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</p> <p>People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.</p>	<p>Compare and contrast differing sets of ideas.</p> <p>Make generalizations of data.</p> <p>Gather and classify information.</p>



Draft

Curriculum Framework

Grade Three Introduction to History and Social Science

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft - May 21, 2008**

STANDARD 3.1

The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy), and sports.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.</p> <p>The ancient Greeks and Romans have influenced the lives of people today.</p>	<p>What styles in architecture used today came from ancient Greece and Rome?</p> <p>What principles of government from ancient Greece and Rome are part of our government?</p> <p>What sporting events today came from ancient Greece?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Contribution: The act of giving or doing something • Direct democracy: A government in which people vote to make their own rules and laws • Representative democracy: A government in which people vote for (elect) a smaller group of citizens to make their <u>the</u> rules and laws for everyone <p>Architecture The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today:</p> <ul style="list-style-type: none"> • Greece—The Parthenon (columns) • Rome—The Colosseum and aqueducts (arches) <p>The Arts Mosaics, sculpture, and paintings are displayed on buildings.</p>	<p>Locate and use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 3.1 (continued)

The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy), and sports.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The Government of the United States The government is based on the ideas developed in ancient Greece and Rome.</p> <ul style="list-style-type: none"> • Greece: Birthplace of democracy (government by the people); a direct democracy • Rome: Republican (representative) form of government; a representative democracy <p>Sports Olympic games of today are modeled after the games of ancient Greece.</p>	

STANDARD 3.2

The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Most of what we know about Mali's history comes from oral accounts that were handed down from Mali storytellers.</p> <p>Mali was ruled by rich and powerful kings.</p> <p>Early Mali was a wealthy trading empire before Columbus sailed to America.</p>	<p>Why were storytellers so important in the empire of Mali?</p> <p>What do we know about the leaders of the empire of Mali?</p> <p>Why was the empire of Mali so wealthy?</p>	<p>Africa was the home to several great empires. One of the most prosperous was the empire of Mali.</p> <p>Many storytellers in Mali passed on traditions and stories from one generation to the next.</p> <p>The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</p> <p>Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</p> <p>Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</p>	<p>Collect and record information.</p>

STANDARD 3.3

The student will study the exploration of the Americas by

- a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
- b) identifying reasons for exploring, the information gained, the results of the travels, and the impact of these travels on American Indians.

Essential	Essential Questions	Essential Knowledge	Essential Skills																				
<p>The first explorers had different motivations, had different sponsors, and met different successes.</p> <p><u>Due to European explorations, American Indians experienced changes to their cultures and environment.</u></p>	<p>Who were some of the important European explorers from Spain, England, and France?</p> <p>What were the different motivations of these early European explorers?</p> <p>What were the successes of these early European explorers?</p> <p><u>What were the effects of European explorations on American Indians?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Explorer: A person who travels seeking new discoveries • European: A person from one of the countries in Europe <table border="1" data-bbox="947 602 1612 1089"> <thead> <tr> <th>Explorers</th> <th>Country (Sponsor)</th> <th>Reason for Exploring</th> <th>Successes/Achievements</th> </tr> </thead> <tbody> <tr> <td>Christopher Columbus</td> <td>Spain</td> <td>To find a western sea route to Asia</td> <td>First European to discover a sea route to America; discovered (New World) <u>Western Hemisphere</u> (landed at San Salvador)</td> </tr> <tr> <td>Juan Ponce de León</td> <td>Spain</td> <td>To discover riches and land to conquer</td> <td>First European to land in Florida (near St. Augustine); gave Spain claim to Florida</td> </tr> <tr> <td>Jacques Cartier</td> <td>France</td> <td>To colonize the New World</td> <td>Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North American claim</td> </tr> <tr> <td>Christopher Newport</td> <td>England</td> <td>To discover riches To find a western route to Asia To colonize Virginia</td> <td>Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River</td> </tr> </tbody> </table> <p><u>Impact of European exploration on American Indians:</u></p> <ul style="list-style-type: none"> • <u>Deadly diseases were introduced</u> • <u>Forced relocation due to invasion of homelands</u> 	Explorers	Country (Sponsor)	Reason for Exploring	Successes/Achievements	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered (New World) <u>Western Hemisphere</u> (landed at San Salvador)	Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain claim to Florida	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North American claim	Christopher Newport	England	To discover riches To find a western route to Asia To colonize Virginia	Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River	<p>Locate and use information from print and non-print sources.</p> <p>Distinguish between relevant and irrelevant information.</p> <p>Gather, classify, and interpret information.</p>
Explorers	Country (Sponsor)	Reason for Exploring	Successes/Achievements																				
Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered (New World) <u>Western Hemisphere</u> (landed at San Salvador)																				
Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain claim to Florida																				
Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Québec, Canada) and gave France a North American claim																				
Christopher Newport	England	To discover riches To find a western route to Asia To colonize Virginia	Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River																				

STANDARD 3.4

The student will develop map skills by

- a) locating Greece, Rome, and West Africa;
- b) describing the physical and human characteristics of Greece, Rome, and West Africa;
- c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ancient Greece and Rome were located near the Mediterranean Sea.</p> <p>The empire of Mali was located in the western region of the continent of Africa.</p> <p>People adapt to their environment in different ways.</p>	<p>Where were ancient Greece, ancient Rome, and the empire of Mali located?</p> <p>What were the physical and human characteristics of ancient Greece and Rome and West Africa (Mali)?</p> <p>How did the people of ancient Greece, ancient Rome, and Mali adapt to and change their environment to meet their needs?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Characteristics: Different traits <p>Ancient Greece and Rome were located on land near the Mediterranean Sea. The empire of Mali was located in the western region of the continent of Africa.</p> <p>Physical characteristics</p> <ul style="list-style-type: none"> • Ancient Greece: Located <u>on many islands among with</u> mountains and hills, surrounded by Mediterranean Sea and limited rich soil • Ancient Rome: Located next to a river; city built on many hills; limited rich soil • Empire of Mali: Located in West Africa; near rivers; desert-like conditions; gold mines <p>Human characteristics</p> <ul style="list-style-type: none"> • Ancient Greece: Farmers, shipbuilders, and traders • Ancient Rome: Farmers, road builders, and traders • Empire of Mali: Farmers, miners, and traders 	<p>Identify and locate features on a map and globe.</p> <p>Locate and use information from print and non-print sources.</p>

STANDARD 3.4 (continued)

The student will develop map skills by

- a) locating Greece, Rome, and West Africa;
- b) describing the physical and human characteristics of Greece, Rome, and West Africa;
- c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Ways they adapted to their environments</p> <ul style="list-style-type: none"> • Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small independent communities developed because of the many mountains. • Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea. • Empire of Mali: Salt was an important natural resource for people in the desert; salt was traded for gold. 	

STANDARD 3.5

The student will develop map skills by

- positioning and labeling the seven continents and ~~five~~ **four** oceans to create a world map;
- using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western ~~four~~ **four** hemispheres Hemispheres;
- locating the countries of Spain, England, and France;
- locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);
- locating specific places using ~~on~~ a simple letter-number grid system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There are seven continents and four <u>five</u> oceans located in the world.</p> <p>The equator and the prime meridian divide the globe into four hemispheres.</p> <p><u>The four hemispheres are Northern, Southern, Eastern, and Western.</u></p> <p>A simple letter-number grid system on maps is used to locate places.</p>	<p>Where are the seven continents and the four <u>five</u> oceans located on a world map?</p> <p>What imaginary lines are used to create hemispheres?</p> <p>On which continents are England, Spain, France, and the United States located?</p> <p>Where are the countries of Spain, England, and France located on a world map?</p> <p>Where are the regions (general areas) of San Salvador in the Bahamas; St. Augustine, Florida; Québec, Canada; and Jamestown, Virginia located on a map?</p> <p>How is a simple letter-number grid system used to locate places on maps?</p> <p><u>What are the four hemispheres called?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> Hemisphere: Half of a sphere (globe) created by the prime meridian or the equator Equator: An imaginary line around the middle of the earth that divides the globe into the northern and southern hemispheres Prime meridian: An imaginary line that divides the globe into the eastern and western hemispheres Regions: Places that have common characteristics <p>The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the four <u>five</u> oceans (Arctic, Atlantic, Indian, and Pacific <u>and Southern</u>) may be identified on a world map.</p> <p>The equator and the prime meridian are used to create the four <u>Northern, Southern, Eastern, and Western</u> Hemispheres.</p>	<p>Locate places on a grid system.</p> <p>Identify and locate continents, oceans, and major features on maps and globes.</p> <p>Draw maps of familiar areas.</p>

STANDARD 3.5 (continued)

The student will develop map skills by

- a) positioning and labeling the seven continents and ~~five~~ ~~four~~ oceans to create a world map;
- b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western ~~four~~ hemispheres Hemispheres;
- c) locating the countries of Spain, England, and France;
- d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Québec, Canada), and Christopher Newport (Jamestown, Virginia);
- e) locating specific places using ~~on~~ a simple letter-number grid system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.</p> <p><u>Europeans called the Western Hemisphere the New World because it was new to them. It was not new to the American Indians who had lived there for thousands of years.</u></p> <p>San Salvador is located in the general area of the Bahamas. St. Augustine is located in northern Florida. Québec is located in Canada. Jamestown is located in Virginia.</p> <p>The letter (left) and number (bottom) coordinates of a grid system identify the exact <u>approximate</u> location of a place.</p>	

STANDARD 3.6

The student will read and construct ~~interpret geographic information from~~ maps, tables, graphs, and/or charts.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Use <u>Read and construct</u> maps, tables, graphs, charts, and pictures to classify <u>gather and display</u> information.</p> <p><u>Maps are used to display information geographically.</u></p>	<p>What visual aids are used to gather, and display, and classify information?</p>	<p>Maps, tables, graphs, charts, and pictures are visual aids used to gather, and display, and classify geographic information.</p> <p><u>Parts of a map:</u></p> <ul style="list-style-type: none"> • <u>Map title</u> • <u>Map legend</u> • <u>Compass rose</u> • <u>Distance scale</u> <p><u>Maps may include a compass rose with intermediate directions of northeast, southeast, northwest, and southwest.</u></p>	<p>Make and explain bar and pie graphs.</p> <p>Draw maps of familiar objects or areas.</p> <p>Construct and explain simple charts.</p>

STANDARD 3.7

~~The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.~~ The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are used to produce goods and services.</p> <p>Producers of goods and services are influenced by natural, human, and capital resources.</p> <p><u>Ancient Greece and Rome had access to the sea (natural resource), so they used their human and capital resources to produce ships (goods) which they used for transportation (service) in trading.</u></p> <p><u>Mali used human and capital resources to mine gold (natural resource).</u></p>	<p>How do producers use natural, human, and capital resources to produce goods and services?</p> <p><u>What are some of the goods and services produced in ancient Greece, Rome, and the West African empire of Mali?</u></p> <p><u>What resources (natural, human, capital) were used to produce goods and services in ancient Greece, Rome and the West African empire of Mali?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Natural resources: Materials that come from nature (water, soil, wood, coal) • Human resources: People working to produce goods and services • Capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings) • Producers: People who use resources to make goods and/or provide services • Goods: Things that people make or use to satisfy needs and wants • Services: Activities that satisfy people's needs and wants <p><u>Ancient Greece was located on many islands with mountains and hills and was surrounded by the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.</u></p> <p><u>Ancient Rome was located next to a river. The soil was limited for farming. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.</u></p> <p><u>The West African empire of Mali was located in Africa. Gold was a natural resource. The people of the West African empire of Mali traded gold for salt.</u></p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusion and make generalizations about data.</p>

STANDARD 3.8

The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest, the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).

Essential Understandings	Essential Questions	Essential Knowledge	Essential
<p>Economic specialization and interdependence existed in the production of goods and services in the past and exist in our present day communities.</p> <p><u>People and regions specialize because they cannot produce everything they want.</u></p> <p><u>People trade for things they need and want but do not have.</u></p>	<p>What is economic specialization?</p> <p>What is economic interdependence?</p> <p>How did economic specialization and interdependence exist in ancient Greece, ancient Rome, and the empire of Mali?</p> <p>Does economic interdependence exist in our present day community?</p> <p><u>Why do those who specialize have to depend on others?</u></p> <p><u>Why do people trade?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Economic specialization: Focusing on one product or service • Economic interdependence: Two or more people depending on each other for goods and services <p>Economic specialization occurs when people focus on the production of selected kinds of goods and services.</p> <p><u>Economic specialization and interdependence of communities in the past</u></p> <ul style="list-style-type: none"> • Ancient Greece and Rome both focused on building ships, farming, and making pottery. (Specialization) • Greeks and Romans traded their goods with Egypt and other nearby communities. (Interdependence) • In the empire of Mali, some people specialized in protecting the empire, while others specialized in growing food for the empire. (Specialization) • The people of Mali traded (gold for salt) with other people. (Interdependence) <p><u>People and regions often specialize in the production of certain goods and services.</u></p> <p><u>Specialization encourages trade because people want goods and services that they do not have.</u></p> <p><u>People trade when individuals or groups benefit from the trade.</u></p>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD 3.8 (continued)

The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest. the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Economic specialization and interdependence in the present</p> <ul style="list-style-type: none"> • Virginia is known for its expertise in shipbuilding. (Specialization) • Virginia sells its coal to other countries but depends on other countries for oil. (Interdependence) 	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD 3.9

The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills												
<p>People make choices because they cannot have everything they want.</p> <p>All choices require giving up something (opportunity cost).</p>	<p>Why does an economic choice involve giving up something else?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Economic choice: The choice of or decision among alternatives or possibilities Opportunity cost: The next best choice that is given up when a decision is made <p>Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits.</p> <p style="text-align: center;">Economic Choices</p> <table border="1" data-bbox="982 889 1556 1198"> <thead> <tr> <th data-bbox="982 889 1157 963">Choices</th> <th data-bbox="1157 889 1335 963">Choices made</th> <th data-bbox="1335 889 1556 963">Choices given up (opportunity cost)</th> </tr> </thead> <tbody> <tr> <td data-bbox="982 963 1157 1036">Ice cream or popcorn</td> <td data-bbox="1157 963 1335 1036">Ice cream</td> <td data-bbox="1335 963 1556 1036">Popcorn</td> </tr> <tr> <td data-bbox="982 1036 1157 1109">Toy or favorite video</td> <td data-bbox="1157 1036 1335 1109">Favorite video</td> <td data-bbox="1335 1036 1556 1109">Toy</td> </tr> <tr> <td data-bbox="982 1109 1157 1198">Spend now or save for the future</td> <td data-bbox="1157 1109 1335 1198">Spend now</td> <td data-bbox="1335 1109 1556 1198">Save for the future</td> </tr> </tbody> </table>	Choices	Choices made	Choices given up (opportunity cost)	Ice cream or popcorn	Ice cream	Popcorn	Toy or favorite video	Favorite video	Toy	Spend now or save for the future	Spend now	Save for the future	<p>Gather, classify, and interpret information.</p> <p>Make decisions.</p> <p>Explain cause and effect relationships.</p>
Choices	Choices made	Choices given up (opportunity cost)													
Ice cream or popcorn	Ice cream	Popcorn													
Toy or favorite video	Favorite video	Toy													
Spend now or save for the future	Spend now	Save for the future													

STANDARD 3.10

The student will recognize the importance of why government is necessary in the classroom, school, and community, Virginia, and the United States of America by

- a) explaining the purpose of rules and laws;
- b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- c) explaining that government protects the rights and property of individuals.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Governments protect the rights and property of individuals.</p> <p><u>Governments exist at the local (community), state (Virginia), and national (United States) levels.</u></p>	<p>What is government?</p> <p>What are the basic purposes of government?</p> <p>Why is government necessary?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Community: A place where people live, work, and play • Rules: What people must or must not do • Laws: Rules people live by <u>Important rules written and carried out by the government</u> • Government: A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken <p>The purpose of rules <u>and laws</u> is to <u>keep people safe and maintain order.</u> let people know how they should act or behave.</p> <p>The purpose of government is to make laws, carry out laws, and decide if laws have been broken.</p> <p>Governments are necessary because they develop the laws and protect the rights and property of individuals.</p>	<p>Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p>

STANDARD 3.11

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr., and César Chávez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms;
- d) describing how people can serve the community, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Some basic principles held by American citizens include <u>the right to life, liberty, and the pursuit of happiness; and equality under the law.</u></p> <p>Citizens have worked to defend American principles.</p>	<p>What are some basic principles commonly held by American citizens?</p> <p>How did American citizens work to defend American principles?</p>	<p>Basic principles</p> <ul style="list-style-type: none"> • Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away. • Equality under the law means that all people are treated fairly. <p>Many people worked to defend the basic principles that formed the foundation of a republican form of government.</p> <p>Citizens who defended basic principles</p> <ul style="list-style-type: none"> • George Washington: He was the first President of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation. • Thomas Jefferson: He was born in Virginia. He was the third President of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country. 	<p>Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 3.11 (continued)

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr., and César Chávez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms;
- d) describing how people can serve the community, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Abraham Lincoln: He was the United States President when the country was divided over the issue of equality for all people. He helped free African American slaves. • Rosa Parks: She is <u>was</u> an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights. • Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court. • Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means. • <u>César Chávez: He was a Mexican American who worked to improve conditions for farm workers. Because of his leadership in the United States, he was awarded the Presidential Medal of Freedom.</u> 	

STANDARD 3.11 (continued)

The student will explain the importance of the basic principles that form the foundation of a republican form of government by

- a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr., and César Chávez;
- c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms;
- d) describing how people can serve the community, state, and nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Veterans Day is the recognition of and respect for Americans who served in the military.</p> <p>Memorial Day is the recognition of Americans who died in wars while they were serving their country.</p> <p><u>There are many ways that people can serve their community, state, and nation.</u></p>	<p>Why do we recognize Veterans Day and Memorial Day?</p> <p><u>How do people serve their community, state, and nation?</u></p>	<p>Days to remember</p> <ul style="list-style-type: none"> • Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November. • Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May. <p><u>Some of the ways that people can serve their community, state, and nation include:</u></p> <ul style="list-style-type: none"> ♦ <u>Being a volunteer</u> ♦ <u>Getting involved in community projects</u> ♦ <u>Serving as a government official</u> ♦ <u>Joining the military</u> ♦ <u>Voting</u> 	

STANDARD 3.12

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The American people come from diverse ethnic and national origins and are united as Americans by basic American principles.</p> <p>Being an American is defined by the shared basic principles of the republican form of government.</p>	<p>What unites the people of the United States?</p> <p>What are some benefits of diversity in the United States?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Republican form of government: A representative democracy <p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> <p>Benefits of diversity</p> <ul style="list-style-type: none"> • Food • Clothing • Music 	<p>Differentiate between points of view by self and others.</p> <p>Participate in groups and democratic society.</p> <p>Make generalizations about data.</p>



Draft

Curriculum Framework

Virginia Studies

STANDARD VS.1 a, b, c, d, e, f, g, h, i

The student will develop **responsible citizenship and develop** skills for historical and geographical analysis including the ability to

- a) **identify and interpret artifacts and primary and secondary source documents to understand events in history;**
- b) **determine cause and effect relationships;**
- c) **compare and contrast historical events;**
- d) **draw conclusions and make generalizations;**
- e) **make connections between past and present;**
- f) **sequence events in Virginia history;**
- g) **interpret ideas and events from different historical perspectives;**
- h) **evaluate and discuss issues orally and in writing;**
- i) **analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.**

The skills identified in standard VS.1a-i are cited in the “Essential Skills” column of each chart for *Virginia Studies* with the exception of “h” (evaluate and discuss issues orally and in writing). Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD VS.2a

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by

a) locating Virginia and its bordering states on maps of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Locations of places can be described in relative terms.</p>	<p>What are some ways that relative location can be described?</p> <p>What large bodies of water border Virginia?</p> <p>What states border Virginia?</p>	<p>Relative location may be described using terms that show connections between two places such as “next to,” “near,” “bordering.”</p> <p>Bordering bodies of water</p> <ul style="list-style-type: none"> • Atlantic Ocean • Chesapeake Bay <p>Bordering states</p> <ul style="list-style-type: none"> • Maryland • West Virginia • Kentucky • Tennessee • North Carolina 	<p>Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)</p>

STANDARD VS.2b

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by
b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geographic regions have distinctive characteristics.</p> <p>Virginia can be divided into five geographic regions.</p>	<p>What are the five geographic regions in Virginia?</p> <p>How do the geographic regions of Virginia differ?</p> <p>Where are the geographic regions of Virginia located?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river <p>Geographic regions</p> <ul style="list-style-type: none"> • Coastal Plain (Tidewater) <ul style="list-style-type: none"> – Flat land – Location near Atlantic Ocean and Chesapeake Bay (includes Eastern Shore) – East of the Fall Line • Piedmont (land at the foot of mountains) <ul style="list-style-type: none"> – Rolling hills – West of the Fall Line • Blue Ridge Mountains <ul style="list-style-type: none"> – Old, rounded mountains – Part of Appalachian mountain system – Located between the Piedmont and Valley and Ridge regions – Source of many rivers 	<p>Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)</p>

STANDARD VS.2b (continued)

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by
 b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Valley and Ridge <ul style="list-style-type: none"> – Includes the Great Valley of Virginia and other valleys separated by ridges (The Blue Ridge Mountains and the Valley and Ridge Regions are part of the Appalachian mountain system.) – Located west of Blue Ridge Mountains • Appalachian Plateau (Plateau: Area of elevated land that is flat on top) <ul style="list-style-type: none"> – Located in Southwest Virginia – Only a small part of plateau located in Virginia 	

STANDARD VS.2c

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by
 c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River, and Lake Drummond and the Dismal Swamp).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Water features were important to the early history of Virginia.</p> <p>Many early Virginia cities developed along the Fall Line, the natural border between the <u>Coastal Plain (Tidewater)</u> and Piedmont regions where the land rises sharply and where the waterfalls prevent further travel on the river.</p> <p>Rivers flow downhill to the sea.</p> <p>The four major rivers that flow into the Chesapeake Bay are separated by peninsulas.</p> <p>The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.</p>	<p>Which water features were important to the early history of Virginia?</p> <p>How did water features influence the development of Virginia?</p> <p>How did the flow of rivers affect the settlement of Virginia?</p> <p>What is a peninsula?</p> <p>Where is the Eastern Shore located?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Peninsula: A piece of land bordered by water on three sides. <p>Water features</p> <ul style="list-style-type: none"> • Atlantic Ocean <ul style="list-style-type: none"> – Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean) • Chesapeake Bay <ul style="list-style-type: none"> – Provided a safe harbor – Was a source of food and transportation • James River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Richmond and Jamestown located along the James River • York River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Yorktown located along the York River • Potomac River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Alexandria located along the Potomac River 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i)</p>

STANDARD VS.2c (continued)

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by
 c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River, and Lake Drummond and the Dismal Swamp).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Rappahannock River <ul style="list-style-type: none"> – Flows into the Chesapeake Bay – Fredericksburg located on the Rappahannock River <p>Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</p> <ul style="list-style-type: none"> • <u>Lake Drummond</u> <ul style="list-style-type: none"> – <u>Located in the Coastal Plain (Tidewater) region</u> – <u>Shallow natural lake surrounded by the Dismal Swamp</u> • <u>Dismal Swamp</u> <ul style="list-style-type: none"> – <u>Located in the Coastal Plain (Tidewater) region</u> – <u>Wide variety of wildlife</u> <p><u>Early settlement patterns in the region were shaped by the Dismal Swamp.</u></p> <p>The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</p>	

STANDARD VS.2d

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by
d) locating three American Indian (~~First American~~) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American Indians (First Americans) were the first people who lived in Virginia.</p> <p>American Indians (First Americans) lived in all areas of the state.</p> <p>There were three major language groups in Virginia.</p>	<p>Why are First Americans <u>native peoples</u> called Indians?</p> <p>What evidence is there that American Indians (First Americans) lived in all areas of the state?</p> <p>What were the three major language groups found in Virginia, and where was each located?</p>	<p>Christopher Columbus called the people he found in the lands he discovered <u>explored</u> “Indians” because he thought he was in the Indies (near China).</p> <p>Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia.</p> <p>Three major language groups</p> <ul style="list-style-type: none"> Algonquian was <u>languages were</u> spoken primarily in the Tidewater region; the Powhatan were a member <u>part</u> of this group. Siouan was <u>languages were</u> spoken primarily in the Piedmont region; <u>the Monacan were part of this group.</u> Iroquoian was <u>languages were</u> spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group. 	<p>Analyze and interpret maps. (VS.1i)</p>

STANDARD VS.2e

The student will demonstrate knowledge of the **physical geography and native peoples, past and present, early inhabitants** of Virginia by
 e) describing how American Indians (~~First Americans~~) **related adapted** to the climate and their environment to secure food, clothing, and shelter.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia’s American Indians (First Americans) interacted with <u>worked with</u> the climate and their environment to meet their basic needs.</p> <p><u>Virginia Indian cultures, just as other cultures, have changed over time.</u></p>	<p>What are some characteristics of Virginia’s climate?</p> <p>What are some ways Virginia’s American Indians (First Americans) adapted <u>related</u> to the climate and interacted with their environment to meet their basic needs?</p> <p><u>How do Virginia’s American Indians live today in relation to the way they lived in the past?</u></p>	<p>Climate in Virginia The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.</p> <p>Forests, which have a variety of trees, cover most of the land. Virginia’s Indians are referred to as Eastern Woodland Indians.</p> <p><u>Adaptation to Environmental Connections</u> The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons.</p> <ul style="list-style-type: none"> • Foods changed with the seasons. <ul style="list-style-type: none"> – In winter, they hunted birds and animals <u>and lived on stored foods from the previous fall.</u> – In spring, they <u>hunted</u>, fished and picked berries. – In summer, they grew crops (beans, corn, squash). – In fall, they harvested crops: <u>and hunted for foods to preserve and keep for the winter.</u> • Animal skins (deerskin) were used for clothing. • Shelter was made from materials around them. <p><u>Native peoples of the past farmed, hunted, and fished. They developed homes using natural resources. They used animal skins for clothing in the winter.</u></p> <p><u>Today, native peoples live like other Americans. Their cultures have changed over time.</u></p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.2f

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by
 f) describing how archaeologists have recovered new material evidence through sites including Werowocomoco and Jamestown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Archaeology helps us understand the past.</u></p> <p><u>Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.</u></p>	<p><u>Why is archaeology important?</u></p> <p><u>How can new findings change the understanding of history?</u></p> <p><u>What was Werowocomoco?</u></p> <p><u>What was Jamestown?</u></p>	<p><u>Archaeologists study all kinds of material evidence that past peoples left behind.</u></p> <p><u>Werowocomoco was a large Indian town used by Indian leaders for several hundred years before the English came. It was the headquarters of the leader, Powhatan, in 1607.</u></p> <p><u>Jamestown was the first permanent English settlement in America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of English, Africans, and Indians in early Virginia.</u></p>	<p><u>Determine cause and effect relationships. (VS.1b)</u></p> <p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (VS.1g)</u></p> <p><u>Pronunciation Guide:</u> <u>Werowocomoco -</u> <u>weh-ro-wo-COM-o-co</u></p> <p><u>The pronunciation guide of this word will not be assessed on the test.</u></p>

STANDARD VS.2g

The student will demonstrate knowledge of the physical geography and native peoples, past and present, early inhabitants of Virginia by g) identifying and locating the current state-recognized tribes.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>American Indian people have lived in Virginia for thousands of years.</u></p> <p><u>Eight American Indian tribes in Virginia are recognized by the Commonwealth of Virginia. Virginia recognizes the spirit and intent of the original treaties that the tribes made with the English in the 1600s.</u></p> <p><u>These tribes are called state-recognized tribes.</u></p>	<p><u>What are the names of the current state-recognized tribes?</u></p> <p><u>Where do Virginia Indians live today?</u></p>	<p><u>American Indians, who trace their ancestry back to before 1607, live in all parts of Virginia today.</u></p> <p><u>The current state-recognized tribes by region are:</u></p> <p><u>Coastal Plain (Tidewater) Region</u></p> <ul style="list-style-type: none"> • <u>Chickahominy Tribe</u> • <u>Eastern Chickahominy Tribe</u> • <u>Mattaponi Tribe</u> • <u>Nansemond Tribe</u> • <u>Pamunkey Tribe</u> • <u>Rappahannock Tribe</u> • <u>Upper Mattaponi Tribe</u> <p><u>Piedmont Region</u></p> <ul style="list-style-type: none"> • <u>Monacan Tribe</u> 	<p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (VS.1g)</u></p> <p><u>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</u></p> <p><u>Pronunciation Guide:</u> <u>Chickahominy - CHICK-a-HOM-a-nee</u> <u>Eastern Chickahominy</u> <u>Mattaponi - mat-ta-po-NYE</u> <u>Nansemond - NAN-sa-mund</u> <u>Pamunkey - pa-MUN-kee</u> <u>Rappahannock - RAP-a-HAN-nock</u> <u>Upper Mattaponi</u> <u>Monacan - MON-a-cun</u></p> <p><u>The pronunciation guide of these words will not be assessed on the test.</u></p>

STANDARD VS.3a

The student will demonstrate knowledge of the first permanent English settlement in America by

a) explaining the reasons for English colonization.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America.</p> <p>The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.</p>	<p>What were the reasons for English colonization in America?</p> <p>What were the reasons why the Jamestown settlers came to America?</p>	<p>Reasons for English colonization in America</p> <p>England wanted to establish an American colony to increase her <u>its</u> wealth and power.</p> <ul style="list-style-type: none"> • England hoped to find silver and gold in America. • An American settlement would furnish raw materials that could not be grown or obtained in England, while opening new markets for trade. <p>Jamestown</p> <ul style="list-style-type: none"> • Jamestown was primarily an economic venture. • The stockholders of the Virginia Company of London financed the settlement of Jamestown. • Jamestown became the first permanent English settlement in North America in 1607. 	<p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain historical events. (VS.1i)</p>

STANDARD VS.3b

The student will demonstrate knowledge of the first permanent English settlement in America by

b) describing how geography influenced the decision to settle at Jamestown.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Location and physical characteristics influenced the decision to settle at Jamestown.</p>	<p>Where is Jamestown located?</p> <p>Why did the settlers choose the site at Jamestown?</p>	<p>When the settlers arrived in 1607, Jamestown was located on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River.</p> <p>Reasons for site choice</p> <ul style="list-style-type: none"> • Instructions told the settlers to go inland and find a suitable place for their colony. • The location could be easily defended from attack by sea (Spanish). • The water along the shore was deep enough for ships to dock. • They believed they had a good supply of fresh water. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.3c

The student will demonstrate knowledge of the first permanent English settlement in America by

c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The King of England had the power to grant charters allowing settlement in North America.</p>	<p>What was the importance of the charters of the Virginia Company of London to the Jamestown settlement?</p>	<p>Importance of Virginia charters The King of England granted charters to the Virginia Company of London.</p> <ul style="list-style-type: none"> • The charters gave the Virginia Company the right to establish a settlement in North America. • The first charter of the Virginia Company of London established companies to begin colonies in the New World. • The charters extended English rights to the colonists. 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.3d

The student will demonstrate knowledge of the first permanent English settlement in America by
d) identifying the importance of the Virginia General Assembly (1619) as the first representative legislative body in English America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As Jamestown grew, the system of government evolved.</p>	<p>What was this system of government called?</p> <p>What was the Virginia House of Burgesses, and why was it important?</p>	<p>System of government In 1619, the governor of Virginia called a meeting of the Virginia <u>General Assembly</u>. The <u>General Assembly</u> included two citizen representatives (called “burgesses”) from each of the divisions of Virginia, the governor’s council, and the governor. <u>They met as one legislative body.</u> (At that time, only adult <u>certain free adult men had a right to take part.</u>) men were considered citizens.</p> <p>By the 1640s, the burgesses became a separate legislative body, called the Virginia <u>House of Burgesses</u>. <u>They met separately from the Governor’s Council as one of two legislative bodies of the General Assembly.</u></p> <p>Virginia House of Burgesses</p> <ul style="list-style-type: none"> • The Virginia House of Burgesses was the first elected legislative body in <u>English</u> America giving settlers the opportunity to control their own government. • It became the General Assembly of Virginia, which continues to this day. • <u>The current Virginia General Assembly dates from the establishment of the House of Burgesses at Jamestown in 1619.</u> 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p>

STANDARD VS.3e

The student will demonstrate knowledge of the first permanent English settlement in America by
 e) identifying the importance of the arrival of Africans and women to the Jamestown settlement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Jamestown became a more diverse colony by 1620.</p>	<p>What was the impact of the arrival of <u>additional</u> women on the Jamestown settlement?</p> <p>What was the impact of the arrival of Africans on the Jamestown settlement?</p>	<p>The arrival of <u>additional</u> women in 1620 made it possible for the more settlers to establish families and a more permanent settlement at Jamestown.</p> <p>Africans arrived in Jamestown against their will <u>in 1619</u>. It is believed that they arrived as baptized Christians and therefore were labeled indentured servants for a period of 5 to 7 years. <u>Portuguese sailors captured African men and women from what is present-day Angola. The status of these early African men and women as either servants or slaves in Virginia is unknown.</u></p> <p>The arrival of Africans made it possible to expand the tobacco economy.</p>	<p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p><u>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.</u> (VS.1i)</p>

STANDARD VS.3f

The student will demonstrate knowledge of the first permanent English settlement in America by

f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The English colonists found life in Jamestown harder than they had expected.</p>	<p>What hardships did the Jamestown settlers face?</p> <p>What changes took place to ensure survival?</p>	<p>Hardships faced by the settlers</p> <ul style="list-style-type: none"> • The site they chose to live on was marshy and lacked safe drinking water. • The settlers lacked some skills necessary to provide for themselves. • Many settlers died of starvation and disease. <p>Changes that ensured survival</p> <ul style="list-style-type: none"> • The arrival of two <u>supply</u> ships, the forced work program and strong leadership of Captain John Smith, and the emphasis on self-sustaining agriculture ensured survival of the colony. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.3g

The student will demonstrate knowledge of the first permanent English settlement in America by

- g) describing the interactions between the English settlers and ~~the Powhatan people~~, the native peoples including the contributions of Powhatan ~~the Powhatans~~ to the survival of the settlers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Powhatan people <u>native peoples</u> and the English settlers at Jamestown established trading relationships and for a while had positive interactions.</p>	<p>How did the Powhatan people <u>native peoples</u> and the English settlers interact?</p> <p>Why did the relationship between the Jamestown settlers and the Powhatan people <u>native peoples</u> change?</p> <p><u>How did Powhatan contribute to the survival of the settlers?</u></p>	<p>Captain John Smith initiated trading relationships with the Powhatans <u>native peoples</u>.</p> <p>The Powhatans <u>native peoples</u> traded <u>mainly</u> food, furs, and leather with the English in exchange for tools, pots, guns, <u>and they traded copper for jewelry.</u>; and other goods.</p> <p>The Powhatan people <u>native peoples</u> contributed to the survival of the Jamestown settlers in several ways.</p> <ul style="list-style-type: none"> • <u>Powhatan, chief of 30 tribes, provided leadership to his people and taught the settlers survival skills.</u> • Pocahontas, daughter of Chief Powhatan, <u>believed the English and American Indians (First Americans) could live in harmony. Pocahontas began a friendship with the colonists that helped them survive</u> <u>served as a contact between the native peoples and the English.</u> • The Powhatans <u>native peoples</u> <u>introduced new crops to the English, including</u> <u>showed the colonists how to plant</u> corn and tobacco. <p><u>Over time, The Powhatan people</u> the native peoples realized the English settlement would continue to grow.</p> <ul style="list-style-type: none"> • The Powhatans <u>native peoples</u> <u>saw</u> <u>came to see</u> the colonists as invaders that would take over their land. 	<p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.4a

The student will demonstrate knowledge of life in the Virginia colony by
a) explaining the importance of agriculture and its influence on the institution of slavery.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.</p>	<p>What effect did agriculture have on the Virginia colony?</p> <p>How did agriculture in the Virginia colony influence the institution of slavery?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Cash crop: A crop that is grown to sell for money rather than for use by the growers <p>The economy of the Virginia colony depended on agriculture as a primary source of wealth.</p> <p>Tobacco became the most profitable agricultural product.</p> <ul style="list-style-type: none"> • Tobacco was sold in England as a cash crop. <p>The successful planting of tobacco depended on a reliable <u>steady</u> and inexpensive source of labor.</p> <ul style="list-style-type: none"> • Large numbers of Africans <u>men, women, and children</u> were brought to the colony against their will to work as slaves on the plantations. • The Virginia colony became dependent on slave labor, and the dependence lasted a long time. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p>

STANDARD VS.4b

The student will demonstrate knowledge of life in the Virginia colony by

- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scotch-Irish Scots-Irish, German) immigrants, Africans, and American Indians, (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The culture of colonial Virginia</u> Cultural landscapes reflected beliefs, customs, and architecture of people <u>European immigrants, Africans, and American Indians</u> living in those areas.</p> <p>Although a colony of England, Virginia developed a unique culture different from that of England.</p>	<p>How <u>did</u> the culture of colonial Virginia do <u>cultural landscapes</u> reflect beliefs, customs, and architecture of people <u>European immigrants, Africans, and American Indians</u>?</p> <p>Where did the various cultural groups settle?</p> <p>How did the relationship between the Virginia colony and England change over time?</p>	<p>Cultural landscapes <u>Culture of colonial Virginia</u> Whenever people settle an area, they change the <u>culture and</u> landscape to reflect their beliefs, customs, and architecture. of their culture. Examples of cultural landscapes <u>architecture that reflect different cultures</u> include</p> <ul style="list-style-type: none"> • Barns • Homes • Places of worship (e.g., churches) <p>Place names reflecting culture</p> <ul style="list-style-type: none"> • English - Richmond • American Indian (First American) - Roanoke <p>Settlement areas</p> <ul style="list-style-type: none"> • English <u>and other Europeans</u> settled primarily in Tidewater and Piedmont regions. • Germans and Scotch <u>Scots-Irish</u> settled primarily in the Shenandoah Valley, which was along the migration route. • Africans <u>were</u> settled primarily in the <u>Coastal Plain (Tidewater) and Piedmont</u> regions, where <u>tobacco</u> agriculture required a great deal of labor. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (VS.1i)</p>

STANDARD VS.4b (continued)

The student will demonstrate knowledge of life in the Virginia colony by

- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scotch-Irish Scots-Irish, German) immigrants, Africans, and American Indians, (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • <u>American Indians (First Americans) were primarily in the Tidewater and Piedmont regions and the Appalachian Plateau, where their traditional homelands were located.</u> • <u>Prior to the arrival of the settlers, American Indians lived throughout Virginia, especially near waterways. After the settlers arrived, most were forced inland.</u> <p>Migration and living in new areas caused people to adapt old customs to their new environment.</p> <p>The culture of Virginia reflected American Indian (First American), African, and European origins.</p>	

STANDARD VS.4c

The student will demonstrate knowledge of life in the Virginia colony by

c) ~~explaining how geography influenced~~ explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geographical <u>A variety of factors often influence explain the reasons for</u> the relocation of a capital.</p>	<p>What are some factors that influenced <u>reasons why the capital was moved</u> the move of the capital from Jamestown to Williamsburg?</p> <p>What are some factors that influenced <u>reasons why the capital was moved</u> the move of the capital from Williamsburg to Richmond?</p>	<p>Factors related to <u>Reasons why the capital was moved from Jamestown to Williamsburg</u></p> <ul style="list-style-type: none"> • Drinking water was contaminated by seepage of salt water. • Dirty Unhealthy living conditions caused diseases. • Williamsburg was situated at a higher elevation than Jamestown. • Fire destroyed wooden <u>and brick</u> buildings at Jamestown. <p>Factors related to move from <u>Reasons why the capital was moved from Williamsburg to Richmond</u></p> <ul style="list-style-type: none"> • Population was moving westward. • Richmond was a more central location. • Richmond's location was better for trade. • Moving to Richmond increased the distance from attack by the <u>English British</u>. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Make connections between past and present. (VS .1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.4d

The student will demonstrate knowledge of life in the Virginia colony by
d) describing how money, barter, and credit were used.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Money was not commonly used in early agricultural societies.</p>	<p>What forms of exchange were used in the Virginia colony?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Money: A medium of exchange (currency, which includes coins and paper bills)- • Barter: Trading/exchanging of goods and services without the use of money • Credit: Buying a good or service now and paying for it later • Debt: A good or service owed to another • Saving: Money put away to save or to spend at a later time <p>Few people had paper money and coins to use to buy goods and services.</p> <p>Barter was commonly used instead of money.</p> <p>Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services.</p> <p>Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold.</p> <p>Colonial Virginia had no banks.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p>

STANDARD VS.4e

The student will demonstrate knowledge of life in the Virginia colony by
 e) describing everyday life in colonial Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Resources were used in colonial Virginia to produce the goods and services that people needed.</u></p> <p><u>Everyday life was different for whites, slaves, and free blacks in colonial Virginia.</u></p>	<p><u>How did resources influence the food, housing, and clothing in colonial Virginia?</u></p> <p><u>How was everyday life different for whites, slaves, and free blacks in colonial Virginia?</u></p>	<p><u>People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed.</u></p> <p>Food:</p> <ul style="list-style-type: none"> • <u>Limited variety of foods</u> • <u>Meals made of local produce and meats</u> <p>Housing:</p> <ul style="list-style-type: none"> • <u>Most people lived in one-room homes with dirt floors</u> • <u>Planters lived in large houses</u> <p>Clothing:</p> <ul style="list-style-type: none"> • <u>Households made their own clothes</u> • <u>Most clothing was made of cotton, wool, and leather</u> <p><u>Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations), and were called planters.</u></p> <p><u>Most slaves worked tobacco, crops, and livestock. Some were skilled tradesmen and worked in households. Slaves had no rights.</u></p> <p><u>Many free blacks owned their own business and property, but were denied most rights.</u></p>	<p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Make connections between past and present. (VS.1e)</u></p> <p><u>Sequence events in Virginia history. (VS.1f)</u></p>

STANDARD VS.5a

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

a) identifying the reasons why the colonies went to war with ~~England~~ Great Britain as expressed in the Declaration of Independence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Conflicts developed between the colonies and England <u>Great Britain</u> over how the colonies should be governed.</p> <p>The Declaration of Independence gave reasons for independence and ideas for self-government.</p>	<p>How did the colonists' ideas about government differ from those of the English <u>British</u> Parliament?</p> <p>Why is the Declaration of Independence an important document?</p>	<p>The colonists and the English <u>British</u> Parliament disagreed over how the colonies should be governed.</p> <ul style="list-style-type: none"> • Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority. • Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed since they had no representation in Parliament. <p>The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.</p>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.5b

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- b) identifying the various roles played by whites, slaves, free blacks, and American Indians in the Revolutionary War era, ~~with emphasis on~~ including George Washington, Thomas Jefferson, ~~and Patrick Henry;~~ and James Lafayette.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginians made significant contributions during the Revolutionary War era.</p> <p><u>Whites, slaves, free blacks, and American Indians all had various roles during the American Revolution.</u></p>	<p>What contributions did Virginians make during the Revolutionary War era?</p> <p><u>What contributions did whites, slaves, free blacks, and American Indians make during the American Revolution?</u></p>	<p>Varied roles of Virginians whites, slaves, free blacks, and American Indians in the Revolutionary War era</p> <ul style="list-style-type: none"> Virginia patriots served in the Continental Army and fought against the English for <u>independence</u> leading to the English <u>British</u> surrender at Yorktown. Some Virginians were neutral and did not take sides while other Virginians remained loyal to England <u>Great Britain</u>. During the war, <u>Women took on more responsibility to support the war effort.</u> African Americans from Virginia were divided about the war. Some slaves fought for the English <u>a better chance of freedom</u> because they were promised freedom. <u>Some free blacks fought for independence in the American Revolution.</u> <u>Many American Indians in western Virginia fought against the Virginia patriots to protect their land. Some American Indians volunteered to fight against the British.</u> <p>Contributions of Virginians during the Revolutionary War era</p> <ul style="list-style-type: none"> George Washington provided military leadership by serving as commander-in-chief of the Continental Army. 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.5b (continued)

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- b) identifying the various roles played by whites, slaves, free blacks, and American Indians in the Revolutionary War era, ~~with emphasis on~~ including George Washington, Thomas Jefferson, ~~and Patrick Henry;~~ and James Lafayette.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from England <u>Great Britain</u> in the Declaration of Independence. • Patrick Henry inspired patriots from other colonies when he spoke out against taxation without representation by saying, "...give me liberty or give me death." • James Armistead Lafayette, a slave from Virginia, served in the Continental Army and was given <u>successfully requested</u> his freedom after the war. 	

STANDARD VS.5c

The student will demonstrate knowledge of the role of Virginia in the American Revolution by

c) **identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The Battle of Great Bridge was the first land battle fought in Virginia during the American Revolution.</u></p> <p><u>The actions of Jack Jouett blocked the capture of key members of the Virginia General Assembly.</u></p> <p>The last major battle of the Revolutionary War was fought at Yorktown, Virginia.</p>	<p><u>What was the importance of the Battle of Great Bridge?</u></p> <p><u>Who was Jack Jouett?</u></p> <p>What was the importance of the American victory at Yorktown?</p>	<p><u>The Battle of Great Bridge was the first land battle of the American Revolution fought in Virginia. The American victory forced the British colonial governor to flee the City of Norfolk.</u></p> <p><u>Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then governor of Virginia, that the British were coming to arrest him and members of the General Assembly.</u></p> <p>The American victory at Yorktown resulted in the surrender of the English British army, bringing <u>which led to</u> an end to the war.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships between water features and historical events. (VS.1i)</p>

STANDARD VS.6a

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
a) explaining why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The actions and ideas of Virginians formed the basis for the new constitutional government of the United States.</p>	<p>Why is George Washington referred to as the “Father of Our Country?”</p> <p>Why is James Madison referred to as the “Father of the Constitution?”</p>	<p>George Washington, a Virginian, was elected as the first President of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the “Father of Our Country.”</p> <p>James Madison, a <u>Virginian</u>, believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title “Father of the Constitution.”</p>	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.6b

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

- b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ideas expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom served as models for the Bill of Rights of the Constitution of the United States of America.</p>	<p>What was the influence of the Virginia Declaration of Rights on the Constitution of the United States of America?</p> <p>What was the influence of the Virginia Statute for Religious Freedom on the Constitution of the United States of America?</p>	<p>The Virginia Declaration of Rights, written by George Mason, states that all Virginians should have certain <u>many</u> rights, including freedom of religion, and <u>freedom of the press, and the right to a trial by jury.</u> The document became the basis for the Bill of Rights of the Constitution of the United States of America.</p> <p>The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please. This document was the basis for the First Amendment to the Constitution of the United States of America, the amendment that protects religious freedom.</p> <p><u>Ideas expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom were the basis for the Bill of Rights.</u></p>	<p>Identify primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.6c

The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
 c) explaining the influence of geography on the migration of Virginians into western territories.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.</p>	<p>What geographic factors influenced Virginians to move to the western frontier of Virginia and beyond?</p>	<p>After the American Revolution, Virginia’s agricultural base began to change, and as a result large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities.</p> <ul style="list-style-type: none"> • Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm. • Virginians migrated into western territories looking for large areas of land and new opportunities. • As Virginians moved, they took their traditions, ideas, and cultures with them. • <u>Many black families were moved by settlers who took their labor source with them.</u> • Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.7a

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Because of economic differences between the North and South, they were unable to resolve their conflicts and the South seceded from the United States.</p> <p>Virginians were divided about secession from the Union, which led to the creation of West Virginia.</p>	<p>What conflicts developed between the northern and southern states in the years following the American Revolution and led to the Civil War?</p> <p>Why did Virginia secede from the Union?</p> <p>How did West Virginia become a state?</p>	<p>Differences between northern and southern states</p> <ul style="list-style-type: none"> • The economy in the northern part of the United States was <u>more</u> industrialized, while in the southern part it was agricultural and relied <u>more</u> on slave labor. • Northern states wanted the new states created out of the western territory to be “free states,” while the southern states wanted the new states to be “slave states.” <p>Events leading to secession and war</p> <ul style="list-style-type: none"> • Nat Turner led a revolt against plantation owners in Virginia. • Abolitionists campaigned to end slavery. • Harriet Tubman supported a secret route that escaped slaves took; it became known as the “Underground Railroad.” • John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia. He was trying to start a slave rebellion. He was captured and hanged. 	<p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain historical events. (VS.1i)</p>

STANDARD VS.7a (continued)

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • After Abraham Lincoln became <u>was elected</u> President of the United States in 1860, some southern states seceded from the Union <u>and formed the “Confederate States of America.”</u> Later, other southern states, including Virginia seceded to form the “Confederate States of America.” <u>and joined them.</u> <p>Creation of West Virginia</p> <ul style="list-style-type: none"> • Conflict grew between the eastern counties of Virginia that relied on slavery and western counties that avored abolition of <u>did not favor</u> slavery. <u>The Many</u> disagreements between the two regions of the state led to the formation of West Virginia. 	

STANDARD VS.7b

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.</p> <p>Virginians played a significant role in the Civil War.</p>	<p>What major Civil War battles were fought in Virginia?</p> <p>Who were some of the leaders of the Civil War?</p>	<p>Major Civil War battles fought in Virginia</p> <ul style="list-style-type: none"> • The first Battle of Bull Run (or Manassas) was the first major clash of the Civil War. Confederate General Thomas “Stonewall” Jackson played a major role in this battle. • General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia. • Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned near the end of the war. • Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederate), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.7b (continued)

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

b) describing Virginia's role in the war, including identifying major battles that took place in Virginia;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865. 	

STANDARD VS.7c

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
c) describing the roles played by whites, slaves, free blacks, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Whites, slaves, free blacks, and American Indians all had various roles during the Civil War.</u></p>	<p><u>How were whites, slaves, free blacks, and American Indians affected by the Civil War?</u></p>	<p><u>Varied roles of whites, slaves, free blacks, and American Indians during the Civil War</u></p> <ul style="list-style-type: none"> • <u>Most white Virginians supported the Confederacy. Many white male Virginians of military age fought for the Confederacy.</u> • <u>The Confederacy relied on slaves to raise crops and provide labor for the army. Many slaves fled to the Union army as it approached, and some fought for the Union.</u> • <u>Some free blacks felt their limited rights could best be protected by supporting the Confederacy, while others supported the Union.</u> • <u>Most American Indians were neutral during the Civil War and did not enlist with the Confederacy.</u> 	<p><u>Determine cause and effect relationships. (VS.1b)</u></p> <p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Sequence events in Virginia history. (VS.1f)</u></p>

STANDARD VS.8a

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

a) identifying the effects of Reconstruction on life in Virginia.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginians faced serious problems in rebuilding the state after the war.</p>	<p>What were some of the problems Virginians faced during the period of Reconstruction following the Civil War?</p> <p>What measures were taken during Reconstruction to resolve Virginia's problems?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Reconstruction: The period following the Civil War in which Congress passed laws designed to rebuild the country and bring the southern states back into the Union <p>Problems faced by Virginians during Reconstruction</p> <ul style="list-style-type: none"> • Millions of freed slaves needed housing, <u>education</u>, clothing, food, and jobs. • Virginia's economy was in ruins: <ul style="list-style-type: none"> – Money had no value. – Banks were closed. – Railroads, bridges, plantations, and crops were destroyed. <p>Measures taken to resolve problems</p> <ul style="list-style-type: none"> • The Freedmen's Bureau was a government agency that provided food, schools, and medical care for freed slaves black people and others in Virginia, and the rest of the South. • Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from a landowner by promising to pay the owner with a share of the crop. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.8b

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
b) identifying the effects of segregation and “Jim Crow” on life in Virginia; for whites, blacks, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The freedoms and rights promised to African Americans <u>blacks</u> were slowly taken away after Reconstruction, and it would take years to win them back.</p>	<p><u>What impact did “Jim Crow” laws have on whites, blacks, and American Indians in Virginia?</u></p> <p>What happened to the rights of African Americans <u>blacks</u> after Reconstruction?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Segregation: The separation of people, usually based on race or religion • Discrimination: An unfair difference in the treatment of people <p>During Reconstruction, African Americans <u>blacks</u> began to have power in Virginia’s government, and men of all races could vote.</p> <p>After Reconstruction, these gains were lost when “Jim Crow” Laws were passed by southern states. “Jim Crow” Laws established segregation or separation of the races and reinforced prejudices held by whites.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.8b (continued)

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

b) identifying the effects of segregation and “Jim Crow” on life in Virginia; for whites, blacks, and American Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>“Jim Crow” laws had an effect on African American life <u>the lives of blacks and American Indians.</u></p> <ul style="list-style-type: none"> • Unfair poll taxes and voting tests were established to keep African Americans <u>black men</u> from voting. • African Americans <u>Blacks</u> found it very difficult to vote or hold public office. • African Americans <u>Blacks</u> were forced to use separate <u>poor-quality services such as</u> drinking fountains, restrooms, and restaurants. • African Americans children <u>attended separate schools.</u> White children attended separate schools. • <u>“Jim Crow” laws had an effect on all people of color including American Indians.</u> • <u>There were separate schools for black children and white children, as well as tribal schools for some American Indian children.</u> 	

STANDARD VS.8c

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
 c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>After the Civil War, industry and technology, transportation, and cities began to grow and contribute to Virginia’s economy.</p>	<p>What changes took place in Virginia to boost the economic growth?</p>	<p>Virginia began to grow in many areas after the Civil War and Reconstruction.</p> <ul style="list-style-type: none"> • Virginia’s cities grew with people, businesses, and factories. • Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns to cities. Railroad centers stimulated the growth of factories where clothing, furniture, and other useful items were made. Roanoke became a railroad center. Richmond, Norfolk, and Newport News were bustling with activity as the railroad brought new jobs and people to the areas. Petersburg, Alexandria, and Lynchburg also grew rapidly. • Other parts of Virginia grew as other industries developed. Coal deposits, discovered in Tazewell County after the Civil War and then in nearby counties, became a source of livelihood for residents of southwest Virginia. • The need for more and better roads increased. 	<p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.8c (continued)

The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> Tobacco farming and tobacco products became important Virginia industries. 	

STANDARD VS.9a

The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the twentieth- <u>and twenty-first</u> century <u>ies</u>, Virginia changed from a rural, agricultural society to a more urban, industrial society.</p> <p>After Reconstruction, Virginia's cities began to grow.</p>	<p>Why did Virginia change from an agricultural to an industrial society?</p> <p>What caused Virginia's cities to grow?</p>	<p>Decline of agricultural society During the early 20th century, agriculture began to change.</p> <ul style="list-style-type: none"> • Old systems of farming were no longer effective. • Crop prices were low. <p>Growth of Virginia's cities</p> <ul style="list-style-type: none"> • People moved from rural to urban areas for economic opportunities. • Technological developments in transportation, roads, railroads, and streetcars helped cities grow. • Coal mining spurred the growth of Virginia towns and cities as people moved from the countryside to find jobs. <p>Since the end of World War II, Northern Virginia has experienced growth due to increases in the number of federal jobs located in the region.</p> <p>Both <u>In the late 20th century and the early 21st century,</u> Northern Virginia and the Tidewater region have grown due to computer technology.</p> <p>People have moved to Virginia from many other states and nations for jobs, freedom, and the enjoyment of Virginia's beauty and quality of life.</p>	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (VS.1i)</p>

STANDARD VS.9b

The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by
b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>As President, Woodrow Wilson led the United States during World War I.</u></p> <p><u>George C. Marshall held a significant leadership role after World War II.</u></p>	<p><u>How did Woodrow Wilson's actions impact international events?</u></p> <p><u>How did George C. Marshall's actions impact America's role with other world nations?</u></p>	<ul style="list-style-type: none"> • <u>Woodrow Wilson was President when the United States entered World War I. After World War I, he worked to create the League of Nations. The League of Nations was a plan to achieve world peace.</u> • <u>George C. Marshall was a military leader remembered for what he did for peace after World War II. The "Marshall Plan" included funds to help rebuild Europe.</u> 	<p><u>Determine cause and effect relationships. (VS.1b)</u></p> <p><u>Draw conclusions and make generalizations. (VS.1d)</u></p> <p><u>Make connections between past and present. (VS.1e)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (VS.1g)</u></p>

STANDARD VS.9c

The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by
b) c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.</p> <p>After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens.</p> <p>As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.</p>	<p>What changes occurred in Virginia as a result of the Civil Rights Movement?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Desegregation: Abolishment of racial segregation • Integration: Full equality of all races in the use of public facilities <p>Desegregation and Massive Resistance in Virginia</p> <ul style="list-style-type: none"> • The U.S. Supreme Court ruled in 1954 (<i>Brown v. Board of Education</i>) that “separate but equal” public schools were unconstitutional. • All public schools, including those in Virginia, were ordered to integrate <u>desegregate</u>. • Virginia’s government established a policy of Massive Resistance, which fought to “resist” the integration of public schools. • Some schools were closed to avoid integration. • The policy of Massive Resistance failed, and Virginia’s public schools were integrated. • Harry F. Byrd, Sr., led a Massive Resistance Movement against the integration <u>desegregation</u> of public schools. 	<p>Determine cause and effect relationships. (VS.1b)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p>

STANDARD VS.9d

The student will demonstrate knowledge of twentieth- and twenty-first centuries Virginia by
 e) **d) identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., Oliver W. Hill, Sr., Arthur R. Ashe, Jr., A. Linwood Holton, Jr., and L. Douglas Wilder.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many individuals made social, political, and economic contributions to Virginia life in the twentieth- and twenty-first centuries.</p>	<p>What contributions to life in the twentieth- and twenty-first centuries in Virginia were made by Maggie L. Walker, Harry Flood Byrd, Sr., <u>Oliver W. Hill, Sr.</u>, Arthur R. Ashe, Jr., <u>A. Linwood Holton, Jr.</u>, and L. Douglas Wilder?</p>	<p><u>Citizens who made political, social, and/or economic contributions</u></p> <p>Maggie L. Walker was the first African American woman to <u>establish and</u> become a bank president in the United States. She was also the first woman to become a bank president.</p> <p>Harry F. Byrd, Sr., as governor, was known for a “Pay As You Go” policy for road improvements, and he modernized Virginia state government.</p> <p><u>Oliver W. Hill, Sr., was a lawyer and civil rights leader who worked for equal rights of African Americans. He played a key role in the <i>Brown v. Board of Education</i> decision.</u></p> <p>Arthur R. Ashe, Jr., was the first African American winner of a major men’s tennis singles championship. He was also an author and eloquent spokesperson for social change.</p> <p><u>A. Linwood Holton, Jr., as governor of Virginia, promoted racial equality and appointed more African Americans and women to positions in state government than previous governors.</u></p> <p>L. Douglas Wilder, former <u>as</u> governor of Virginia, was the first African American to be elected a state governor in the United States.</p>	<p>Identify and interpret primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Make connections between past and present. (VS.1e)</p>

STANDARD VS.10a

The student will demonstrate knowledge of government, geography, and economics by
a) identifying the three branches of Virginia government and the function of each.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.</p>	<p>What are the three branches of government in Virginia and what are the powers of each branch?</p>	<p>The government of Virginia is divided into three branches.</p> <ul style="list-style-type: none"> • The General Assembly is the legislative branch of the Virginia government that makes state laws. It is divided into two parts—the Senate and the House of Delegates. • The governor heads the executive branch of the state government. The executive branch makes sure that state laws are carried out. • The judicial branch is the state’s court system. The judicial branch decides cases about people accused of breaking the law and whether or not a law agrees with Virginia’s constitution. 	<p>Draw conclusions and make generalizations. (VS.1d)</p>

STANDARD VS.10b

The student will demonstrate knowledge of government, geography, and economics by

b) describing the major products and industries of Virginia's five geographic regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The state of Virginia can be divided into five geographic regions.</p> <p>Different products and industries characterize each region.</p>	<p>What are the major products and industries of each region in Virginia?</p>	<p><u>Selected Examples of Products and Industries</u></p> <p>Coastal Plain (Tidewater) <i>Products:</i> Seafood, <u>peanuts</u> <i>Industries:</i> Shipbuilding, tourism, federal <u>government</u>, military <u>installations</u> <u>bases</u></p> <p>Piedmont <i>Products:</i> Tobacco products, information technology <i>Industries:</i> Technology, federal and state government, farming, <u>textiles</u>, <u>horse</u>, <u>lumbering</u></p> <p>Blue Ridge Mountains <i>Products:</i> Apples, <u>lumber</u> <i>Industries:</i> Recreation, <u>farming</u>, <u>lumbering</u></p> <p>Valley and Ridge <i>Products:</i> Poultry, apples, <u>dairy</u>, <u>beef</u> <i>Industries:</i> Farming, <u>poultry</u>, <u>fruit</u></p> <p>Appalachian Plateau <i>Products:</i> Coal <i>Industries:</i> Coal mining, <u>telecommunications</u></p>	<p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Analyze and interpret maps. (VS.1i)</p>

STANDARD VS.10c

The student will demonstrate knowledge of government, geography, and economics by

c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.</p> <p>Industries in Virginia produce goods and services used throughout the United States.</p>	<p>How have advances in transportation facilitated migration and economic growth?</p> <p>How have advances in communications and technology helped the economy grow?</p> <p>In what ways is Virginia part of the U.S. economy?</p>	<p>Virginia's transportation system (highways, railroads, and air transportation) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</p> <p>Virginia has a large number of communications and other technology industries.</p> <p>Tourism is a major part of Virginia's economy.</p> <p>Because many federal workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy.</p>	<p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p>



Draft

Curriculum Framework

United States History to ~~1877~~ 1865

STANDARD USI.1 a, b, c, d, e, f, g, h, i

The student will ~~develop~~ **demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to**

- a) **identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to ~~1877~~ 1865;**
- b) **make connections between the past and the present;**
- c) **sequence events in United States history from pre-Columbian times to ~~1877~~ 1865;**
- d) **interpret ideas and events from different historical perspectives;**
- e) **evaluate and discuss issues orally and in writing;**
- f) **analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;**
- g) **distinguish between parallels of latitude and meridians of longitude;**
- h) **interpret patriotic slogans and excerpts from notable speeches and documents;**
- i) **identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives.**

The skills identified in standard USI.1a-~~h~~i are cited in the “Essential Skills” column of each chart for *United States History to ~~1877~~ 1865* with the exception of “e” (evaluate and discuss issues orally and in writing). Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD USI.2a

The student will use maps, globes, photographs, pictures, or ~~and~~ tables to

a) locate the seven continents and five oceans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Continents are large land masses surrounded by water.</p>	<p>What are the seven continents? <u>What are the five oceans?</u></p>	<p>Continents</p> <ul style="list-style-type: none"> • North America • South America • Africa • Asia • Australia • Antarctica • Europe* <p>Oceans</p> <ul style="list-style-type: none"> • <u>Atlantic Ocean</u> • <u>Pacific Ocean</u> • <u>Arctic Ocean</u> • <u>Indian Ocean</u> • <u>Southern Ocean</u> <p>*Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p>	<p>Analyze and interpret maps. (USI.1f)</p> <p><u>Distinguish between parallels of latitude and meridians of longitude.</u> (USI.1g)</p>

STANDARD USI.2b

The student will use maps, globes, photographs, pictures, or ~~and~~ tables to

- b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geographic regions have distinctive characteristics.</p>	<p>Where are the geographic regions of North America located?</p> <p>What are some physical characteristics of the geographic regions of North America?</p>	<p>Geographic regions—locations and physical characteristics</p> <p><i>Coastal Plain</i></p> <ul style="list-style-type: none"> • Located along the Atlantic Ocean and Gulf of Mexico • Broad lowland providing many excellent harbors <p><i>Appalachian Highlands</i></p> <ul style="list-style-type: none"> • Located west of Coastal Plain extending from eastern Canada to western Alabama; includes the Piedmont • Old, eroded mountains (oldest mountain range in North America) <p><i>Canadian Shield</i></p> <ul style="list-style-type: none"> • Wrapped around Hudson Bay in a horseshoe shape • Hills worn by erosion and hundreds of lakes carved by glaciers • Holds some of the oldest rock formations in North America <p><i>Interior Lowlands</i></p> <ul style="list-style-type: none"> • Located west of the Appalachian Mountains and east of the Great Plains • Rolling flatlands with many rivers, broad river valleys, and grassy hills 	<p>Analyze and interpret maps to explain relationships among landforms and water features. (USI.1f)</p> <p><u>Distinguish between parallels of latitude and meridians of longitude.</u> (USI.1g)</p>

STANDARD USI.2b (continued)

The student will use maps, globes, photographs, pictures, or ~~and~~ tables to

- b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>Great Plains</i></p> <ul style="list-style-type: none"> • Located west of Interior Lowlands and east of the Rocky Mountains • Flat land that gradually increases in elevation westward; grasslands <p><i>Rocky Mountains</i></p> <ul style="list-style-type: none"> • Located west of the Great Plains and east of the Basin and Range • Rugged mountains stretching from Alaska almost to Mexico; high elevations • Contains the Continental Divide, which determines the directional flow of rivers <p><i>Basin and Range</i></p> <ul style="list-style-type: none"> • Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades • Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America <p><i>Coastal Range</i></p> <ul style="list-style-type: none"> • Rugged mountains along the Pacific Coast that stretch from California to Canada • Contains fertile valleys 	

STANDARD USI.2c

The student will use maps, globes, photographs, pictures, or ~~and~~ tables to

c) locate and identify the water features important 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.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support interaction among regions, form borders, and create links to other areas.</p>	<p>What are the major bodies of water in the United States?</p> <p>What are some ways bodies of water in the United States have supported interaction and created links to other regions?</p>	<p>Major bodies of water</p> <ul style="list-style-type: none"> • <i>Oceans:</i> Atlantic, Pacific • <i>Rivers:</i> Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, <u>St Lawrence</u> • <i>Lakes:</i> Great Lakes • <i>Gulf:</i> Gulf of Mexico <p>Trade, transportation, and settlement</p> <ul style="list-style-type: none"> • The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world. • The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants. • The Ohio River was the gateway to the west. • Inland port cities grew in the Midwest along the Great Lakes. • The Mississippi and Missouri Rivers were the transportation arteries for farm and <u>were used to transport farm and</u> industrial products. They were links to ports and other parts of the world. • The Columbia River was explored by Lewis and Clark. 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among water features and historical events. (USI.1f)</p>

STANDARD USI.2c (continued)

The student will use maps, globes, photographs, pictures, or ~~and~~ tables to

- c) locate and identify the water features important 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.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The Colorado River was explored by the Spanish. • The Rio Grande forms the border with Mexico. • The Pacific Ocean was an early exploration route <u>destination</u>. • The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America. • <u>The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</u> 	

STANDARD USI.2d

The student will use maps, globes, photographs, pictures, or ~~and~~ tables to
d) recognize key geographic features on maps, diagrams, and/or photographs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Key geographic features are important to recognize when they appear on maps, diagrams, and photographs.</u></p> <p><u>Land and water features set the stage for and influence the course of events in United States history.</u></p>	<p><u>What are some important categories of geographic features?</u></p> <p><u>What do these important geographic features look like when they appear on maps, globes, and diagrams?</u></p> <p><u>What do these important geographic features look like when they appear in pictures and photographs?</u></p> <p><u>Why are geographic features important in United States history?</u></p>	<p><u>Key Geographic Features:</u></p> <ul style="list-style-type: none"> • <u>Water Related</u> <ul style="list-style-type: none"> - <u>Lakes</u> - <u>Rivers</u> - <u>Tributaries</u> - <u>Gulfs and bays</u> • <u>Land Related</u> <ul style="list-style-type: none"> - <u>Mountains</u> - <u>Hills</u> - <u>Plains</u> - <u>Plateaus</u> - <u>Islands</u> - <u>Peninsulas</u> • <u>Geographic features are related to:</u> <ul style="list-style-type: none"> - <u>Patterns of trade</u> - <u>Locations of cities and towns</u> - <u>Westward (frontier) movement</u> - <u>Agriculture and fishing industry</u> 	<p><u>Analyze and interpret maps to explain relationships among landforms and water features, climatic characteristics, and historical events (USI.1f)</u></p>

~~STANDARD USI.3e~~ STANDARD USI.3a

The student will demonstrate knowledge of how early cultures developed in North America by
 a) describing how archaeologists have recovered material evidence of ancient settlements including Cactus Hill.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Archaeology is the recovery of material evidence remaining from the past.</u></p> <p><u>Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.</u></p>	<p><u>Why is archaeology important?</u></p> <p><u>Where is one of the oldest archeological sites in the United States located?</u></p>	<p><u>Archaeologists study human behavior and culture through the recovery and analysis of artifacts.</u></p> <p><u>Scientists are not in agreement as to when and how people entered the Western Hemisphere.</u></p> <p><u>Evidence that humans lived at Cactus Hill as early as 15,000 years ago makes it one of the oldest sites in North America.</u></p> <p><u>Cactus Hill is located on the Nottoway River in southeastern Virginia.</u></p>	<p><u>Make connections between the past and the present. (USI.1b)</u></p> <p><u>Sequence events in United States history from pre-Columbian times to 1865. (USI.1c)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (USI.1d)</u></p>

~~STANDARD USI.3a~~ **STANDARD USI.3b**

The student will demonstrate knowledge of how early cultures developed in North America by

- b) locating where the American Indians (~~First Americans~~) lived settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Prior to the arrival of Europeans, American Indians (First Americans) were dispersed across different environments in North America.</p>	<p>In which areas did the American Indians (First Americans) live?</p> <p><u>Do they still live in those areas today?</u></p>	<p><u>American Indians lived in all areas of North America.</u></p> <p>Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year.</p> <p>Kwakiutl <u>homeland includes</u> the Pacific Northwest coast, characterized by a rainy, mild climate.</p> <p><u>Lakota people Sioux</u> inhabited the interior of the United States, called the Great Plains and characterized by dry grasslands.</p> <p>Pueblo <u>tribes</u> inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains.</p> <p>Iroquois <u>homeland includes</u> northeast North America, the Eastern Woodland, which is heavily forested.</p> <p><u>Members of these tribes live in their homelands and in many urban areas today.</u></p>	<p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

~~STANDARD USI.3b~~ STANDARD USI.3c

The student will demonstrate knowledge of how early cultures developed in North America by
 c) describing how the American Indians (~~First Americans~~) used the resources in their environment.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Geography and climate affected how various American Indian (First American) groups met their basic needs.</p> <p><u>Resources influence what was produced and how it was produced.</u></p> <p>:</p>	<p>How did geography and climate affect the way American Indian (First American) groups met their basic needs?</p> <p><u>How did the American Indians use natural, human and capital resources?</u></p>	<p><u>In the past</u>, American Indians (First Americans) fished, hunted, and harvested crops for food. Clothing was made from animal skins and plants. Their shelter was made of resources found in their environment (e.g., sod, stones, animal skins, wood).</p> <p><u>Types of Resources</u></p> <ul style="list-style-type: none"> • <u>Natural resources: come from nature</u> • <u>Human resources: people working to produce goods and services</u> • <u>Capital resources: goods produced and used to make other goods and services</u> <p><u>Natural Resources:</u> <u>American Indians fished in the rivers, hunted animals, and grew crops.</u></p> <p><u>Human Resources:</u> <u>People who fished, made clothing, hunted animals, and did other tasks for their tribe were examples of human resources.</u></p> <p><u>Capital Resources:</u> <u>The canoes, bows, and spears were examples of capital resources.</u></p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps. (USI.1f)</p>

STANDARD USI.4a

The student will demonstrate knowledge of European exploration in North America and West Africa by
 a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Major European countries were in competition to extend their power into North America and claim the land as their own.</p>	<p>Why did European countries compete for power in North America?</p> <p>What were the obstacles faced by the explorers?</p> <p>What were the accomplishments of the explorations?</p> <p>What regions of North America were explored and settled by France, England, and Spain?</p> <p>What regions were explored by Portugal?</p>	<p>Motivating forces for exploration</p> <ul style="list-style-type: none"> • Economic—Gold, natural resources, and trade • Religious—Spread of Christianity • Competitions for empire and belief in superiority of own culture <p>Obstacles to exploration</p> <ul style="list-style-type: none"> • Poor maps and navigational tools • Disease/starvation • Fear of unknown • Lack of adequate supplies <p>Accomplishments of exploration</p> <ul style="list-style-type: none"> • Exchanged goods and ideas • Improved navigational tools and ships • Claimed territories (see individual countries below) 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

STANDARD USI.4a (continued)

The student will demonstrate knowledge of European exploration in North America and West Africa by

- a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Regions of North America explored by Spain, France, and England</p> <ul style="list-style-type: none"> • Spain <ul style="list-style-type: none"> – Francisco Coronado claimed southwest United States for Spain. • France <ul style="list-style-type: none"> • Samuel de Champlain established the French settlement of Québec. – Robert La Salle claimed the Mississippi River Valley. • England <ul style="list-style-type: none"> – John Cabot explored eastern Canada. <p>Regions explored by Portugal</p> <ul style="list-style-type: none"> • The Portuguese made voyages of discovery along West Africa. 	

STANDARD USI.4b

The student will demonstrate knowledge of European exploration in North America and West Africa by

- b) describing cultural and economic interactions between Europeans and American Indians (~~First Americans~~) that led to cooperation and conflict with emphasis on the American Indian concept of land.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The interactions between American Indians (First Americans) and Europeans sometimes led to cooperation and other times resulted in conflict.</p>	<p>How did the American Indians (First Americans) and Europeans interact with each other?</p>	<p>Cultural interaction</p> <ul style="list-style-type: none"> • Spanish <ul style="list-style-type: none"> – Conquered and enslaved American Indians (First Americans) – Brought Christianity to the New World – Brought European diseases • French <ul style="list-style-type: none"> – Established trading posts – Spread Christian religion • English <ul style="list-style-type: none"> – Established settlements and claimed ownership of land – Learned farming techniques from American Indians (First Americans) – Traded <u>with American Indians</u> • <u>American Indians</u> <ul style="list-style-type: none"> – <u>Taught farming techniques to European settlers</u> – <u>Believed that land was to be shared or used but not owned</u> <p>Areas of cooperation in economic interactions</p> <ul style="list-style-type: none"> • <u>Technologies (transportation of weapons and farm tools)</u> • <u>Europeans brought weapons and metal farm tools.</u> • Trade • Crops 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.4b (continued)

The student will demonstrate knowledge of European exploration in North America and West Africa by

- b) describing cultural and economic interactions between Europeans and American Indians (~~First Americans~~) that led to cooperation and conflict; with emphasis on the American Indian concept of land.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Areas of conflict</p> <ul style="list-style-type: none"> • Land • Competition for trade • Differences in cultures • Disease • Language difference 	

STANDARD USI.4c

The student will demonstrate knowledge of European exploration in North America and West Africa by
c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ghana, Mali, and Songhai each dominated West Africa in turn from 300 to 1600 A.D.</p> <p>African people and African goods played an important role in arousing <u>increasing</u> European interest in world resources.</p>	<p>What was the importance of Ghana, Mali, and Songhai?</p> <p><u>Where were the empires of Ghana, Mali, and Songhai located?</u></p> <p><u>When did the ancient empires of Ghana, Mali, and Songhai exist in Africa?</u></p> <p>How did West African empires impact European trade?</p>	<p><u>Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D.</u></p> <p><u>Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River.</u></p> <p>Ghana, Mali, and Songhai became powerful by controlling trade in West Africa.</p> <p>The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.</p>	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p>

STANDARD USI.5a

The student will demonstrate knowledge of the factors that shaped colonial America by

a) describing the religious and economic events and conditions that led to the colonization of America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Colonies in North America were established for religious and economic reasons.</p>	<p>Why did Europeans establish colonies in North America?</p>	<p>Colonies and the reasons they were established</p> <ul style="list-style-type: none"> • Roanoke Island (Lost Colony) was established as an economic venture. The first permanent English settlement in North America (1607), Jamestown Settlement, was an economic venture by the Virginia Company. • Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution. Massachusetts Bay Colony was settled by the Puritans for the same reasons. • Pennsylvania was settled by the Quakers, who wanted to have freedom to practice their faith without interference. • Georgia was settled by people who had been in debtor's prisons in England. They hoped to experience a new life in the colony and to experience economic freedom <u>and a new life</u> in the New World. 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.5b

The student will demonstrate knowledge of the factors that shaped colonial America by

- b) ~~comparing and contrasting~~ describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Life in the colonies reflected the geographical features of the settlements.</p> <p><u>Economic specialization and interdependence existed in the production of goods and services in the colonies.</u></p>	<p>How did climate and geographic features <u>and other available resources</u> distinguish the three regions from each other?</p> <p>How did people use the natural resources of their region to earn a living?</p> <p><u>What are the benefits of specialization and trade?</u></p> <p>How did political and social life evolve in each of the three regions?</p>	<p><u>Terms to know</u></p> <ul style="list-style-type: none"> • <u>Resources: natural, capital, and human</u> • <u>Specialization: focusing on one or more products</u> • <u>Interdependence: two or more people depending on each other for goods and services</u> <p><u>Interactions of people and environment</u></p> <p><i>New England</i></p> <ul style="list-style-type: none"> • <u>Geography and climate</u> <ul style="list-style-type: none"> – Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline – Moderate summers, cold winters • <u>Economy</u> <ul style="list-style-type: none"> – Fishing, shipbuilding industry and naval supplies, trade, and port cities – Skilled craftsmen, shopkeepers • <u>Social life</u> <ul style="list-style-type: none"> – Village and church as center of life – Religious reformers and separatists • <u>Political and civic life</u> <ul style="list-style-type: none"> – Town meetings <p><i>Mid-Atlantic</i></p> <ul style="list-style-type: none"> • <u>Geography and climate</u> <ul style="list-style-type: none"> – Appalachian Mountains, coastal lowlands (harbors and bays, wide and deep rivers), rich farmlands – Moderate climate 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (1a)</p> <p>Interpret ideas and events from different historical perspectives. (1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (1f)</p>

STANDARD USI.5b (continued)

The student will demonstrate knowledge of the factors that shaped colonial America by

- b) ~~comparing and contrasting~~ describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Economy <ul style="list-style-type: none"> – Livestock and grain, trading – Unskilled and skilled workers and fishermen • Social life <ul style="list-style-type: none"> – Villages and cities – Varied and diverse lifestyles – Diverse religions • Political and civic life <ul style="list-style-type: none"> – Market towns <i>South</i> • Geography and climate <ul style="list-style-type: none"> – Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors, rivers – Humid climate • Economy <ul style="list-style-type: none"> – Large farms/plantations, cash crops, wood products, small farms – Slavery • Social life <ul style="list-style-type: none"> – Plantations (slavery), mansions, indentured servants, few cities, few schools – Church of England • Political and civic life <ul style="list-style-type: none"> – Counties 	

STANDARD USI.5b (continued)

The student will demonstrate knowledge of the factors that shaped colonial America by

- b) ~~comparing and contrasting~~ describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.

Essential Understandings	Essential Questions	Essential Knowledge						Essential Skills
		<u>Colonies</u>	<u>Resources</u>	<u>Geography and Climate</u>	<u>Specialization</u>	<u>Examples of Interdependence</u>	<u>Social/Political</u>	
		<u>New England</u>	Natural resources: e.g., timber, fish, deep harbors Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders	Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline Moderate summers, cold winters	Fishing, shipbuilding, industry, naval supplies	New England colonies had limited farming resources and depended on the Southern colonies for raw materials such as cotton and on the Middle Colonies for grain and livestock. (Specialization made the colonies interdependent.)	Village and church as center of life Religious reformers and separatists Civic Life: Town meetings	
		<u>Mid-Atlantic</u>	Natural Resources: e.g., rich farmlands, rivers Human resources: e.g., unskilled and skilled workers, fishermen	Appalachian Mountains, coastal lowlands, harbors and bays Mild winters and moderate climate, wide and deep rivers	Livestock, grain, fish	The Mid-Atlantic colonies traded with both the Southern and New England colonies to get the products they didn't produce. (Specialization made the colonies interdependent.)	Villages and cities, varied and diverse lifestyles, diverse religions Civic Life: Market towns	
		<u>Southern</u>	Natural resources: e.g., fertile land, rivers, harbors Human resources: e.g., farmers, slaves	Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers Humid climate with mild winters and hot summers	Tobacco, cotton, indigo, wood products	The Southern colonies depended on the New England colonies for manufactured goods, including tools and equipment—and for a market (customers) for their agricultural products. (Specialization made the colonies interdependent.)	Plantations (slavery), mansions, indentured servants, few cities, few schools Church of England Civic Life: Counties	

STANDARD USI.5c

The student will demonstrate knowledge of the factors that shaped colonial America by

c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free blacks, indentured servants, and slaves.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The colonies were made up of different groups of people whose lives varied depending on their social position.</p>	<p>How did people's lives vary among different social groups in colonial America?</p>	<p>Large landowners</p> <ul style="list-style-type: none"> • Lived predominately in the South • Relied on indentured servants and/or slaves for labor • Were educated in some cases • Had rich social culture <p>Farmers</p> <ul style="list-style-type: none"> • Worked the land according to the region • Relied on family members for labor <p>Artisans</p> <ul style="list-style-type: none"> • Worked as craftsmen in towns and on the plantation • Lived in small villages and cities <p>Women</p> <ul style="list-style-type: none"> • Worked as caretakers, house-workers, homemakers • Could not vote • Had few chances for an education 	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.5c (continued)

The student will demonstrate knowledge of the factors that shaped colonial America by

c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free blacks, indentured servants, and slaves.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Free Blacks</p> <ul style="list-style-type: none"> • <u>Were able to own land</u> • <u>Had more economic freedom and could work for pay and decide how to spend their money</u> • <u>Not allowed to vote</u> <p>Indentured servants</p> <ul style="list-style-type: none"> • Consisted of men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage • Were free at the end of their contract <p>Slaves</p> <ul style="list-style-type: none"> • Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery • Were owned as property for life with no rights • Were often born into slavery (Children of slaves were born into slavery.) 	

STANDARD USI.5d

The student will demonstrate knowledge of the factors that shaped colonial America by
 d) identifying the political and economic relationships between the colonies and England.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>England established and attempted to maintain control over the colonies.</p>	<p>How did England impose its political and economic control over the colonies?</p>	<p>Economic relationships</p> <ul style="list-style-type: none"> • England imposed strict control over trade. • England taxed the colonies after the French and Indian War. • Colonies traded raw materials for goods. <p>Political relationships</p> <ul style="list-style-type: none"> • Colonists had to obey English laws that were enforced by governors. • Colonial governors were appointed by the king or by the proprietor. • Colonial legislatures made laws for each colony and were monitored by colonial governors. 	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p>

STANDARD USI.6a

The student will demonstrate knowledge of the causes and results of the American Revolution by

a) identifying the issues of dissatisfaction that led to the American Revolution.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As England expanded control over the American colonies, many colonists became dissatisfied and rebellious.</p>	<p>What steps did England take to increase control over its colonies?</p> <p>Why did many colonists become dissatisfied with England's control over the colonies?</p>	<p>England's reasons for control</p> <ul style="list-style-type: none"> • England desired to remain a world power. • <u>In the American colonies, England's desire to remain a world power resulted in a conflict with the French known as the French and Indian War.</u> • England imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. <p>England's reasons for taxation</p> <ul style="list-style-type: none"> • To help finance the French and Indian War • To help with the maintaining of English troops in the colonies <p>Sources of colonial dissatisfaction</p> <ul style="list-style-type: none"> • Colonies had no representation in Parliament. • Some colonists resented power of colonial governors. • England wanted strict control over colonial legislatures. • Colonies opposed taxes. • The Proclamation of 1763, <u>which followed the French and Indian War, hampered restricted</u> the western movement of settlers. 	<p>Make connections between the past and the present (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.6b

The student will demonstrate knowledge of the causes and results of the American Revolution by

b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, ~~with emphasis on the ideas of John Locke;~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>New political ideas led to a desire for independence and democratic government in the American colonies.</p> <p>The Declaration of Independence proclaimed independence from England. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.</p>	<p>What ideas/philosophies about government were expressed in the Declaration of Independence?</p>	<p>Ideas of John Locke</p> <ul style="list-style-type: none"> • People have natural rights to life, liberty, and property. • Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it. <p><u>Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers.</u></p> <p>Key philosophies in the Declaration of Independence</p> <ul style="list-style-type: none"> • People have “certain unalienable rights” (rights that cannot be taken away)—life, liberty, pursuit of happiness. • People establish government to protect those rights. • Government derives power from the people. • People have a right and a duty to change a government that violates their rights. 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present (USI.1b)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>

STANDARD USI.6c

The student will demonstrate knowledge of the causes and results of the American Revolution by

- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry, ~~and Thomas Paine~~.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many individuals played important roles in shaping events of the American Revolution.</p>	<p>Who were some of the key individuals in the Revolutionary War?</p> <p>What role did key individuals play in the Revolutionary War?</p> <p>What were some of the key events that occurred during the Revolutionary War period?</p>	<p>Key individuals</p> <ul style="list-style-type: none"> • King George III: British king during the Revolutionary era • Lord Cornwallis: British general who surrendered at Yorktown • John Adams: Championed the cause of independence • George Washington: Commander of the Continental Army • Thomas Jefferson: Major author of the Declaration of Independence • Patrick Henry: Outspoken member of House of Burgesses; inspired colonial patriotism with “Give me liberty or give me death” speech • Benjamin Franklin: Prominent member of Continental Congress; helped frame the Declaration of Independence, <u>helped gain French support for American independence</u> • Thomas Paine: Journalist, author of <i>Common Sense</i> <p>Other important individuals</p> <ul style="list-style-type: none"> • Phillis Wheatley: A former slave who wrote poems and plays supporting American independence • Paul Revere: Patriot who made a daring ride to warn colonists of British arrival 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p> <p>Interpret patriotic slogans and excerpts from notable speeches and documents. (USI.1h)</p>

STANDARD USI.6c (continued)

The student will demonstrate knowledge of the causes and results of the American Revolution by

- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry, ~~and Thomas Paine.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Key Events</p> <ul style="list-style-type: none"> • Boston Massacre: Colonists in Boston were shot after taunting British soldiers. • Boston Tea Party: Samuel Adams and Paul Revere led patriots in throwing tea into Boston Harbor to protest tea taxes. • First Continental Congress: Delegates from all colonies except Georgia met to discuss problems with England and to promote independence. • Battles of at Lexington and Concord: This was the site of the first armed conflict of the Revolutionary War. • Approval of the Declaration of Independence: Colonies declared independence from England (July 4, 1776). • Battle of Saratoga: This American victory was the turning point in the war. • Surrender at Yorktown: This was the colonial victory over forces of Lord Cornwallis that marked the end of the Revolutionary War. • Signing of the Treaty of Paris: England recognized American independence in this treaty. 	

STANDARD USI.6d

The student will demonstrate knowledge of the causes and results of the American Revolution by

d) explaining reasons why the colonies were able to defeat Britain.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.</p>	<p>What advantages helped the American colonists win the Revolutionary War?</p>	<p>Colonial advantages</p> <ul style="list-style-type: none"> • Colonists' defense of their own land, principles, and beliefs • Support from France and Spain • Strong leadership • <u>Over a century of self-rule</u> 	<p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

STANDARD USI.7a

The student will demonstrate knowledge of the challenges faced by the new nation by
 a) identifying the weaknesses of the government established by the Articles of Confederation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.</p>	<p>What were the basic weaknesses of the Articles of Confederation?</p>	<p>Articles of Confederation</p> <ul style="list-style-type: none"> • Provided for a weak national government • Gave Congress no power to tax or regulate commerce among the states • Provided for no common currency • Gave each state one vote regardless of size • Provided for no executive or judicial branch 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p>

STANDARD USI.7b

The student will demonstrate knowledge of the challenges faced by the new nation by

- b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights; describing the historical developments of the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.</p> <p>The Bill of Rights provided a written guarantee of individual rights.</p>	<p>What were the basic principles of governments stated in the Constitution of the United States of America and Bill of Rights?</p>	<p>Terms to know Federal system of government: A system that divides governmental powers between national government and the governments of the states</p> <p>Basic principles of government <i>Separation of powers</i></p> <ul style="list-style-type: none"> • The structure of the new national government was based on James Madison’s “Virginia Plan,” which called for three separate branches of government: <ul style="list-style-type: none"> – Legislative Branch (Congress) makes the laws. Congress is a two-house legislature in which all states are represented equally in the Senate (two Senators per state) and people are represented in the House of Representatives (number of a state’s representatives is based on state’s population). – Judicial Branch (Supreme Court) determines if laws made by Congress are constitutional. – Executive Branch (President) carries out the laws. <p>United States of America provide a written guarantee of individual rights (e.g.,</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present. (USI.1b)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.7b (continued)

The student will demonstrate knowledge of the challenges faced by the new nation by

- b) ~~identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;~~ describing the historical developments of the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>Checks and balances</i></p> <ul style="list-style-type: none"> • Each branch can check the power of the other. • These checks keep any one branch from gaining too much power. <p>Bill of Rights</p> <ul style="list-style-type: none"> • James Madison was the author of the Bill of Rights. • The first ten amendments to the Constitution of the United States of America provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion). 	

STANDARD USI.7b

The student will demonstrate knowledge of the challenges faced by the new nation by

- b) ~~identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;~~ describing the historical developments of the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The development of the Constitution of the United States was significant to the foundation of the American republic.</u></p> <p><u>The Constitution of the United States of America established a federal system of government based on power shared between the national and state governments.</u></p>	<p><u>What events led to the development of the Constitution of the United States?</u></p> <p><u>What people helped develop the Constitution of the United States?</u></p>	<p><u>Confederation to Constitution</u></p> <ul style="list-style-type: none"> • <u>Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</u> <p><u>Constitutional Convention of 1787</u></p> <ul style="list-style-type: none"> • <u>State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</u> • <u>George Washington was elected president of the Constitutional Convention.</u> • <u>Delegates debated over how much power should be given to the new government and how large and small states should be represented in the new government.</u> • <u>The structure of the new national government as proposed by James Madison’s “Virginia Plan,” included three separate branches of government:</u> <ul style="list-style-type: none"> – <u>Legislative</u> – <u>Executive</u> – <u>Judicial</u> • <u>The Great Compromise provided equal representation of the states in the Senate and would be based on the population of the state for the House of Representatives.</u> • <u>The Constitution was signed in 1787.</u> 	<p><u>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</u></p> <p><u>Make connections between the past and the present. (USI.1b)</u></p> <p><u>Sequence events in United States history. (USI.1c)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (USI.1d)</u></p>

STANDARD USI.7b (continued)

The student will demonstrate knowledge of the challenges faced by the new nation by

- b) ~~identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;~~ describing the historical developments of the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><u>Ratification of the Constitution</u></p> <ul style="list-style-type: none"> • <u>Nine of the thirteen states had to vote in favor of the Constitution before it could become law.</u> • <u>There was much public debate over the new Constitution. The debate called for a bill of rights.</u> • <u>The Constitution was adopted in 1788.</u> <p><u>Bill of Rights</u></p> <ul style="list-style-type: none"> • <u>James Madison was the author of the Bill of Rights.</u> • <u>The first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</u> 	

STANDARD USI.7c

~~The student will demonstrate knowledge of the challenges faced by the new nation by
e) —identifying the conflicts that resulted in the emergence of two political parties.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Alexander Hamilton and Thomas Jefferson had opposing views on the role of the national government. That opposition resulted in the creation of two political parties.</p> <p>The debate over the role of the national government has continued throughout United States history.</p>	<p>What were the major differences between Hamilton and Jefferson?</p>	<p>Major party differences</p> <ul style="list-style-type: none"> • Alexander Hamilton <ul style="list-style-type: none"> – Leader of Federalists – Favored strong national government – Favored limits on states' powers – Favored development of industry on a national scale – Favored a national bank • Thomas Jefferson <ul style="list-style-type: none"> – Leader of the Democratic Republicans – Favored a weak national government – Supported states' powers – Favored small business and farmers – Opposed a national bank 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.7-d) c)

The student will demonstrate knowledge of the challenges faced by the new nation by
 d) describing the major accomplishments of the first five presidents of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.</p>	<p>What were the major national issues and events faced by the first five presidents?</p>	<p>All of the first five presidents were Virginians except John Adams.</p> <p>Accomplishments during first five presidencies</p> <p><i>George Washington</i></p> <ul style="list-style-type: none"> • Federal court system was established. • Political parties grew out of the disagreements between Hamilton and Jefferson over the proper role of the national government. • The Bill of Rights was added to the Constitution of the United States of America. • Plans were initiated <u>created</u> for development of the national capital in Washington, D.C. Benjamin Banneker, an African American astronomer and surveyor, helped complete the design for the city. <p><i>John Adams</i></p> <ul style="list-style-type: none"> • A two-party system emerged during his administration. • <u>He had a cautious but forceful foreign policy.</u> <p><i>Thomas Jefferson</i></p> <ul style="list-style-type: none"> • He bought Louisiana from France (Louisiana Purchase). • Lewis and Clark explored this new land west of the Mississippi River. 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>

STANDARD USI.7-d) c) (continued)

The student will demonstrate knowledge of the challenges faced by the new nation by
 d) describing the major accomplishments of the first five presidents of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>James Madison</i></p> <ul style="list-style-type: none"> The War of 1812 caused European nations to gain respect for the United States. <p><i>James Monroe</i></p> <ul style="list-style-type: none"> He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere. 	

STANDARD USI.8a

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.</p>	<p>What new territories became part of the United States between 1801 and 1861?</p>	<p>New territories added to the United States after 1801</p> <p><i>Louisiana Purchase</i></p> <ul style="list-style-type: none"> • Jefferson bought land from France (the Louisiana Purchase), which doubled the size of the United States. • In the Lewis and Clark expedition, Meriwether Lewis and William Clark explored the Louisiana Purchase from the Mississippi River to the Pacific Ocean. <p><i>Florida</i></p> <ul style="list-style-type: none"> • Spain gave Florida to the United States through a treaty. <p><i>Texas</i></p> <ul style="list-style-type: none"> • Texas was added after it became an independent republic. <p><i>Oregon</i></p> <ul style="list-style-type: none"> • The Oregon Territory was divided by the United States and Great Britain. <p><i>California</i></p> <ul style="list-style-type: none"> • War with Mexico resulted in California and the southwest territory becoming part of the United States. 	<p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain historical events. (USI.1f)</p>

STANDARD USI.8b

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
b) identifying the geographic and economic factors that influenced the westward movement of settlers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Westward migration was influenced by geography and economic opportunity.</p>	<p>What factors influenced westward migration?</p>	<p>Geographic and economic factors that influenced westward movement</p> <ul style="list-style-type: none"> • Population growth in the eastern states • Availability of cheap, fertile land • Economic opportunity, e.g., gold (California Gold Rush), logging, farming, freedom (for runaway slaves) • Cheaper and faster transportation, e.g., rivers and canals (Erie Canal), steamboats • Knowledge of overland trails (Oregon and Santa Fe) • Belief in the right of “Manifest Destiny”—The idea that expansion was for the good of the country and was the right of the country 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p>

STANDARD USI.8c

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
 c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society in the South.</p>	<p>How did the inventions <u>and entrepreneurs</u> affect the lives of Americans?</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> • <u>Inventor: someone who is the first to think of or make something</u> • <u>Entrepreneur: someone who organizes resources to bring a new or better good or service to market in hopes of earning a profit</u> <p>New technologies and their consequences</p> <ul style="list-style-type: none"> • The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton. • Jo Anderson (a slave) and Cyrus McCormick worked to invent the reaper. <u>McCormick was an entrepreneur who brought the reaper to market.</u> The reaper increased the productivity of the American farmer. • The steamboat was improved by <u>the entrepreneur, Robert Fulton.</u> It eventually provided faster river transportation that connected Southern plantations and farms to Northern industries and Western territories. • The steam locomotive provided faster land transportation. 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</u> (USI.1i)</p>

STANDARD USI.8d

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

d) identifying the main ideas of the abolitionist and suffrage movements.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The abolitionists worked to end slavery.</p> <p>The suffrage movement helped women gain equal rights.</p>	<p>What were the main ideas expressed by the abolitionists?</p> <p>What were the main ideas expressed during the suffrage movement?</p>	<p>Abolitionist movement</p> <ul style="list-style-type: none"> • Most abolitionists demanded immediate freeing of the slaves. • Abolitionists believed that slavery was wrong. <ul style="list-style-type: none"> – Morally wrong – Cruel and inhumane – A violation of the principles of democracy • Abolitionist leaders included both men and women. <ul style="list-style-type: none"> – Harriet Tubman <u>led hundreds of slaves to freedom along the Underground Railroad.</u> – William Lloyd Garrison <u>wrote the <i>Liberator</i> and worked for the immediate emancipation of all slaves.</u> – Frederick Douglass <u>wrote the <i>North Star</i> and worked for rights to better the lives of African Americans and women.</u> <p>Suffrage movement</p> <ul style="list-style-type: none"> • Supporters declared that “All men and women are created equal.” • Supporters believed that women were deprived of basic rights. <ul style="list-style-type: none"> – Denied the right to vote – Denied educational opportunities, especially higher education – Denied equal opportunities in business – Limited in rights to own property 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret patriotic slogans. (USI.1h)</p>

STANDARD USI.8d (continued)

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

d) identifying the main ideas of the abolitionist and suffrage movements.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended. <ul style="list-style-type: none"> – Isabel Sojourner Truth, <u>a former slave, was a nationally known advocate for equality and justice.</u> – Susan B. Anthony <u>was an advocate to gain voting rights for women and equal rights for all.</u> – Elizabeth Cady Stanton <u>played a leadership role in the women's rights movement.</u> 	

STANDARD USI.9a

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

a) describing the cultural, economic, and constitutional issues that divided the nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.</p>	<p>How did cultural, economical, and constitutional issues create bitter divisions between the North and the South?</p>	<p>Issues that divided the nation</p> <p><i>Slavery</i></p> <ul style="list-style-type: none"> • While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War. <p><i>Cultural</i></p> <ul style="list-style-type: none"> • The North was mainly an urban society in which people held jobs. • The South was primarily an agricultural society in which people lived in small villages and on farms and plantations. • Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues. <p><i>Economic</i></p> <ul style="list-style-type: none"> • The North was a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition. 	<p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.9a (continued)

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

a) describing the cultural, economic, and constitutional issues that divided the nation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that England might stop buying cotton from the South if tariffs were added. <p><i>Constitutional</i></p> <ul style="list-style-type: none"> • A major conflict was states' rights versus strong central government. 	

STANDARD USI.9b

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

b) explaining how the issues of states’ rights and slavery increased sectional tensions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The South feared that the North would take control of Congress, and Southerners began to proclaim states’ rights as a means of self-protection.</p> <p>The North believed that the nation was a union and could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.</p>	<p>How did the issues of states’ rights and slavery increase sectional tension between the North and South?</p>	<p>Issues that divided the nation</p> <ul style="list-style-type: none"> An important issue separating the country related to the power of the Federal government. Southerners believed that they had the power to declare any national law illegal. Northerners believed that the national government’s power was supreme over that of the states. Southerners felt that the abolition of slavery would destroy their region’s economy. Northerners believed that slavery should be abolished for moral reasons. <p>Compromises attempting to resolve differences</p> <ul style="list-style-type: none"> Missouri Compromise (1820): Missouri <u>entered the Union as was</u> a slave state; Maine <u>entered the Union as</u> a free state. Compromise of 1850: California <u>entered the Union as was</u> a free state. Southwest territories would decide about slavery. Kansas-Nebraska Act: People <u>in each state would decide</u> decided the slavery issue (“popular sovereignty”). 	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret patriotic slogans. (USI.1h)</p>

STANDARD USI.9b (continued)

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

b) explaining how the issues of states' rights and slavery increased sectional tensions.

Essential Understandings	Essential Questions	Essential Knowledge	<u>Essential Skills</u>
		<p>Southern secession Following Lincoln's election, the southern states seceded from the Union. Confederate forces attacked Fort Sumter, in South Carolina, marking the beginning of the Civil War.</p> <p>Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided. Most Southerners believed that states had freely created and joined the union and could freely leave it.</p>	

STANDARD USI.9c

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
c) identifying on a map the states that seceded from the Union and those that remained in the Union.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) stayed in the Union.</p>	<p>Which states seceded from the Union?</p> <p>Which four slave states stayed in the Union?</p> <p>Where were the other states that remained in the Union located?</p>	<p>States that seceded from the Union</p> <ul style="list-style-type: none"> • Alabama • Arkansas • Florida • Georgia • Louisiana • Mississippi • North Carolina • South Carolina • Tennessee • Texas • Virginia <p>States remaining in the Union</p> <ul style="list-style-type: none"> • <i>Border states (slave states)</i> <ul style="list-style-type: none"> – Delaware – Kentucky – Maryland – Missouri • <i>Free States</i> <ul style="list-style-type: none"> – California – Connecticut – Illinois – Indiana – Iowa – Kansas – Maine – Massachusetts – Michigan 	<p>Analyze and interpret maps to explain historical events. (USI.1f)</p>

STANDARD USI.9c (continued)

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
c) identifying on a map the states that seceded from the Union and those that remained in the Union.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> - Minnesota - New Hampshire - New Jersey - New York - Ohio - Oregon - Pennsylvania - Rhode Island - Vermont - West Virginia (Western counties of Virginia that refused to secede from the Union) - Wisconsin 	

STANDARD USI.9d

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Lincoln and Lee were men who represented views of the nature of the United States that were very different, leading to an unavoidable conflict.</p>	<p>Who are considered leaders of the Civil War?</p> <p>How did Lincoln’s view of the nature of the Union differ from Lee’s?</p>	<p>Roles of Civil War leaders</p> <ul style="list-style-type: none"> • Abraham Lincoln <ul style="list-style-type: none"> – Was President of the United States – Opposed the spread of slavery – Issued the Emancipation Proclamation – Determined to preserve the Union—by force if necessary – Believed the United States was one nation, not a collection of independent states – Wrote the Gettysburg Address that said the Civil War was to preserve a government “of the people, by the people, and for the people.” • Jefferson Davis <ul style="list-style-type: none"> – Was president of the Confederate States of America • Ulysses S. Grant <ul style="list-style-type: none"> – Was general of the Union army that defeated Lee 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.9d (continued)

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Robert E. Lee <ul style="list-style-type: none"> – Was leader of the Army of Northern Virginia – Was offered command of the Union forces at the beginning of the war but chose not to fight against Virginia – Opposed secession, but did not believe the union should be held together by force – Urged Southerners to accept defeat at the end of the war and reunite as Americans when some wanted to fight on • Thomas “Stonewall” Jackson <ul style="list-style-type: none"> – Was a skilled Confederate general from Virginia • Frederick Douglass <ul style="list-style-type: none"> – Was a former slave who escaped to the North and became an abolitionist 	

STANDARD USI.9e

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

e) using maps to explain critical developments in the war, including major battles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Location and topography were critical elements influencing important developments in the Civil War, including major battles.</p>	<p>Where did critical events of the Civil War take place?</p> <p>Where were the major battles fought?</p> <p>What are the ways location and topography influenced important developments in the war, including major battles?</p>	<p>Major battles and events</p> <ul style="list-style-type: none"> • The firing on Fort Sumter, S.C., began the war. • The first Battle of Manassas (Bull Run) was the first major battle. • The signing of the Emancipation Proclamation made “freeing the slaves” the new focus of the war. Many freed slaves joined the Union army. • The Battle of Vicksburg divided the South; the North controlled the Mississippi River. • The Battle of Gettysburg was the turning point of the war; the North repelled Lee’s invasion. • Lee’s surrender to Grant at Appomattox Court House in 1865 ended the war. 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (USI.1f)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>

STANDARD USI.9e (continued)

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

e) using maps to explain critical developments in the war, including major battles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Influence of location and topography on critical developments in the war</p> <ul style="list-style-type: none"> • The Union blockade of southern ports (e.g., Savannah, Charleston, New Orleans) • Control of the Mississippi River (e.g., Vicksburg) • Battle locations influenced by the struggle to capture capital cities (e.g., Richmond; Washington, D.C.) • Control of the high ground (e.g., Gettysburg) 	

STANDARD USI.9f

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Life on the battlefield and on the homefront was extremely harsh. Many died from disease and exposure.</p>	<p>What hardships were experienced during the Civil War?</p> <p>How did the Civil War change the lives of soldiers, women, and slaves?</p>	<p>General effects of the war</p> <ul style="list-style-type: none"> • Families and friends were often pitted against one another. • Southern troops became increasingly younger and more poorly equipped and clothed. • Much of the South was devastated at the end of the war (e.g., burning of Atlanta and Richmond). • Disease was a major killer. • Clara Barton, a Civil War nurse, created the American Red Cross. • Combat was brutal and often man-to-man. • Women were left to run businesses in the North and farms and plantations in the South. • The collapse of the Confederacy made Confederate money worthless. 	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

STANDARD USI.9f (continued)

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Effects of the war on African Americans</p> <ul style="list-style-type: none"> • African Americans fought in both the Confederate and Union armies. • The Confederacy often used slaves as naval crew members and soldiers. • The Union moved to enlist African American sailors early in the war. • African American soldiers were paid less than white soldiers. • African American soldiers were discriminated against and served in segregated units under the command of white officers. • Robert Smalls, a sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the Civil War. 	

STANDARD USI.10a

The student will demonstrate knowledge of the effects of Reconstruction on American life by

- a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America and their impact on the expansion of freedom in America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</p>	<p>What are the basic provisions of the 13th, 14th, and 15th Amendments?</p>	<p>Basic provisions of the Amendments</p> <ul style="list-style-type: none"> • 13th Amendment: Bans slavery in the United States and any of its territories • 14th Amendment: Grants citizenship to all persons born in the United States and guarantees them equal protection under the law • 15th Amendment: Ensures all citizens the right to vote regardless of race or color or previous condition of servitude <p>These three amendments guarantee equal protection under the law for all citizens.</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p> <p>Interpret excerpts from notable documents. (USI.1h)</p>

STANDARD USI.10b

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
b) describing the impact of Reconstruction policies on the South.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Reconstruction policies were harsh and created problems in the South.</p> <p>Reconstruction attempted to give meaning to the freedom that the former slaves had achieved.</p>	<p>What were the Reconstruction policies for the South?</p>	<p>Reconstruction policies and problems</p> <ul style="list-style-type: none"> • Southern military leaders could not hold office. • Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction. • African Americans held public office. • African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement. • Northern soldiers supervised the South. 	<p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>



Draft

Curriculum Framework

United States History: ~~1877~~ 1865 to the Present

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft – May 21, 2008**

STANDARD USII.1 a, b, c, d, e, f, g, h, i

The student will demonstrate skills for historical and geographical analysis, **and responsible citizenship**, including the ability to

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from ~~1877~~ **1865** to the present;
- b) make connections between past and present;
- c) sequence events in United States history from ~~1877~~ **1865** to the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing;
- f) analyze and interpret maps that include major physical features;
- g) use parallels of latitude and meridians of longitude to describe hemispheric location;
- h) interpret patriotic slogans and excerpts from notable speeches and documents.;
- i) **identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.**

The skills identified in standard USII.1a-h-i are cited in the “Essential Skills” column of each chart for *United States History: ~~1877~~ 1865 to the Present* with the exception of “e” (evaluate and debate issues orally and in writing). Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD USII.2a

The student will use maps, globes, photographs, pictures, ~~and~~ or tables for

a) explaining how physical features and climate influenced the movement of people westward;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the nineteenth century, people’s perceptions and use of the Great Plains changed.</p> <p>Technological advances allowed people to live in more challenging environments.</p>	<p>How did people’s perceptions and use of the Great Plains change after the Civil War?</p> <p>How did people adapt to life in challenging environments?</p>	<p>Physical features/climate of the Great Plains</p> <ul style="list-style-type: none"> • Flatlands that rise gradually from east to west • Land eroded by wind and water • Low rainfall • Frequent dust storms <p>Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.</p> <p>Inventions/adaptations</p> <ul style="list-style-type: none"> • Barbed wire • Steel plows • Dry farming • Sod houses • Beef cattle raising • Wheat farming • Windmills • Railroads 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD USII.2b

The student will use maps, globes, photographs, pictures, ~~and~~ or tables for

b) explaining relationships among natural resources, transportation, and industrial development after ~~1877~~ 1865;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Advances in transportation linked resources, products, and markets.</p> <p>Manufacturing areas were clustered near centers of population.</p>	<p>How did advances in transportation link resources, products, and markets?</p> <p>What are some examples of manufacturing areas that were located near centers of population?</p>	<p>Transportation of resources</p> <ul style="list-style-type: none"> • Moving natural resources (e.g., copper and lead) to eastern factories • Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh) • Transporting finished products to national markets <p>Examples of manufacturing areas</p> <ul style="list-style-type: none"> • Textile industry—New England • Automobile industry—Detroit • Steel industry—Pittsburgh 	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD USII.2c

The student will use maps, globes, photographs, pictures, ~~and~~ or tables for

c) locating the 50 states and the cities most significant to the historical development of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used.</p> <p>Cities serve as centers of trade and have political, economic, and cultural significance.</p>	<p>What is one way of grouping the 50 states?</p> <p>What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States?</p>	<p>States grouped by region</p> <p><i>Northeast:</i> Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania</p> <p><i>Southeast:</i> Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas</p> <p><i>Midwest:</i> Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota</p> <p><i>Southwest:</i> Texas, Oklahoma, New Mexico, Arizona</p> <p><i>Rocky Mountains:</i> Colorado, Utah, Nevada, Montana, Wyoming, Idaho</p> <p><i>Pacific:</i> Washington, Oregon, California</p> <p><i>Noncontiguous:</i> Alaska, Hawaii</p>	<p>Make connections between past and present. (USII.1b)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p> <p>Use parallels of latitude and meridians of longitude to describe hemispheric location. (USII.1g)</p>

STANDARD USII.2c (continued)

The student will use maps, globes, photographs, pictures, ~~and~~ or tables for

c) locating the 50 states and the cities most significant to the historical development of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Cities <i>Northeast:</i> New York, Boston, Pittsburgh, Philadelphia</p> <p><i>Southeast:</i> Washington, D.C., Atlanta, New Orleans</p> <p><i>Midwest:</i> Chicago, St. Louis, Detroit</p> <p><i>Southwest:</i> San Antonio, Santa Fe</p> <p><i>Western (Rocky Mountains):</i> Denver, Salt Lake City</p> <p><i>Pacific:</i> San Francisco, Los Angeles, Seattle</p> <p><i>Noncontiguous:</i> Juneau, Honolulu</p>	

STANDARD ~~USI.10a~~ USII.3a

The student will demonstrate knowledge of the effects of Reconstruction on American life by

- a) **identifying the provisions analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America; and their impact on the expansion of freedom in America.**

<u>Essential Understandings</u>	<u>Essential Questions</u>	<u>Essential Knowledge</u>	<u>Essential Skills</u>
<p><u>The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</u></p>	<p><u>What are the basic provisions of the 13th, 14th, and 15th Amendments?</u></p>	<p><u>Basic provisions of the Amendments</u></p> <ul style="list-style-type: none"> • <u>13th Amendment: Bans slavery in the United States and any of its territories</u> • <u>14th Amendment: Grants citizenship to all persons born in the United States and guarantees them equal protection under the law</u> • <u>15th Amendment: Ensures all citizens the right to vote regardless of race or color or previous condition of servitude</u> <p><u>These three amendments guarantee equal protection under the law for all citizens.</u></p>	<p><u>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</u></p> <p><u>Make connections between the past and the present. (USII.1b)</u></p> <p><u>Sequence events in United States history. (USII.1c)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (USII.1d)</u></p> <p><u>Interpret excerpts from notable documents. (USI.1h)</u></p>

STANDARD ~~USI.10b~~ USII.3b

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

b) describing the impact of Reconstruction policies on the South and North;

<u>Essential Understandings</u>	<u>Essential Questions</u>	<u>Essential Knowledge</u>	<u>Essential Skills</u>
<p><u>The Reconstruction policies were harsh and created problems in the South.</u></p> <p><u>Reconstruction attempted to give meaning to the freedom that the former slaves had achieved.</u></p>	<p><u>What were the Reconstruction policies for the South?</u></p>	<p><u>Reconstruction policies and problems</u></p> <ul style="list-style-type: none"> • <u>Southern military leaders could not hold office</u> • <u>Southerners resented northern “carpetbaggers,” who took advantage of the South during Reconstruction</u> • <u>African Americans could hold public office</u> • <u>African Americans gained equal rights as a result of the Civil Rights Act of 1866, which authorized the use of federal troops for its enforcement</u> • <u>Northern soldiers supervised the South</u> • <u>Freedman’s Bureau, established to aid former slaves in South</u> <p><u>Reconstruction ended with the Election of 1876</u></p> <ul style="list-style-type: none"> • <u>Federal troops removed</u> • <u>Rights that African Americans gained were lost through Black Codes</u> 	<p><u>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</u></p> <p><u>Sequence events in United States history. (USII.1c)</u></p> <p><u>Interpret ideas and events from different historical perspectives. (USII.1d)</u></p>

STANDARD ~~USI.10b~~ USIL.3c

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
c) describing the legacy of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

<u>Essential Understandings</u>	<u>Essential Questions</u>	<u>Essential Knowledge</u>	<u>Essential Skills</u>
<p><u>The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.</u></p>	<p><u>What were the lasting impacts of Abraham Lincoln, Robert E. Lee, and Frederick Douglass?</u></p>	<p><u>Lincoln:</u></p> <ul style="list-style-type: none"> • <u>Reconstruction plan called for reconciliation</u> • <u>Preservation of the Union was more important than punishing the South</u> <p><u>Lee:</u></p> <ul style="list-style-type: none"> • <u>Urged Southerners to reconcile at the end of the war and reunite as Americans when some wanted to fight on</u> • <u>Became president of Washington College which is now known as Washington and Lee University</u> <p><u>Douglass:</u></p> <ul style="list-style-type: none"> • <u>Fought for adoption of constitutional amendments that guaranteed voting rights</u> • <u>Powerful voice for human rights and civil liberties for all</u> 	

STANDARD ~~USH.3a~~ USII.4a

The student will demonstrate knowledge of how life changed after the Civil War by

a) **identifying the reasons for westward expansion, including its impact on American Indians;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>New opportunities and technological advances led to westward migration following the Civil War.</p>	<p>Why did westward expansion occur?</p> <p><u>How did the lives of American Indians change with western expansion?</u></p>	<p>Reasons for westward expansion</p> <ul style="list-style-type: none"> • Opportunities for land ownership • Technological advances, including the Transcontinental Railroad • Possibility of wealth created by the discovery of gold and silver • Adventure • A new beginning for former slaves <p><u>Impact on American Indians</u></p> <ul style="list-style-type: none"> • <u>Battle of Little Bighorn - American Indians won, but precipitated an expanded campaign of opposition (Sitting Bull, Geronimo)</u> • <u>Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé)</u> • <u>Reduced population through warfare and disease (Battle of Wounded Knee)</u> • <u>Assimilation attempts and lifestyle changes, e.g., reduction of buffalo population</u> • <u>Reduced their homeland through treaties that were broken</u> 	<p><u>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</u></p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.3b~~ USII.4b

The student will demonstrate knowledge of how life changed after the Civil War by

b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.</p> <p>Population changes, growth of cities, and new inventions produced problems in urban areas.</p> <p>Inventions had both positive and negative effects on society.</p>	<p>Why did immigration increase?</p> <p>Why did cities develop?</p> <p>What inventions created great change and industrial growth in the United States?</p> <p>What challenges faced Americans as a result of those social and technological changes?</p>	<p>Reasons for increased immigration</p> <ul style="list-style-type: none"> • Hope for better opportunities • Religious freedom • Escape from oppressive governments • Adventure <p>Reasons why cities developed</p> <ul style="list-style-type: none"> • Specialized industries including steel (Pittsburgh), meat packing (Chicago) • Immigration from other countries • Movement of Americans from rural to urban areas for job opportunities <p>Inventions that contributed to great change and industrial growth</p> <ul style="list-style-type: none"> • Lighting and mechanical uses of electricity (Thomas Edison) • Telephone service (Alexander Graham Bell) 	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD ~~USH.3b~~ USII.4b (continued)

The student will demonstrate knowledge of how life changed after the Civil War by

b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p>Efforts to solve immigration problems</p> <ul style="list-style-type: none"> • Settlement houses, such as Hull House founded by Jane Addams • Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing) <p>Interaction and conflict between different cultural groups</p> <ul style="list-style-type: none"> • Indian policies and wars <ul style="list-style-type: none"> – Reservations – Battle of Little Bighorn – Chief Joseph <p>Discrimination against immigrants</p> <ul style="list-style-type: none"> • Chinese • Irish <p>Challenges faced by cities</p> <ul style="list-style-type: none"> • Tenements and ghettos • Political corruption (political machines) 	

STANDARD ~~USH.3e~~ USII.4c

The student will demonstrate knowledge of how life changed after the Civil War by

c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Discrimination against African Americans continued after Reconstruction.</p> <p>“Jim Crow” laws institutionalized a system of legal segregation.</p> <p>African Americans differed in their responses to discrimination and “Jim Crow.”</p>	<p>What is racial segregation?</p> <p>How were African Americans discriminated against?</p> <p>How did African Americans respond to discrimination and “Jim Crow”?</p>	<p>Racial segregation</p> <ul style="list-style-type: none"> • Based upon race • Directed primarily against African Americans, but other groups also were kept segregated • <u>American Indians were not considered citizens until 1924</u> <p>“Jim Crow” laws were passed to discriminate against African Americans.</p> <p>“Jim Crow” laws</p> <ul style="list-style-type: none"> • Made discrimination practices legal in many communities and states • Were characterized by unequal opportunities in housing, work, education, government <p>African American response</p> <ul style="list-style-type: none"> • Booker T. Washington—Believed equality could be achieved through vocational education; accepted social separation • W.E.B. Du Bois—Believed in full political, civil, and social rights for African Americans 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.3d~~ USII.4d

The student will demonstrate knowledge of how life changed after the Civil War by

d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Between the Civil War and World War I, the United States was transformed from an agricultural to an industrial nation.</p>	<p>What created the rise in big business?</p> <p>What factors caused the growth of industry?</p> <p>How did industrialization and the rise in big business influence life on American farms?</p>	<p>Reasons for rise and prosperity of big business</p> <ul style="list-style-type: none"> • National markets created by transportation advances • Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; <u>Cornelius Vanderbilt, shipping and railroads</u>; <u>Henry Ford, automobile</u>) • Advertising • Lower-cost production <p>Factors resulting in growth of industry</p> <ul style="list-style-type: none"> • Access to raw materials and energy • Availability of work force <u>due to immigration</u> • Inventions • Financial resources <p>Examples of big business</p> <ul style="list-style-type: none"> • Railroads • Oil • Steel <p>Postwar changes in farm and city life</p> <ul style="list-style-type: none"> • Mechanization (e.g., the reaper) had reduced farm labor needs and increased production. • Industrial development in cities created increased labor needs. • Industrialization provided access to consumer goods (e.g., mail order). 	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD ~~USH.3e~~ USII.4e

The student will demonstrate knowledge of how life changed after the Civil War by

e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The effects of industrialization led to the rise of organized labor and important workplace reforms.</p>	<p>How did the reforms of the Progressive Movement change the United States?</p> <p>How did workers respond to the negative effects of industrialization?</p>	<p>Negative effects of industrialization</p> <ul style="list-style-type: none"> • Child labor • Low wages, long hours • Unsafe working conditions <p>Rise of organized labor</p> <ul style="list-style-type: none"> • Formation of unions—Growth of American Federation of Labor • Strikes—Aftermath of Homestead Strike <p>Progressive Movement workplace reforms</p> <ul style="list-style-type: none"> • Improved safety conditions • Reduced work hours • Placed restrictions on child labor <p>Women’s suffrage</p> <ul style="list-style-type: none"> • Increased educational opportunities • Attained voting rights <ul style="list-style-type: none"> – Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America. – <u>Susan B. Anthony</u> and <u>Elizabeth Cady Stanton</u> worked for women’s suffrage. 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.3e~~ USH.4e (continued)

The student will demonstrate knowledge of how life changed after the Civil War by

- e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Temperance Movement</p> <ul style="list-style-type: none"> • Composed of groups opposed to the making and consuming of alcohol • Supported 18th Amendment prohibiting the manufacture, sale, and transport of alcoholic beverages 	

STANDARD ~~USH.4a~~ USII.5a

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

a) explaining the reasons for and results of the Spanish American War;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States emerged as a world power as a result of victory over Spain in the Spanish American War.</p> <p>Economic interests and public opinion often influence U.S. involvement in international affairs.</p>	<p>What were the reasons for the Spanish American War?</p> <p>What were the results of the Spanish American War?</p>	<p>Reasons for the Spanish American War</p> <ul style="list-style-type: none"> • Protection of American business interests in Cuba • American support of Cuban rebels to gain independence from Spain • Rising tensions as a result of the sinking of the U.S.S. Maine in Havana Harbor • Exaggerated news reports of events (Yellow Journalism) <p>Results of the Spanish American War</p> <ul style="list-style-type: none"> • The United States emerged as a world power. • Cuba gained independence from Spain. • The United States gained possession of the Philippines, Guam, and Puerto Rico. 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p>

STANDARD ~~USH.4b~~ USII.5b

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
b) describing Theodore Roosevelt's impact on the foreign policy of the United States;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Caribbean and South American countries.</u></p>	<p><u>What were Theodore Roosevelt's foreign policies, and what were their impacts on the United States?</u></p>	<p><u>The Roosevelt Corollary to the Monroe Doctrine:</u></p> <ul style="list-style-type: none"> • <u>Asserted the United States' right to interfere in economic matters of nations in the Americas</u> • <u>Claimed the United States' right to exercise international police power</u> • <u>Advocated Big Stick Diplomacy (building the Panama Canal)</u> 	<p><u>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States; (USII.1a)</u></p> <p><u>Make connections between past and present; (USII.1b)</u></p>

STANDARD ~~USH.4b~~ USII.5c

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by ~~b) c)~~ explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the 20th century.</p> <p>There were disagreements about the extent to which the United States should isolate itself from <u>participate in</u> world affairs.</p>	<p>What were the reasons for the United States becoming involved in World War I?</p> <p>Who were the Allies?</p> <p>Who were the Central Powers?</p> <p>In what ways did the United States provide leadership at the conclusion of the war?</p>	<p>Reasons for U.S. involvement in war</p> <ul style="list-style-type: none"> • Inability to remain neutral • German submarine warfare— sinking of Lusitania • U.S. economic and political ties to Great Britain • <u>The Zimmerman Telegram</u> <p><u>Major Allied Powers</u></p> <ul style="list-style-type: none"> • Great Britain • France • Russia • Serbia • Belgium <p>Central Powers</p> <ul style="list-style-type: none"> • Germany • Austria-Hungary • Bulgaria • Ottoman Empire <p>U.S. leadership as the war ended</p> <ul style="list-style-type: none"> • At the end of World War I, President Woodrow Wilson prepared a peace plan <u>known as the Fourteen Points</u> that called for the formation of the League of Nations, a peacekeeping organization. • The United States decided not to join the League of Nations- <u>because the United States Senate failed to ratify the treaty.</u> 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.5a~~ USII.6a

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
 a) explaining how developments in factory and labor productivity and transportation (including the use of the automobile), communication, and electrification changed American life;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Technology extended progress into all areas of American life, including neglected rural areas.</p>	<p>How was social and economic life in the early twentieth century different from that of the late nineteenth century?</p> <p>What factors increased factory and labor productivity?</p>	<p>Results of improved transportation brought by affordable automobiles</p> <ul style="list-style-type: none"> • Greater mobility • Creation of jobs • Growth of transportation-related industries (road construction, oil, steel, automobile) • Movement to suburban areas <p>Invention of the airplane</p> <ul style="list-style-type: none"> • The Wright brothers <p>Use of the assembly line</p> <ul style="list-style-type: none"> • Henry Ford, <u>automobile</u> • <u>Rise of mechanization</u> <p>Communication changes</p> <ul style="list-style-type: none"> • Increased availability of telephones • Development of the radio (role of Guglielmo Marconi) and broadcast industry (role of David Sarnoff) • Development of the movies <p>Ways electrification changed American life</p> <ul style="list-style-type: none"> • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Electric lighting • Entertainment (e.g., radio) • Improved communications 	<p>Make connections between past and present. (USII.1b)</p> <p>Interpret ideas and events. (USII.1d)</p>

STANDARD ~~USH.5b~~ USII.6b

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
 b) describing the social and economic changes that took place, including prohibition, and the Great Migration north and west;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Reforms in the early twentieth century could not legislate how people behaved.</p> <p>Economic conditions and violence led to the migration of people.</p>	<p>What was Prohibition, and how effective was it?</p> <p>Why did African Americans migrate to northern cities?</p> <p>What were the economic changes during the early twentieth century?</p>	<p>Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p>Results of Prohibition</p> <ul style="list-style-type: none"> • Speakeasies were created as places for people to drink alcoholic beverages. • Bootleggers smuggled illegal alcohol and promoted organized crime. • <u>Repealed by the 21st Amendment.</u> <p>Great Migration north and west</p> <ul style="list-style-type: none"> • Jobs for African Americans in the South were scarce and low paying. • African Americans faced discrimination and violence in the South. • African Americans moved to northern cities in <u>the North and Midwest</u> in search of better employment opportunities. • African Americans also faced discrimination and violence in the North <u>and Midwest</u>. 	<p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD ~~USH.5e~~ USII.6c

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
 c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe, and including the Harlem Renaissance;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The 1920s and 1930s were important decades for American art, literature, and music.</p> <p>The leaders of the Harlem Renaissance drew upon the heritage of black culture to establish themselves as powerful forces for cultural change.</p>	<p>Who were the leaders in art, literature, and music? What were their contributions?</p> <p>How did the Harlem Renaissance influence American life?</p>	<p>Cultural climate of the 1920s and 1930s</p> <ul style="list-style-type: none"> • <i>Art</i>—Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest • <i>Literature</i>—F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s • <i>Music</i>—Aaron Copland and George Gershwin, composers who wrote uniquely American music <p>Harlem Renaissance African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.</p> <ul style="list-style-type: none"> • <i>Art</i>—Jacob Lawrence, painter who chronicled the experiences of the Great Migration north through art • <i>Literature</i>—Langston Hughes, poet who combined the experiences of African and American cultural roots 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.5e~~ USH.6c (continued)

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe, and including the Harlem Renaissance;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • <i>Music</i>—Duke Ellington and Louis Armstrong, jazz composers; Bessie Smith, blues singer Popularity of these artists spread to the rest of society.	

STANDARD ~~USH.5d~~ USII.6d

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p> <p>The Great Depression had a widespread and severe impact on American life.</p> <p>Franklin Roosevelt’s New Deal used government programs to help the nation recover from the Depression.</p>	<p>What were the causes of the Great Depression?</p> <p>How were the lives of Americans affected by the Great Depression?</p> <p>What were the major features of the New Deal?</p>	<p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed. • The Federal Reserve failed to prevent the collapse of the banking system. • High tariffs strangled <u>discouraged</u> international trade. <p>Impact on Americans</p> <ul style="list-style-type: none"> • A large number of banks and businesses failed. • One-fourth of workers were without jobs. • Large numbers of people were hungry and homeless. • Farmers’ incomes fell to low levels. <p>Major features of the New Deal</p> <ul style="list-style-type: none"> • Social Security • Federal work programs • Environmental improvement programs • Farm assistance programs • Increased rights for labor 	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.6a~~ USII.7a

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.</p> <p>The rise of fascism threatened peace in Europe and Asia.</p> <p>As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.</p>	<p>How did post-World War I Europe set the stage for World War II?</p> <p>How did the rise of fascism affect world events following World War I?</p> <p>How did American policy toward events in Europe and Asia change over time?</p>	<p>Causes of World War II</p> <ul style="list-style-type: none"> • Political instability and economic devastation in Europe resulting from World War I <ul style="list-style-type: none"> – Worldwide depression – High war debt owed by Germany – High inflation – Massive unemployment • Rise of Fascism <ul style="list-style-type: none"> – Fascism is a political philosophy in which total power is given to a dictator and individual freedoms are denied. – Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan). – These dictators led the countries that became known as the Axis Powers. <p>The Allies</p> <ul style="list-style-type: none"> • Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany. 	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD ~~USH.6a~~ USII.7a (continued)

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
 a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Allied leaders included Franklin D. Roosevelt and later Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union). <p>Gradual change in American policy from neutrality to involvement</p> <ul style="list-style-type: none"> • Isolationism (Great Depression, legacy of World War I) • Economic aid to Allies • Direct involvement in the war <p>War in the Pacific</p> <ul style="list-style-type: none"> • Rising tension developed between the United States and Japan because of Japanese aggression in East Asia. • On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning. • The United States declared war on Japan. • Germany declared war on the United States. 	

STANDARD ~~USH.6b~~ USII.7b

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

b) **locating and** describing the major events and turning points of the war in Europe and the Pacific;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.</p> <p>The Holocaust is an example of prejudice and discrimination taken to the extreme.</p>	<p>What were the major events and turning points of World War II?</p> <p>What was the Holocaust?</p>	<p>Major events and turning points of World War II</p> <ul style="list-style-type: none"> • Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations. • Germany invaded France, capturing Paris. • Germany bombed London and the Battle of Britain began. • The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. (<u>Lend Lease</u>) • Japan bombed Pearl Harbor. • After Japan bombed Pearl Harbor, Germany declared war on the United States. • The United States declared war on Japan and Germany. • The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific. • Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe. 	<p>Sequence events in United States history. (USII.1c)</p> <p>Interpret events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD ~~USH.6b~~ USH.7b (continued)

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

b) locating and describing the major events and turning points of the war in Europe and the Pacific;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • American and Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe. • The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II. <p>The Holocaust</p> <ul style="list-style-type: none"> • Anti-Semitism • Aryan supremacy • Systematic attempt to rid Europe of all Jews • Tactics <ul style="list-style-type: none"> – Boycott of Jewish stores – Threats – Segregation – Imprisonment and killing of Jews and others in concentration camps <p>Liberation by Allied forces of Jews and others in concentration camps</p>	

STANDARD ~~USII.6e~~ USII.7c

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

c) describing the impact of World War II on the home front.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>World War II affected every aspect of American life.</p> <p>Americans were asked to make sacrifices in support of the war effort and the ideas for which we fought.</p>	<p>How did Americans at home support the war effort?</p> <p>What effect did the war have on race relations in America?</p>	<p>American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.</p> <p>Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter).</p> <p>Americans at home supported the war by conserving and rationing resources.</p> <p>The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants) although discrimination against African Americans continued.</p> <p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.</p>	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.7a~~ USII.8a

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Learning from the mistakes of the past, the United States accepted its role as a world superpower, helping to rebuild Europe and Japan and taking the leading role in establishing the United Nations.</p>	<p>How did the United States help rebuild postwar Europe and Japan?</p>	<p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States felt it was in its best interest to rebuild Europe and prevent political and economic instability.</p> <p>Rebuilding efforts</p> <ul style="list-style-type: none"> • The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>

STANDARD ~~USH.7a~~ USII.8a (continued)

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. <p>Establishment of the United Nations</p> <ul style="list-style-type: none"> • The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars. 	

STANDARD ~~USH.7b~~ USII.8b

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

b) describing the conversion from a wartime to a peacetime economy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Following World War II, Americans prospered due to an expanding economy stimulated by America’s involvement in the war.</p>	<p>What contributed to the prosperity of Americans following World War II?</p>	<p>Reasons for rapid growth of American economy following World War II</p> <ul style="list-style-type: none"> • With rationing of consumer goods over, business converted from production of war materials to consumer goods. • Americans purchased goods on credit. • The work force shifted back to men, and most women returned to family responsibilities. • Labor unions merged and became more powerful; workers gained new benefits and higher salaries. • As economic prosperity continued and technology boomed, the next generation of women re-entered the labor force in large numbers. 	<p>Make connections between past and present. (USII.1b)</p>

STANDARD ~~USH.7e~~ USII.8c

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban Missile Crisis, the collapse of communism in Europe, and the rise of new challenges;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.</p> <p>Since World War II, the United States has been directly involved in various conflicts that reflected the divisions created by Cold War tensions and hostilities.</p> <p>The tension between the free world and the communist world caused divisiveness at home and abroad.</p> <p>The Cold War was the central organizing principle in foreign affairs for 40 years.</p>	<p>How and why did the Cold War begin?</p> <p>What have been the major conflicts and confrontations involving America in the post-World War II era?</p> <p>How did Cold War tensions cause divisiveness at home?</p> <p>How did communism collapse in Europe?</p> <p>How were the challenges after the Cold War different from earlier challenges?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Cold War: State of tension between the United States and the Soviet Union without actual fighting that divided the world into two camps <p>Origins of the Cold War</p> <ul style="list-style-type: none"> • Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers)—The United States was democratic and capitalist; the Soviet Union was dictatorial and communist. • The Soviet Union’s domination over Eastern European countries • American policy of containment (to stop the spread of communism) • North Atlantic Treaty Organization (NATO) versus Warsaw Pact <p>Major conflicts in the post-World War II era</p> <ul style="list-style-type: none"> • South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate. 	<p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>

STANDARD ~~USH.7e~~ USII.8c (continued)

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a U.S. blockade. • The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew. <p>Collapse of Communism in Europe</p> <ul style="list-style-type: none"> • Breakup of the Soviet Union into independent countries • Destruction of Berlin Wall <p>New challenges</p> <ul style="list-style-type: none"> • Role of U.S. military intervention • Environmental challenges • Global issues, including trade, jobs, diseases, <u>energy</u> 	

STANDARD ~~USH.7a~~ USII.8d

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Changing patterns in American society at the end of World War II changed the way most Americans lived and worked.</p>	<p>What factors led to changing patterns of society in the post-World War II era?</p> <p>What policies and programs expanded educational and employment opportunities for the military, women, and minorities?</p>	<p>Factors leading to changing patterns in U.S. society</p> <ul style="list-style-type: none"> • Strong economy (healthy job market, increased productivity, increased demand for American products) • Greater investment in education • “The Baby Boom,” which led to changing demographics • Interstate highway system • Evolving role of women (expected to play supporting role in the family, but increasingly working outside the home) • Role of Eleanor Roosevelt in expanding women’s <u>human</u> rights • African Americans’ aspirations for equal opportunities • Changes in make-up of immigrants after 1965 (e.g., Hispanic Americans, Asian Americans) 	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Interpret slogans and documents. (USII.1h)</p>

STANDARD ~~USH.7a~~ USII.8d (continued)

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Policies and programs expanding educational and employment opportunities</p> <ul style="list-style-type: none"> • G.I. Bill of Rights gave educational, housing, and employment benefits to World War II veterans. • Truman desegregated the armed forces. • Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities. 	

STANDARD USH.7e USII.8c

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

e) describing how international trade and globalization have impacted American life.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Between the end of World War II and the present, the world has been marked by an increase in globalization and interdependence.</u></p>	<p><u>How has globalization impacted American life?</u></p>	<p><u>Globalization is the linking of nations through trade, information, technologies, and communication.</u></p> <p><u>Globalization involves:</u></p> <ul style="list-style-type: none"> • <u>Increased integration of different societies</u> <p><u>Impact of globalization on American life:</u></p> <ul style="list-style-type: none"> • <u>Improvement of all communications (e.g., travel, telecommunications/Internet)</u> • <u>Availability of a wide variety of international goods and services</u> • <u>Outsourcing of jobs</u> 	<p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives. (USII.1f)</u></p>

STANDARD ~~USH.8a~~ USII.9a

The student will demonstrate knowledge of the key **and international** issues during the second half of the twentieth **and early twenty-first** centuries by
a) **examining the Civil Rights Movement and the changing role of women;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Civil Rights Movement resulted in legislation that ensured constitutional rights to all citizens regardless of race.</p> <p>Women activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality for themselves, particularly in the workplace.</p>	<p>What were some effects of segregation on American society?</p> <p>How did the African American struggle for equality become a mass movement?</p> <p>How did the law support the struggle for equality for African Americans?</p> <p>How were women disadvantaged in the workplace?</p> <p>What actions were taken to improve conditions for women?</p>	<p>Some effects of segregation</p> <ul style="list-style-type: none"> • Separate educational facilities and resources for white and African American students • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Social isolation of races <p>Civil Rights Movement</p> <ul style="list-style-type: none"> • Opposition to <i>Plessy v. Ferguson</i>—“Separate but equal” • <i>Brown v. Board of Education</i>, desegregation of schools • Martin Luther King, Jr.—Passive resistance against segregated facilities; “I have a dream...” speech • Rosa Parks—Montgomery bus boycott • Organized protests, Freedom Riders, sit-ins, marches • Expansion of the National Association for the Advancement of Colored People (NAACP) • Civil Rights Act of 1964 • Voting Rights Act of 1965 	

STANDARD ~~USH.8a~~ USH.9a (continued)

The student will demonstrate knowledge of the key and international issues during the second half of the twentieth and early twenty-first centuryies by

a) examining the Civil Rights Movement and the changing role of women;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Changing role of women</p> <ul style="list-style-type: none"> • Workplace disadvantages <ul style="list-style-type: none"> – Discrimination in hiring practices against women – Lower wages for women than for men doing the same job • Improved conditions <ul style="list-style-type: none"> – National Organization for Women (NOW) – Federal legislation to force colleges to give women equal athletic opportunities – The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service. 	

STANDARD ~~USII.8b~~ USII.9b

The student will demonstrate knowledge of the key **and international** issues during the second half of the twentieth **and early twenty-first** centuries by
 b) describing the development of new technologies **in communication, entertainment, and business** and their impact on American life;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>After the war, Americans turned their energies to the development of peacetime technologies.</p> <p><u>New technologies in communication, entertainment, and business have dramatically affected American life?</u></p>	<p>Which industries benefited the most from the new technologies?</p> <p>What impact did the new technologies have on American life?</p> <p><u>How have new technologies in communication, entertainment, and business affected American life?</u></p>	<p>Industries benefiting from new technologies</p> <ul style="list-style-type: none"> • Airline industry—Jets <u>engines</u> • Automobile industry and interstate highway system • Entertainment and news media industry • Exploration of space • Computer industry • Satellite system— Telecommunications (pagers, cell phones, television) • Internet <p>Impact of new technologies on American life</p> <ul style="list-style-type: none"> • Increased domestic and international travel for business and pleasure • Greater access to news and other information • Cheaper and more convenient means of communication • Greater access to heating and air-conditioning <u>improved the quality of life and encouraged population growth in certain areas of the country</u> • Decreased regional variation, resulting from nationwide access to entertainment and information provided by national television and radio programming, Internet services, computer games 	<p>Make connections between past and present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</u> (USII.1f)</p>

STANDARD ~~USH.8e~~ USII.9c

The student will demonstrate knowledge of the key and international issues during the second half of the twentieth and early twenty-first centuries by
c) identifying how individual citizens from the time period influenced America scientifically, culturally, academically, and economically;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Individual citizens have influenced America scientifically, culturally, academically, and economically.</u></p>	<p><u>How have individual citizens influenced America scientifically, culturally, academically, and economically?</u></p>	<p><u>Science:</u></p> <ul style="list-style-type: none"> • <u>Charles Drew – plasma</u> • <u>J. Robert Oppenheimer (Manhattan Project team) – physics</u> • <u>William Shockley, John Bardeen, and Walter Brattain (Bell Labs team) - transistors (led to the computer chip and satellite communication)</u> <p><u>Culture:</u></p> <ul style="list-style-type: none"> • <u>Frank Lloyd Wright - architecture</u> • <u>Ansell Adams – photography</u> • <u>Martha Graham – dance</u> <p><u>Academic:</u></p> <ul style="list-style-type: none"> • <u>Henry Louis Gates – historian</u> • <u>Maya Angelou – literature</u> • <u>William J. Durant - historian</u> <p><u>Economic:</u></p> <ul style="list-style-type: none"> • <u>Bill Gates – computer technology</u> • <u>Ray Kroc – franchising</u> • <u>Sam Walton – retailing</u> 	

STANDARD USH.8d USII.9d

The student will demonstrate knowledge of the key **and international** issues during the second half of the twentieth **and early twenty-first** centuries by **d) examining American foreign policy, immigration, the global environment, and other emerging issues.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>American foreign policy, immigration policies, energy policies, environmental policies affect both people in the United States and in other countries.</u></p>	<p><u>How have American foreign policy, immigration policies, energy policies, environmental policies affected both people in the United States and in other countries?</u></p>	<p><u>Foreign Policy:</u></p> <ul style="list-style-type: none"> • <u>Increase in terrorist activities</u> • <u>Conflicts in the Middle East</u> • <u>Changing relationships with nations</u> <p><u>Immigration:</u></p> <ul style="list-style-type: none"> • <u>Changing immigration patterns, e.g., Hispanic Americans, Asian Americans</u> • <u>More people want to immigrate to the United States than are allowed by law</u> <p><u>Global environment:</u></p> <ul style="list-style-type: none"> • <u>Policies to protect the environment</u> • <u>Global climate change</u> • <u>Conservation of water and other natural resources</u> <p><u>Other Issues:</u></p> <ul style="list-style-type: none"> • <u>World health issues (global pandemics)</u> 	<p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives. (USII.1f)</u></p>



Draft

Curriculum Framework

Civics and Economics

STANDARD CE.1 a, b, c, d, e, f, g

The student will develop the social studies skills responsible citizenship requires, including the ability to

- a) examine and interpret primary and secondary source documents;
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) review information for accuracy, separating fact from opinion;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model;
- g) select and defend positions in writing, discussion, and debate.

The skills identified in standard CE.1a-g are cited in the “Essential Skills” column of each chart for *Civics and Economics* with the exception of “g” (select and defend positions in writing, discussion, and debate). Students should have opportunities to practice writing, discussion, and debating skills, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD CE.2a

The student will demonstrate knowledge of the foundations of American constitutional government by

a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Fundamental political principles define and shape American constitutional government.</p>	<p>What are the fundamental political principles that have shaped government in the United States?</p>	<p>Fundamental political principles</p> <ul style="list-style-type: none"> • Consent of the governed—People are the source of any and all governmental power. • Limited government—Government is not all-powerful and may do only those things people have given it the power to do. • Rule of law—The government and those who govern are bound by the law. • Democracy—In a democratic system of government the people rule. • Representative government—In a representative system of government people elect public officeholders to make laws and conduct government on their behalf. 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p>

STANDARD CE.2b

The student will demonstrate knowledge of the foundations of American constitutional government by

- b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States of America, including the Bill of Rights;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American constitutional government is founded on concepts articulated in earlier documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom.</p>	<p>How does the Constitution of the United States of America reflect previous documents, including the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom?</p>	<p>Influence of earlier documents on the Constitution of the United States of America</p> <ul style="list-style-type: none"> • Charters of the Virginia Company of London <ul style="list-style-type: none"> – Rights of Englishmen guaranteed to colonists • The Virginia Declaration of Rights <ul style="list-style-type: none"> – Served as a model for the Bill of Rights of the Constitution of the United States of America • Declaration of Independence <ul style="list-style-type: none"> – Stated grievances against the king of Great Britain – Declared the colonies' independence from Great Britain – Affirmed "certain unalienable rights" (life, liberty, and the pursuit of happiness) – Established the idea that all people are equal under the law • Articles of Confederation <ul style="list-style-type: none"> – Established the first form of national government for the independent states – Maintained that major powers resided with individual states 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD CE.2b (continued)

The student will demonstrate knowledge of the foundations of American constitutional government by

- b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States of America, including the Bill of Rights;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> – Weakness of central government (e.g., no power to tax and enforce laws)—Led to the writing of the Constitution of the United States of America • Virginia Statute for Religious Freedom <ul style="list-style-type: none"> – Freedom of religious beliefs and opinions • Constitution of the United States of America, including the Bill of Rights <ul style="list-style-type: none"> – Establishes the structure of the United States government – Guarantees equality under the law with majority rule and the rights of the minority protected – Affirms individual worth and dignity of all people – Protects the fundamental freedoms of religion, speech, press, assembly, and petition 	

STANDARD CE.2c

The student will demonstrate knowledge of the foundations of American constitutional government by
 c) identifying the purposes for the Constitution of the United States of America as stated in its Preamble;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The preamble of a constitution sets forth the goals and purposes to be served by the government.</p>	<p>What are the purposes identified in the Preamble to the Constitution of the United States of America?</p>	<p>The Preamble to the Constitution of the United States of America expresses the reasons the constitution was written.</p> <p>Purposes of U.S. government</p> <ul style="list-style-type: none"> • To form a <u>more perfect</u> union • To establish justice • To ensure domestic peace <u>tranquility</u> • To provide <u>for the common</u> defense • <u>To promote the general welfare</u> • <u>To preserve the blessings of liberty</u> <p>The Preamble to the Constitution of the United States of America begins, “We the people,” which establishes that the power of government comes from the people.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p>

STANDARD CE.2d

The student will demonstrate knowledge of the foundations of American constitutional government by
d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The constitutions of Virginia and the United States can be amended through a process outlined in the constitutions.</u></p> <p><u>The Virginia constitution has been rewritten several times.</u></p>	<p><u>How can the Constituion of the United States be amended?</u></p> <p><u>How can the Constitution of Virginia be amended?</u></p>	<p><u>Constituion of the United States</u> <u>The amendment process is complex; to date, there are 27 amendments to the Constitution of the United States.</u></p> <p><u>Amendment process:</u></p> <ul style="list-style-type: none"> • <u>Proposal - action by Congress or convention</u> • <u>Ratification - by the states</u> <p><u>Constitution of Virginia</u></p> <ul style="list-style-type: none"> ▪ <u>Virginia has had 6 constitutions</u> ▪ <u>Proposal - action by General Assembly or convention</u> ▪ <u>Ratification - by voters of Virginia</u> 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p>

STANDARD CE.3a

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

a) describing the processes by which an individual becomes a citizen of the United States;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A citizen is an individual with certain rights and duties under a government and who, by birth or by choice, owes allegiance to that government.</p>	<p>How does an individual become a citizen?</p>	<p>The Fourteenth Amendment to the Constitution of the United States of America defines citizenship: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside.”</p> <p>Means of obtaining citizenship</p> <ul style="list-style-type: none"> • Birth • Naturalization <p>Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society.</p> <p>To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to <u>read, speak, and write words in ordinary usage in the English language.</u></p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p> <p>Select and defend positions in writing, discussion, and debate. (CE.1h)</p>

STANDARD CE.3b

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

- b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America establishes and protects the citizens' fundamental rights and liberties.</p> <p>Few rights, if any, are considered absolute.</p>	<p>What fundamental rights and liberties are guaranteed in the First and Fourteenth Amendments to the Constitution of the United States of America?</p>	<p>First Amendment freedoms</p> <ul style="list-style-type: none"> • Religion—Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion. • Speech—Individuals are free to express their opinions and beliefs. • Press—The press has the right to gather and publish information, including that which criticizes the government. • Assembly—Individuals may peacefully gather. • Petition—Individuals have the right to make their views known to public officials. <p>Fourteenth Amendment</p> <ul style="list-style-type: none"> • Extends the due process protection to actions of the states 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD CE.3c

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>For government to be effective, citizens must fulfill their civic duties.</p>	<p>What duties are expected of all citizens?</p>	<p>Duties of responsible citizens</p> <ul style="list-style-type: none"> • Obey laws • Pay taxes • Serve in the armed forces if called • Serve on a jury or as a witness in court <p>Citizens who choose not to fulfill these civic duties face legal consequences.</p>	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.3d

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

- d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A basic responsibility of citizenship is to contribute to the common good.</p>	<p>What are the ways individuals demonstrate responsible citizenship?</p>	<p>Civic responsibilities are fulfilled by choice; they are voluntary.</p> <p>Responsibilities of citizens</p> <ul style="list-style-type: none"> • Register and vote • Hold elective office • Influence government by communicating with government officials • Serve in voluntary, appointed positions • Participate in political campaigns • Keep informed regarding current issues • Respect others' rights to an equal voice in government 	<p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.3e

The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

e) evaluating how civic and social duties address community needs and serve the public good.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A democratic society requires the active participation of its citizens.</p>	<p>In what ways do citizens participate in community service?</p>	<p>Ways for citizens to participate in community service</p> <ul style="list-style-type: none"> • Volunteer to support democratic institutions (e.g., League of Women Voters). • Express concern about the welfare of the community as a whole (e.g., environment, public health and safety, education). • Help to make the community a good place to work and live (e.g., by becoming involved with public service organizations, tutoring, volunteering in nursing homes). 	<p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions</u>, and recommend solutions <u>using a decision-making model</u>. (CE.1f)</p>

STANDARD CE.4a, b, c, d, e, f, g

The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism;
- f) practicing decision-making;
- g) practicing service to the school and/or local community.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	How do individuals demonstrate thoughtful and effective participation in civic life?	<p>Personal traits of good citizens</p> <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy and respect for the rights of others • Responsibility, accountability, and self-reliance • Respect for the law • Patriotism • <u>Participant in the school and/or local community</u> • <u>Informed voter</u> <p><u>Effective participation in civic life can include:</u></p> <ul style="list-style-type: none"> • <u>Formulating questions</u> • <u>Analyzing information from a variety of sources</u> • <u>Expressing a position</u> ▪ <u>Devising and implementing a plan</u> <p><u>Practicing thoughtful decision-making in personal, financial and civic matters (e.g. voting and civic issues)</u></p>	

STANDARD CE.5a

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

a) describing the functions of political parties;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Political parties play a key role in government and provide opportunities for citizens to participate in the political process.</p>	<p>What roles do political parties play in the American political process?</p>	<p>Functions of political parties</p> <ul style="list-style-type: none"> • Recruiting and nominating candidates • Educating the electorate about campaign issues • Helping candidates win elections • Monitoring actions of officeholders 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD CE.5b

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
 b) comparing the similarities and differences of political parties;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A two-party system characterizes the American political process.</p> <p>Although third parties rarely win elections, they play an important role in public politics.</p>	<p>How are the major political parties similar, and how do they differ?</p> <p>How do third parties differ from the two major parties?</p>	<p>Similarities between parties</p> <ul style="list-style-type: none"> • Organize to win elections • Influence public policies • Reflect both liberal and conservative views • Define themselves in a way that wins majority support by appealing to the political center <p>Differences between parties</p> <ul style="list-style-type: none"> • Stated in a party's platform and reflected in campaigning <p>Third parties</p> <ul style="list-style-type: none"> • Introduce new ideas or press for a particular issue • Often revolve around a political personality (e.g., Theodore Roosevelt) 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.5c

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

c) analyzing campaigns for elective office, with emphasis on the role of the media;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Voters evaluate information presented in political campaigns to make reasoned choices among candidates.</p> <p>The media plays an important role in the political process.</p>	<p>How do citizens make informed choices in elections?</p> <p>How does the media play a role in the political process?</p>	<p>Strategies for evaluating campaign speeches, literature, and advertisements for accuracy</p> <ul style="list-style-type: none"> • Separating fact from opinion • Detecting bias • Evaluating sources • Identifying propaganda <p>Mass media roles in elections</p> <ul style="list-style-type: none"> • Identifying candidates • Emphasizing selected issues • Writing editorials, creating political cartoons, publishing op-ed pieces • Broadcasting different points of view 	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.5d

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

d) examining the role of campaign contributions and costs;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Running for political office is expensive.</p>	<p>How has the high cost of getting elected changed campaigning for public office?</p>	<p>Rising campaign costs</p> <ul style="list-style-type: none"> • Require candidates to conduct extensive fund-raising activities • Limit opportunities to run for public office • Give an advantage to wealthy individuals who run for office • Encourage the development of political action committees (PACs) • Give issue-oriented special interest groups increased influence <p>Campaign finance reform</p> <ul style="list-style-type: none"> • Rising campaign costs have led to efforts to reform campaign finance laws. • Limits exist on the amount individuals may contribute to political candidates and campaigns. 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.5e

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

e) describing voter registration and participation;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Voting is a basic responsibility of citizenship.</p> <p>Voter registration is required before a citizen may vote.</p> <p>The number of citizens who register and vote is related to how important election issues are to citizens.</p>	<p>What are the requirements for voter registration in Virginia?</p> <p>What factors influence voter turnout and registration?</p>	<p>Only citizens who register can participate in primary and general elections.</p> <p>Qualifications to register to vote in Virginia</p> <ul style="list-style-type: none"> • Citizen of the United States • Resident of Virginia and precinct • 18 years of age by day of general election <p>How to register in Virginia</p> <ul style="list-style-type: none"> • In person at the registrar's office, at the Division of Motor Vehicles, or at other designated sites • By mail application <p>Registration is closed 29 days before elections.</p> <p>Factors in predicting which citizens will vote</p> <ul style="list-style-type: none"> • Education • Age • Income <p>Why citizens fail to vote</p> <ul style="list-style-type: none"> • Lack of interest • Failure to register 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.5e (continued)

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

e) describing voter registration and participation;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.</p> <p>Every vote is important.</p>	

STANDARD CE.5f

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
 f) describing the role of the Electoral College in the election of the president and vice president;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Electoral College process is used to select the President and Vice President of the United States.</p>	<p>How does the Electoral College select the President and Vice President of the United States?</p>	<p>Electoral College process</p> <ul style="list-style-type: none"> • The slate of electors for each state is chosen by popular vote. • Most states have a winner take all system. • The electors meet to vote for President and Vice President. • The winner-take-all system leads to the targeting of large states for campaigning, although candidates must pay attention to small states whose electoral votes may make the difference in tight elections. <p>The number of electors of each state is based on the state's Congressional representation.</p> <p>The requirements for a majority vote to win in the electoral college favors a two-party system.</p>	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions</u>, and recommend solutions <u>using a decision-making model</u>. (CE.1f)</p>

STANDARD CE.5g

The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
g) participating in simulated local, state and/or national elections.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>All citizens can learn the importance of the individual's participation in the political process either through direct involvement in campaigns or simulations.</u></p>	<p><u>How can students under 18 participate in the democratic process?</u></p>	<p><u>Student participation in the democratic process can include:</u></p> <ul style="list-style-type: none"> • <u>participating in campaigns</u> • <u>participating in classroom and online simulations.</u> 	

STANDARD CE.6a

The student will demonstrate knowledge of the American constitutional government by

a) explaining the relationship of state governments to the national government in the federal system.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America establishes the principle of federalism, which is the division of power between the states and the national government.</p>	<p>How does the Constitution of the United States of America outline powers divided and shared among the national, state, and local levels of government?</p>	<p>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</p> <p>The powers of the national government are either enumerated/expressed or implied in the Constitution of the United States of America.</p> <p>The powers not given to the national government by the Constitution of the United States of America are reserved for the states.</p> <p>The Constitution of the United States of America denies powers to both the national and state governments.</p> <p>The powers of the local governments in Virginia are derived from the state.</p> <p>Primary responsibilities of each level of government</p> <ul style="list-style-type: none"> • National—Conducts foreign policy, regulates commerce • State—Promotes public health, safety, and welfare 	<p>Create and explain diagrams and charts. (CE.1b)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.6b

The student will demonstrate knowledge of the American constitutional government by
b) describing the structure and powers of local, state, and national governments.

Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills																
<p>Legislative, executive, and judicial powers are separated at the state and national levels of government.</p> <p>All powers of local government in Virginia are created and controlled by the state.</p>	<p>What are the structure and powers of government at each level?</p>	<p>The powers and responsibilities of the legislative, executive, and judicial branches at both the national and state levels are limited.</p>			<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain tables and charts. (CE.1b)</p>																
		<table border="1"> <thead> <tr> <th data-bbox="646 781 848 873">Branch of Government</th> <th data-bbox="848 781 1215 873">Local Government</th> <th data-bbox="1215 781 1535 873">Virginia Government</th> <th data-bbox="1535 781 1850 873">National Government</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 873 848 976">Legislative</td> <td data-bbox="848 873 1215 976">Makes ordinances for community; approves annual budget; limits power to that delegated by the state</td> <td data-bbox="1215 873 1535 976">Makes laws for Virginia; approves biennial (two year) budget; exercises power under the 10th amendment</td> <td data-bbox="1535 873 1850 976">Makes laws for nation; approves annual budget; approves Presidential appointments</td> </tr> <tr> <td data-bbox="646 976 848 1122">Executive</td> <td data-bbox="848 976 1215 1122">Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures</td> <td data-bbox="1215 976 1535 1122">Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons</td> <td data-bbox="1535 976 1850 1122">Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy</td> </tr> <tr> <td data-bbox="646 1122 848 1263">Judicial</td> <td data-bbox="848 1122 1215 1263">Local courts—Hear cases under the authority provided by state legislation</td> <td data-bbox="1215 1122 1535 1263">Supreme Court—Has power of judicial review over state laws Circuit courts—Try civil and criminal cases</td> <td data-bbox="1535 1122 1850 1263">Supreme Court—Has power of judicial review Federal courts—Try cases involving federal law and U.S. Constitutional questions</td> </tr> </tbody> </table>				Branch of Government	Local Government	Virginia Government	National Government	Legislative	Makes ordinances for community; approves annual budget; limits power to that delegated by the state	Makes laws for Virginia; approves biennial (two year) budget; exercises power under the 10th amendment	Makes laws for nation; approves annual budget; approves Presidential appointments	Executive	Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures	Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons	Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy	Judicial	Local courts—Hear cases under the authority provided by state legislation	Supreme Court—Has power of judicial review over state laws Circuit courts—Try civil and criminal cases	Supreme Court—Has power of judicial review Federal courts—Try cases involving federal law and U.S. Constitutional questions
Branch of Government	Local Government	Virginia Government	National Government																		
Legislative	Makes ordinances for community; approves annual budget; limits power to that delegated by the state	Makes laws for Virginia; approves biennial (two year) budget; exercises power under the 10th amendment	Makes laws for nation; approves annual budget; approves Presidential appointments																		
Executive	Elected or appointed by the Board of Supervisors or City Council; city or county managers hired by local legislatures	Executes laws of Virginia; prepares biennial budget for General Assembly; appoints cabinet officers and boards; administers state bureaucracy; grants pardons	Executes law of the land; prepares annual budget for congressional action; appoints cabinet officers, ambassadors, and federal judges; administers federal bureaucracy																		
Judicial	Local courts—Hear cases under the authority provided by state legislation	Supreme Court—Has power of judicial review over state laws Circuit courts—Try civil and criminal cases	Supreme Court—Has power of judicial review Federal courts—Try cases involving federal law and U.S. Constitutional questions																		

STANDARD CE.6c

The student will demonstrate knowledge of the American constitutional government by
 e) — explaining the principle of separation of powers and the operation of checks and balances.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Separating power among the legislative, executive, and judicial branches helps prevent any one branch from abusing its power.</p> <p>A system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches.</p>	<p>How do the separation of power and checks and balances protect against an abuse of power by any one branch of the government?</p>	<p>Legislative powers over</p> <ul style="list-style-type: none"> • The executive branch <ul style="list-style-type: none"> – Overrides vetoes – Impeaches a President • The judicial branch <ul style="list-style-type: none"> – Approves federal judges – Impeaches federal judges <p>Executive powers over</p> <ul style="list-style-type: none"> • The legislative branch <ul style="list-style-type: none"> – Vetoes acts of Congress – Calls Congress into special session • The judicial branch <ul style="list-style-type: none"> – Appoints federal judges <p>Judicial powers over</p> <ul style="list-style-type: none"> • The legislative branch <ul style="list-style-type: none"> – Declares laws unconstitutional • The executive branch <ul style="list-style-type: none"> – Declares executive acts unconstitutional 	<p>Create and explain tables and charts. (CE.1b)</p>

STANDARD CE.6d

The student will demonstrate knowledge of the American constitutional government by
 d) —identifying the procedures for amending the Constitution of the United States of America.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America defines the process by which formal changes are made to the document.</p>	<p>How can the Constitution of the United States of America be amended?</p>	<p>Process for amending the Constitution of the United States of America</p> <ul style="list-style-type: none"> • Action by Congress or convention • Ratification by the states <p>The amendment process is complex; to date, only 27 amendments have been added.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.6a

The student will demonstrate knowledge of the American constitutional government at the national level by

a) describing the structure and powers of the national government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The Constitution of the United States defines the structure and powers of the national government.</u></p> <p><u>The powers held by government are divided between the national government in Washington, D.C., and the governments of the 50 states.</u></p>	<p><u>What is the structure of the government as set out in the United States Constitution?</u></p> <p><u>What are the powers of the national government?</u></p>	<p><u>Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government: the Congress, the President, and the Courts.</u></p> <p><u>The Legislative branch:</u></p> <ul style="list-style-type: none"> • <u>The Congress is a bicameral legislature consisting of the House of Representatives (435 members based upon population) and the Senate (100 members, 2 per state)</u> • <u>Makes the laws of the nation</u> • <u>Approves the annual budget</u> • <u>Confirms presidential appointments</u> • <u>Raises revenue through taxes and other levies</u> • <u>Regulates interstate and foreign trade</u> • <u>Declares war</u> 	<p><u>Examine and interpret primary and secondary documents (CE.1a)</u></p> <p><u>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</u></p>

STANDARD CE.6a (continued)

The student will demonstrate knowledge of the American constitutional government at the national level by

a) describing the structure and powers of the national government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><u>The Executive branch:</u></p> <ul style="list-style-type: none"> • <u>The President of the United States is the Chief Executive Officer of the nation</u> • <u>Executes the law of the land</u> • <u>Prepares the annual budget for congressional action</u> • <u>Appoints cabinet officers, ambassadors, and federal judges</u> • <u>Administers the federal bureaucracy</u> <p><u>The Judicial branch consists of the courts:</u></p> <ul style="list-style-type: none"> • <u>The Supreme Court is the highest court in the land</u> • <u>The Supreme Court exercises the power of judicial review</u> • <u>The federal courts try cases involving federal law and questions involving interpretation of the Constitution of the United States</u> 	

STANDARD CE.6b

The student will demonstrate knowledge of the American constitutional government at the national level by

b) explaining the principle of separation of powers and the operation of checks and balances;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The powers of the national government are separated among three branches of the government in ways that limit any one branch from abusing its power.</u></p>	<p><u>How do the separation of powers and the system of checks and balances protect against an abuse of power by any one branch of the national government?</u></p>	<p><u>Separation of Powers</u>--The Constitution of the United States in Articles I, II, and III defines the powers of the legislative, executive, and judicial branches of the national government.</p> <p><u>Checks and Balances</u>--Each one of the three branches of the national government limits the exercise of power by the other two branches.</p> <p><u>The Congress checks the President when legislators</u></p> <ul style="list-style-type: none"> • <u>Override Presidential vetoes</u> • <u>Impeach and convict a President</u> <p><u>The Congress checks the courts when legislators</u></p> <ul style="list-style-type: none"> • <u>Confirm or refuse to confirm judges/justices</u> • <u>Impeach and convict judges/justices</u> 	

STANDARD CE.6b (continued)

The student will demonstrate knowledge of the American constitutional government at the national level by
b) explaining the principle of separation of powers and the operation of checks and balances;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><u>The President checks Congress when the President</u></p> <ul style="list-style-type: none"> • <u>Proposes and advocates for legislation</u> • <u>Prepares an annual budget for Congress to approve</u> • <u>Convenes a special session of Congress</u> • <u>Vetoes legislation Congress has passed</u> <p><u>The President checks the courts when the President</u></p> <ul style="list-style-type: none"> • <u>Nominates judges/justices</u> <p><u>The courts check Congress when judges/justices</u></p> <ul style="list-style-type: none"> • <u>Declare acts of Congress to be unconstitutional</u> <p><u>The courts check the President when judges/justices</u></p> <ul style="list-style-type: none"> • <u>Declare executive actions to be unconstitutional</u> 	

STANDARD CE.6c

The student will demonstrate knowledge of the American constitutional government at the national level by
c) explaining and/or simulating the lawmaking process;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Officials who are elected to serve in the national legislatures make laws.</u></p> <p><u>Laws are made by Congress.</u></p> <p><u>All citizens can learn the importance of the individual's participation in the policymaking process through direct participation and simulations.</u></p>	<p><u>How does Congress make laws?</u></p> <p><u>Which branch of the national government has the power to pass laws?</u></p>	<p><u>Legislative powers</u></p> <ul style="list-style-type: none"> • <u>Expressed (specifically listed in the Constitution of the United States)</u> • <u>Implied (used to carry out expressed powers)</u> <p><u>The lawmaking process in Congress</u></p> <ul style="list-style-type: none"> • <u>Working in committees</u> • <u>Debating on the floor</u> • <u>Voting on a bill by both houses</u> • <u>Signing the bill into law by the President</u> <p><u>Elected officials write laws and take action in response to problems or issues.</u></p> <p><u>Individuals and interest groups help shape legislation.</u></p> <p><u>The formal powers of Congress are limited by the Constitution of the United States.</u></p> <p><u>Students should practice the legislative process through direct involvement or simulations.</u></p>	<p><u>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</u></p> <p><u>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</u></p> <p><u>Review information for accuracy, separating fact from opinion. (CE.1e)</u></p> <p><u>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (CE.1f)</u></p>

STANDARD CE.6d

The student will demonstrate knowledge of the American constitutional government at the national level by

d) describing the roles and powers of the executive branch.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The executive branch plays a key role in the policymaking process.</u></p> <p><u>Presidential power is broad in both domestic and foreign affairs. There are limits on what the President can and cannot do.</u></p>	<p><u>What are the roles and powers of the executive branch at the national level?</u></p> <p><u>What are the roles and power of the President?</u></p>	<p><u>Ways the executive branch influences policymaking</u></p> <ul style="list-style-type: none"> • <u>Proposing legislation in an annual speech to Congress (State of the Union Address)</u> • <u>Appealing directly to the people</u> • <u>Approving or vetoing legislation</u> • <u>Appointing officials who carry out the laws</u> <p><u>Cabinet departments, agencies, and regulatory groups interpret and execute the laws.</u></p> <p><u>The President exercises power as:</u></p> <ul style="list-style-type: none"> • <u>Chief of State: Ceremonial head of the government</u> • <u>Chief Executive: Head of the executive branch of government</u> • <u>Chief Legislator: Proposer of the legislative agenda</u> • <u>Commander-in-Chief: Head of the nation's armed forces</u> • <u>Chief Diplomat: Architect of American foreign policy</u> • <u>Chief of Party: Leader of the political party that controls the executive branch</u> • <u>Chief Citizen: Representative of all of the people</u> <p><u>Presidential power has grown in the years since the Constitution was ratified.</u></p>	<p><u>Examine and interpret primary and secondary source documents. (CE.1a)</u></p> <p><u>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</u></p> <p><u>Analyze political cartoons. (CE.1c)</u></p> <p><u>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (CE.1f)</u></p>

STANDARD CE.7a

The student will demonstrate knowledge of the American constitutional government at the state level by

a) describing the structure and powers of the state government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The form of government of the Commonwealth of Virginia is established by the Virginia Constitution.</u></p> <p><u>Legislative, executive, and judicial powers are separated at the state level of government.</u></p>	<p><u>What is the structure of the state government?</u></p> <p><u>What are some of the powers of the three branches of state government?</u></p>	<p><u>The Virginia Constitution distributes power among the legislative, executive, and judicial branches of the state government.</u></p> <p><u>The legislative branch is the General Assembly, a bicameral (two chambers) legislature - the House of Delegates and the Virginia Senate - that meets annually for a fixed number of days.</u></p> <p><u>The executive power is exercised by the Governor who is elected for a four-year term of office. The Governor appoints members of his cabinet, who oversee specific functions of government.</u></p> <p><u>The Lieutenant Governor and the Attorney General are executive branch officers who are elected for a four-year term of office.</u></p> <p><u>The judicial power is exercised by a court system that consists of four levels of courts:</u></p> <ul style="list-style-type: none"> • <u>Supreme Court</u> • <u>Court of Appeals</u> • <u>Circuit courts</u> • <u>District courts and juvenile and domestic relations courts</u> <p><u>There is also a small claims court.</u></p>	

STANDARD CE.7b

The student will demonstrate knowledge of the American constitutional government at the state level by
b) explaining the relationship of state governments to the national government in the federal system;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The Constitution of the United States of America establishes the principle of federalism, which is the division of power between the states and the national government.</u></p> <p><u>The expansion of national powers into areas traditionally reserved to the states has altered the relationship of states to the national government.</u></p>	<p><u>How does the Constitution of the United States of America outline powers divided and shared between the national and state governments?</u></p>	<p><u>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</u></p> <p><u>The powers not given to the national government by the Constitution of the United States of America are reserved to the states.</u></p> <p><u>The Constitution of the United States of America denies powers to both the national and state governments.</u></p> <p><u>Primary responsibilities of each level of government</u></p> <ul style="list-style-type: none"> • <u>National - Conducts foreign policy, regulates commerce, and provides for the common defense</u> • <u>State - Promotes public health, safety, and welfare</u> <p><u>Tensions exist when federal mandates require state actions without corresponding funds.</u></p>	<p><u>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</u></p> <p><u>Distinguish between relevant and irrelevant information. (CE.1d)</u></p> <p><u>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (CE.1f)</u></p>

STANDARD CE.7c

The student will demonstrate knowledge of the American constitutional government at the state level by

c) explaining and/or simulating the lawmaking process;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Members of the Virginia General Assembly are elected to make laws.</u></p> <p><u>All citizens can learn the importance of the individual's participation in the policymaking process through direct participation and simulations.</u></p>	<p><u>How does the Virginia General Assembly make laws?</u></p>	<p><u>The lawmaking process in the Virginia General Assembly includes:</u></p> <ul style="list-style-type: none"> • <u>Working in committees</u> • <u>Debating on the floor</u> • <u>Voting on a bill by both houses</u> • <u>Signing the bill into law by the Governor</u> <p><u>Elected officials write laws and take action in response to problems or issues.</u></p> <p><u>Individuals and interest groups help shape legislation.</u></p> <p><u>The primary issues in the legislative process at the state level concern:</u></p> <ul style="list-style-type: none"> • <u>Education - to promote an informed and engaged citizenry (i.e., establish minimum standards for local schools)</u> • <u>Public health - to promote and protect the health of its citizens (i.e., fund health benefits)</u> • <u>Environment - to protect natural resources (i.e., improve water quality in the Chesapeake Bay)</u> 	<p><u>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</u></p> <p><u>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</u></p> <p><u>Review information for accuracy, separating fact from opinion. (CE.1e)</u></p> <p><u>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (CE.1f)</u></p>

STANDARD CE.7d

The student will demonstrate knowledge of the American constitutional government at the state level by
d) describing the roles and powers of the executive branch and regulatory boards.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The executive branch enforces the laws and plays a key role in the policymaking process.</u></p>	<p><u>What are the roles and powers of the executive branch at the state level?</u></p>	<p><u>The Governor of Virginia exercises the formal powers granted by the Virginia Constitution.</u></p> <p><u>In carrying out both the formal and informal powers of the office, the Governor fills several roles including:</u></p> <ul style="list-style-type: none"> • <u>Chief of State</u> • <u>Chief Legislator</u> • <u>Chief Administrator</u> • <u>Party Chief</u> • <u>Commander-in-Chief</u> <p><u>Cabinet secretaries and departments, agencies, commissions, and regulatory boards:</u></p> <ul style="list-style-type: none"> • <u>Administer laws</u> • <u>Enforce the laws</u> • <u>Regulate aspects of business and the economy</u> • <u>Provide services</u> 	<p><u>Examine and interpret primary and secondary source documents. (CE.1a)</u></p> <p><u>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</u></p> <p><u>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</u></p> <p><u>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model. (CE.1f)</u></p>

STANDARD CE.8a

The student will demonstrate knowledge of the American constitutional government at the local level by

a) describing the structure and powers of the local government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Local governments in Virginia are political subdivisions created by the General Assembly.</u></p>	<p><u>What are the units of local government in Virginia?</u></p> <p><u>Which officials are locally elected?</u></p>	<p><u>The units of local government in Virginia are counties, towns, and cities. Local governments exercise legislative, executive, and judicial powers.</u></p> <p><u>All Virginia counties have an elected Board of Supervisors that exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget.</u></p> <p><u>All Virginia counties have an elected or appointed School Board that oversees the operation of the K-12 public schools in the county.</u></p> <p><u>All Virginia towns have an elected Town Council that exercises legislative powers, enacting ordinances and adopting the town's annual budget. A mayor is elected either by the voters or the Town Council members.</u></p> <p><u>All Virginia cities have an elected City Council that exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected by the voters or the City Council members.</u></p> <p><u>All Virginia cities have an elected or appointed School Board that oversees the operation of the K-12 public schools in the city.</u></p>	

STANDARD CE.8a (continued)

The student will demonstrate knowledge of the American constitutional government at the local level by

a) describing the structure and powers of the local government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
	<p><u>Which powers do local government exercise?</u></p>	<p><u>In Virginia counties, towns, and cities a manager may be hired by the elected legislative branch to oversee the operations of the local government.</u></p> <p><u>In every Virginia locality, courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.</u></p> <p><u>The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, a treasurer, and a registrar of voters.</u></p> <p><u>Virginia local governments exercise defined and limited powers, including the power to</u></p> <ul style="list-style-type: none"> • <u>enforce state and local laws</u> • <u>promote public health</u> • <u>protect public safety</u> • <u>educate children</u> • <u>protect the environment</u> • <u>regulate land use</u> • <u>levy and collect taxes</u> 	

STANDARD CE.8b

The student will demonstrate knowledge of the American constitutional government at the local level by

b) explaining the relationship of local government to the state government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The authority of local governments in Virginia is derived from the state.</u></p>	<p><u>What is the relationship between the state and local governments?</u></p>	<p><u>All powers of the local government are given to them by the Constitution of Virginia and acts by the General Assembly.</u></p> <p><u>Not all counties and cities are given the same powers. Cities have charters and their powers are listed in the city charter.</u></p>	

STANDARD CE.8c

The student will demonstrate knowledge of the American constitutional government at the local level by
c) explaining and/or simulating the lawmaking process.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Counties, cities, and towns adopt and enforce ordinances to provide services for their residents.</u></p>	<p><u>How do localities enact ordinances?</u></p>	<p><u>An elected Board of Supervisors is responsible for passing laws (ordinances) for the county.</u></p> <p><u>An elected council is the local legislative body in independent cities and incorporated towns.</u></p> <p><u>Individuals have the greatest influence on the decisions made by local government officials.</u></p> <p><u>All citizens can learn the importance of the individual's participation in the law-making process through direct participation and simulations.</u></p>	

STANDARD ~~CE.7~~ CE.9

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

a) —explaining the lawmaking process.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Officials who are elected to serve in the state and national legislatures make laws.</p>	<p>How do the Virginia General Assembly and the United States Congress make laws?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Bicameral: Having two houses (e.g., the Senate and the House of Representatives) <p>The Virginia General Assembly and the United States Congress are bicameral legislatures.</p> <p>Legislative powers</p> <ul style="list-style-type: none"> • Expressed (specifically listed) • Implied (used to carry out expressed powers) <p>The lawmaking process in national and state legislatures</p> <ul style="list-style-type: none"> • Working in committees • Debating on the floor • Voting on a bill by both houses • Signing the bill into law by the President or governor <p>Elected officials write laws and take action in response to problems or issues.</p> <p>Individuals and interest groups help shape legislation.</p>	<p>Create and diagrams, tables, and charts. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD ~~CE.7~~ CE.9

~~The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by~~
b) —describing the roles and powers of the executive branch.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The executive branch plays a key role in the policymaking process.</p>	<p>What are the roles and powers of the executive branch at the state and national level?</p>	<p>The powers of the executive branch are defined in the Constitution of the United States of America and the Constitution of Virginia.</p> <p>The executive branch at the state and national levels carries out the law.</p> <p>Ways the executive branch influences policymaking</p> <ul style="list-style-type: none"> • Proposing legislation in an annual speech to the legislature (State of the Commonwealth or State of the Union Address) • Appealing directly to the people • Approving or vetoing legislation • Appointing officials who carry out the laws <p>Cabinet departments, agencies, and regulatory groups interpret and help with carrying out laws.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain tables and charts. (CE.1b)</p> <p>Analyze political cartoons. (CE.1c)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD-~~CE.7e~~ CE.9a

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The media informs policymakers and influences public policy.</p>	<p>What influence does the media have on public policy and policymakers?</p>	<p>Ways media play an important role in setting the public agenda</p> <ul style="list-style-type: none"> • Focusing public attention on selected issues • Offering a forum in which opposing viewpoints are communicated • Holding government officials accountable to the public <p>Government officials use the media to communicate with the public.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD ~~CE.7d~~ CE.9b

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
 b) describing how individuals and interest groups influence public policy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals and interest groups influence public policy.</p>	<p>How do individuals and interest groups influence policymakers?</p>	<p>Terms to know Lobbying: Seeking to influence legislators to introduce or vote for or against a bill</p> <p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (voting, campaigning, <u>seeking office</u>) • Expressing opinions (lobbying, demonstrating, writing letters) • Joining interest groups <p>Ways interest groups influence public policy</p> <ul style="list-style-type: none"> • Identifying issues • Making political contributions • Lobbying government officials 	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD CE.9c

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by
c) describing the impact of international issues and events on local decision making.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Local governments may be required to formulate, adopt, and implement public policies in response to international issues and events.</u></p>	<p><u>Which international issues and events would require local government officials to act?</u></p>	<p><u>International issues and events that would require policy decisions by local government officials could include the following</u></p> <ul style="list-style-type: none"> • <u>Responding to public health concerns</u> • <u>Planning for the public safety in the event of an act of terrorism</u> • <u>Preparing economic development policies in response to the emerging global economy</u> • <u>Implementing policies to protect the environment, e.g., wildlife conservation.</u> 	<p><u>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.8a CE.10a

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

a) describing the organization and jurisdiction of federal and state courts.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The judicial function is exercised in a dual court system, which consists of state courts and federal courts.</p>	<p>How are state courts organized, and what jurisdiction does each exercise?</p> <p>How are federal courts organized, and what jurisdiction does each exercise?</p>	<p>Virginia, like each of the other forty nine states, has its own court system whose organization and jurisdiction are derived from Virginia’s constitution and state laws.</p> <p>Virginia Court System</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Virginia Supreme Court (Justices/no jury)</p> <ul style="list-style-type: none"> • Court of final appeal (Appellate jurisdiction) • Limited original jurisdiction </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Court of Appeals of Virginia (Judges/no jury)</p> <ul style="list-style-type: none"> • Appellate jurisdiction from circuit courts </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Circuit Court (Judge and jury)</p> <ul style="list-style-type: none"> • Original jurisdiction for felony criminal cases and for certain civil cases • Appellate jurisdiction from district courts </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">General District Court (Judge)</p> <ul style="list-style-type: none"> • Original jurisdiction of misdemeanors • Civil cases generally involving lower dollar amounts <p style="text-align: center;">Juvenile and Domestic Relations District Court (Judge/no jury)</p> <ul style="list-style-type: none"> • Juvenile and family cases </div> <p>Magistrates issue search warrants, subpoenas, arrest warrants, and summons and set bail.</p>	<p>Create and explain diagrams, tables, charts, and graphs. (CE.1b)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p>

STANDARD CE.8a CE.10a (continued)

~~The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by~~

~~a) describing the organization and jurisdiction of federal and state courts.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The United States has a separate court system whose organization and jurisdiction are derived from the Constitution of the United States of America and federal laws.</p> <p>United States Court System</p> <div data-bbox="934 649 1564 743" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">U.S. Supreme Court (Justices/no jury) Jurisdiction: Appellate and Limited Original</p> </div> <div data-bbox="934 782 1564 876" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">U.S. Court of Appeals (Justices/no jury) Jurisdiction: Appellate</p> </div> <div data-bbox="934 915 1564 1010" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">U.S. District Court (Judge with jury) Jurisdiction: Original</p> </div>	

STANDARD CE.10a

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The judicial function is exercised in a dual court system, which consists of state courts and federal courts.</u></p>	<p><u>How are federal courts organized, and what jurisdiction does each exercise?</u></p> <p><u>How are state courts organized, and what jurisdiction does each exercise?</u></p>	<p><u>The United States has a separate court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.</u></p> <ul style="list-style-type: none"> • <u>U.S. Supreme Court - (Justices/no jury) Jurisdiction: Appellate and Limited Original</u> • <u>U.S. Court of Appeals - (Judges/no jury) Jurisdiction: Appellate</u> • <u>U.S. District Court - (Judges with juries) Jurisdiction: Original</u> <p><u>Virginia, like each of the other 49 states, has its own court system whose organization and jurisdiction are derived from Virginia's constitution and state laws.</u></p> <ul style="list-style-type: none"> • <u>Virginia Supreme Court - (Justices/no jury) Court of final appeal (Appellate jurisdiction) Limited original jurisdiction</u> • <u>Court of Appeals of Virginia - (Judges/no jury) Appellate jurisdiction reviews decisions of circuit courts</u> • <u>Circuit Court - (Judge and jury) Original jurisdiction for felony criminal cases and for certain civil cases - Appellate jurisdiction from district courts</u> • <u>General District Court - (Judge/no jury) Original jurisdiction of misdemeanors - Civil cases generally involving lower dollar amounts</u> • <u>Juvenile and Domestic Relations District Court - (Judge/no jury) Original jurisdiction in juvenile and family cases</u> 	

STANDARD ~~CE.8b~~ CE.10b

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

b) describing the exercise of judicial review;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The power of judicial review is an important check on the legislative and executive branches of government.</p>	<p>What is judicial review?</p>	<p>The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the executive branch of government. This power is called judicial review.</p> <p><i>Marbury v. Madison</i> established the principle of judicial review at the national level.</p> <p>The Constitution of the United States of America is the supreme law of the land.</p> <p>State laws must conform to the Virginia and United States constitutions.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p>

STANDARD ~~CE.8c~~ CE.10c

~~The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by~~

~~e) explaining court proceedings in civil and criminal cases.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Courts resolve two kinds of legal conflicts—civil and criminal.</p>	<p>What is the basic process for bringing civil and criminal cases to trial?</p>	<p>Criminal law In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.</p> <p>Civil law In a civil case, a court settles a disagreement between two parties.</p> <p>Criminal procedure in felony cases</p> <ul style="list-style-type: none"> • A person accused of a crime may be arrested if the police have probable cause. • The accused may be committed to jail or released on bail. • The case proceeds to an arraignment where probable cause is reviewed, the defendant may be appointed an attorney, and a plea is entered. • A court date is set and a trial is conducted. • A guilty verdict may be appealed to the Court of Appeals or directly to the Supreme Court in certain cases. 	<p>Create and explain diagrams, tables, and charts. (CE.1b)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem and recommend solutions. (CE.1f)</p>

STANDARD CE.8c CE.10c (continued)

~~The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by~~

~~e) explaining court proceedings in civil and criminal cases.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Procedure for civil cases</p> <ul style="list-style-type: none"> • The plaintiff files a complaint to recover damages or receive compensation. • Case can be heard by judge or jury. • Case can be appealed to the Court of Appeals and the Supreme Court. <p>Procedure for cases involving juveniles</p> <ul style="list-style-type: none"> • Judges have greater latitude in handling juvenile cases. • Juveniles who commit serious crimes can be tried as adults. 	

STANDARD CE.8c CE.10c (continued)

~~The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by~~

~~e) explaining court proceedings in civil and criminal cases.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Procedure for civil cases</p> <ul style="list-style-type: none"> • The plaintiff files a complaint to recover damages or receive compensation. • Case can be heard by judge or jury. • Case can be appealed to the Court of Appeals and the Supreme Court. <p>Procedure for cases involving juveniles</p> <ul style="list-style-type: none"> • Judges have greater latitude in handling juvenile cases. • Juveniles who commit serious crimes can be tried as adults. 	

STANDARD CE.10c

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

c) comparing and contrasting civil and criminal cases:

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Courts resolve two kinds of legal conflicts—civil and criminal.</u></p>	<p><u>How are criminal and civil cases similar and different?</u></p>	<p><u>Criminal law</u> <u>In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.</u></p> <p><u>Procedure for criminal cases</u></p> <ul style="list-style-type: none"> • <u>A person accused of a crime may be arrested if the police have probable cause</u> • <u>The accused may be committed to jail or released on bail</u> • <u>The case proceeds to an arraignment where probable cause is reviewed, the defendant may be appointed an attorney, and a plea is entered</u> • <u>A court date is set and a trial is conducted</u> • <u>A guilty verdict may be appealed</u> <p><u>Civil law</u> <u>In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation.</u></p> <p><u>Procedure for civil cases</u></p> <ul style="list-style-type: none"> • <u>The plaintiff files a complaint to recover damages or receive compensation</u> • <u>Cases can be heard by judge or jury</u> • <u>Cases can be appealed</u> 	

STANDARD-CE.8d CE.10d

The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by

d) explaining how due process protections seek to ensure justice.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The right to due process of the law is outlined in the 5th and 14th Amendments to the Constitution of the United States of America.</p>	<p>How do the due process protections ensure justice?</p>	<p>Terms to know Due process of law: The constitutional protection against unfair governmental actions and laws</p> <p>Due process protections</p> <ul style="list-style-type: none"> • 5th Amendment—Prohibits the national government from acting in an unfair manner • 14th Amendment—Prohibits state and local governments from acting in an unfair manner <p>The Supreme Court has extended the due process clauses to protect the guarantees of the Bill of Rights.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p>

STANDARD ~~CE.10d~~

~~The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States of America by~~

~~d) identifying the procedures for amending the Constitution of Virginia of and the Constitution of the United States.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The right to due process of the law is outlined in the 5th and 14th Amendments to the Constitution of the United States of America.</p>	<p>How do the due process protections ensure justice?</p>	<p>Terms to know Due process of law: The constitutional protection against unfair governmental actions and laws</p> <p>Due process protections</p> <ul style="list-style-type: none"> • 5th Amendment— Prohibits the national government from acting in an unfair manner • 14th Amendment— Prohibits state and local governments from acting in an unfair manner <p>The Supreme Court has extended the due process clauses to protect the guarantees of the Bill of Rights.</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p>

STANDARD ~~CE.9a~~ CE.11a

The student will demonstrate knowledge of how economic decisions are made in the marketplace by
a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People make choices about how to use limited resources, decide the ownership of resources, and structure markets for the distribution of goods and services.</p>	<p>How do people deal with scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption?</p>	<p>Scarcity is the inability to satisfy all wants at the same time. All resources and goods are limited. This requires that choices be made.</p> <p>Resources are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship.</p> <p>Choice is selecting an item or action from a set of possible alternatives. Individuals must choose/make decisions about desired goods and services because these goods and services are limited.</p> <p>Opportunity cost is what is given up when a choice is made—the highest valued alternative forgone. Individuals must consider the value of what is given up when making a choice.</p> <p>Price is the amount of money exchanged for a good or service. Interaction of supply and demand determines price. Price determines who acquires goods and services.</p>	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD ~~CE.9a~~ CE.11a (continued)

The student will demonstrate knowledge of how economic decisions are made in the marketplace by

a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Incentives Incentives are things that incite or motivate. Incentives are used to change economic behavior.</p> <p>Supply and demand Interaction of supply and demand determines price. Demand is the amount of a good or service that consumers are willing and able to buy at a certain price. Supply is the amount of a good or service that producers are willing and able to sell at a certain price.</p> <p>Production Production is the combining of human, natural, capital, and entrepreneurship resources to make goods or provide services. Resources available and consumer preferences determine what is produced.</p> <p>Consumption Consumption is using goods and services. Consumer preferences and price determine what is purchased.</p>	

STANDARD ~~CE.9b~~ CE.11b

The student will demonstrate knowledge of how economic decisions are made in the marketplace by
 b) comparing the differences among, traditional, free market, command, and mixed economies.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Every country must develop an economic system to determine how to use its limited productive resources.</u></p> <p>The key factor in determining the type of economy is the extent of government involvement. in economic decision making.</p>	<p><u>What are the basic economic questions all societies must answer?</u></p> <p>What are the basic characteristics of <u>traditional</u>, free market, command, and mixed economies?</p> <p><u>How does each type of economy answer the three basic questions?</u></p>	<p><u>The Three Basic Questions of Economics</u> <u>Each type of economy answers the three basic questions differently.</u></p> <ul style="list-style-type: none"> • <u>What will be produced?</u> • <u>Who will produce it?</u> • <u>For whom will it be produced?</u> <p><u>Characteristics of major economic systems</u> <u>No country relies exclusively on markets to deal with the economic problem of scarcity.</u></p> <ul style="list-style-type: none"> • <u>Traditional economy</u> <ul style="list-style-type: none"> - <u>Economic decisions are based on custom and historical precedent</u> - <u>People often perform the same type of work as their parents and grandparents, regardless of ability or potential.</u> • <u>Free market</u> <ul style="list-style-type: none"> - <u>Private ownership of property/resources</u> - <u>Profit motive</u> - <u>Competition</u> - <u>Consumer sovereignty</u> - <u>Individual choice</u> - <u>Minimal government involvement in the economy</u> 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p>

STANDARD ~~CE.9b~~ CE.11b (continued)

The student will demonstrate knowledge of how economic decisions are made in the marketplace by

b) comparing the differences among, traditional, free market, command, and mixed economies.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Command economy <ul style="list-style-type: none"> – Central ownership (<u>usually by government</u>) of property/resources – Centrally-planned economy – Lack of consumer choice • Mixed economy <ul style="list-style-type: none"> – Individuals and businesses <u>as owners</u> and decision makers for the private sector – Government as <u>owner and</u> decision maker for the public sector – <u>Government role is greater than in a free market economy and less than in a command economy.</u> – <u>Most economies today (including the United States) are mixed economies.</u> – A greater government role than in a free market economy – Most common economic system today 	

STANDARD ~~CE.9e~~ CE.11c

The student will demonstrate knowledge of how economic decisions are made in the marketplace by

c) describing the characteristics of the United States economy, including ~~free markets~~, **limited government**, private property, profit, and competition.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States economy is <u>primarily a market economy</u>; but because there is <u>some government involvement</u> it is <u>characterized as a mixed economy</u>.</p> <p><u>Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs.</u></p>	<p>What are the essential characteristics of the United States economy?</p>	<p>In the United States private individuals, businesses, and government share economic decision making.</p> <p>Characteristics of the United States economy</p> <ul style="list-style-type: none"> • Free markets Markets are <u>generally</u> allowed to operate without undue interference from the government. <u>Prices are determined by supply and demand as individual buyers and sellers interact in the marketplace.</u> • Private property - Individuals and businesses have the right to own <u>real or</u> personal property as well as the means of production without undue interference from the government. • Profit - Profit consists of earnings after all expenses have been paid. <u>Entrepreneurs accept the risks in organizing resources to produce goods and services because they hope to earn profits.</u> • Competition - Rivalry between producers/sellers of a good or service results in better quality goods and services at a lower price. <p>Consumer sovereignty - Consumers determine through purchases, what goods and services will be produced. <u>Government involvement in the economy is limited.</u> <u>Most decisions regarding the production of goods and services are made in the private sector.</u></p>	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p>

STANDARD ~~CE.10a~~ CE.12a

The student will demonstrate knowledge of the structure and operation of the United States economy by

a) describing the types of business organizations and the role of entrepreneurship;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There are three basic ways that businesses organize to earn profits.</p> <p>Entrepreneurs play an important role in all three business organizations.</p>	<p>What are the basic types of profit-seeking business structures?</p> <p>What is an entrepreneur?</p>	<p>Basic types of business ownership</p> <ul style="list-style-type: none"> • Proprietorship—A form of business organization with one owner who takes all the risks and all the profits. • Partnership—A form of business organization with two or more owners who share the risks and the profits. • Corporation—A form of business organization that is authorized by law to act as a legal person regardless of the number of owners. Owners share the profits. Owner liability is limited to investment. <p>Entrepreneur</p> <ul style="list-style-type: none"> • A person who takes a risk to produce goods and services in search of profit • May establish a business according to any of the three types of organizational structures 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions</u>, and recommend solutions <u>using a decision-making model</u>. (CE.1f)</p>

STANDARD ~~CE.10b~~ CE.12b

The student will demonstrate knowledge of the structure and operation of the United States economy by
b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources, goods and services, and money flow continuously among households, businesses, and markets in the United States economy.</p>	<p>How do resources, goods and services, and money flow among individuals, businesses, and governments in a market economy?</p>	<p>Economic flow</p> <ul style="list-style-type: none"> • Individual and business saving and investment provide financial capital that can be borrowed for business expansion and increased consumption. • Individuals (households) own the resources used in production, sell the resources, and use the income to purchase products. • Businesses (producers) buy resources; make products that are sold to individuals, other businesses, and the government; and use the profits to buy more resources. • Governments use tax revenue from individuals and businesses to provide public goods and services. 	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD ~~CE.10e~~ CE.12c

The student will demonstrate knowledge of the structure and operation of the United States economy by
 c) explaining how financial institutions encourage saving and investing channel funds from savers to borrowers;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Private financial institutions act as intermediaries between savers and borrowers <u>that include households and business investors.</u></p>	<p>How do financial institutions <u>make the deposits of savers available to borrowers</u> encourage saving and investing?</p>	<p>Characteristics of private financial institutions</p> <ul style="list-style-type: none"> • Include banks, savings and loans, credit unions, and securities brokerages • Receive deposits and make loans • Encourage saving and investing by paying interest on deposits 	<p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD ~~CE.10d~~ CE.12d

The student will demonstrate knowledge of the structure and operation of the United States economy by
 d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia and the United States pursue international trade in order to increase wealth.</p>	<p>Why do Virginia and the United States trade with other nations?</p> <p>What is the impact of technological innovation on world trade?</p>	<p>Global Economy—Worldwide markets in which the buying and selling of goods and services by all nations takes place</p> <p>Reasons that states and nations trade</p> <ul style="list-style-type: none"> • To obtain goods and services they cannot produce or produce efficiently themselves • To buy goods and services at a lower cost or a lower opportunity cost • To sell goods and services to other countries • To create jobs <p>Virginia and the United States specialize in the production of certain goods and services which promotes efficiency and growth.</p> <p>Impact of technological innovations</p> <ul style="list-style-type: none"> • Innovations in technology (e.g., the Internet) contribute to the global flow of information, capital, goods, and services. • The use of such technology also lowers the cost of production. 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions</u>, and recommend solutions <u>using a decision-making model</u>. (CE.1f)</p>

STANDARD ~~CE.11a~~ CE.13a

The student will demonstrate knowledge of the role of government in the United States economy by

a) examining competition in the marketplace;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The government promotes and regulates competition.</p>	<p>How does the United States government promote and regulate competition?</p>	<p>Ways the government promotes marketplace competition</p> <ul style="list-style-type: none"> • Enforcing antitrust legislation to discourage the development of monopolies • Engaging in global trade • Supporting business start-ups <p>Government agencies that regulate business</p> <ul style="list-style-type: none"> • FCC (Federal Communications Commission) • EPA (Environmental Protection Agency) • FTC (Federal Trade Commission) <p>These agencies oversee the way individuals and companies do business.</p>	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD ~~CE.11b~~ CE.13b

The student will demonstrate knowledge of the role of government in the United States economy by

b) ~~explaining the creation of public~~ how government provides certain goods and services;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Government provides <u>certain public</u> goods and services that individuals and <u>businesses</u> acting alone could not provide efficiently.</p>	<p>What are public goods and services?</p> <p><u>What types of goods and services do governments provide?</u></p> <p>How do governments <u>pay for the</u> produce public goods and services <u>they provide?</u></p>	<p>Characteristics of <u>public-most</u> goods and services <u>provided by the government.</u></p> <ul style="list-style-type: none"> • Provide benefits to many simultaneously • Would not <u>likely</u> be available if individuals had to provide them • Include such items as interstate highways, postal service, and national defense <p>Ways governments produce <u>pay for</u> public goods and services</p> <ul style="list-style-type: none"> • Through tax revenue • Through borrowed funds • <u>Through fees (e.g., park entrance fees)</u> 	<p>Distinguish between relevant and irrelevant information. (CE.1d)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD ~~CE.11e~~ CE.13c

The student will demonstrate knowledge of the role of government in the United States economy by

c) describing the impact of taxation, including an understanding of the reasons for the 16th Amendment, spending, and borrowing;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The government taxes, borrows, and spends to influence economic activity.</p>	<p>How does the government influence economic activity?</p>	<p>Government tax increases reduce the funds available for private and business spending; tax decreases increase funds for private and business spending.</p> <p>Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses.</p> <p>Increased government spending increases demand, which may increase employment and production; decreased spending reduces demand, which may result in a slowing of the economy.</p> <p>Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.</p> <p>The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax incomes (personal and business).</p>	<p>Examine and interpret primary and secondary source documents. (CE.1a)</p> <p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (CE.1c)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD ~~CE.11d~~ CE.13d

The student will demonstrate knowledge of the role of government in the United States economy by
 d) explaining how the Federal Reserve System regulates the money supply acts as our nation's central bank;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Federal Reserve System, acting as the central bank, regulates the money supply. <u>is our nation's central bank.</u></p>	<p>What is the role of the Federal Reserve System in maintaining a stable economy?</p>	<p><u>As the central bank of the United States, the Federal Reserve System</u></p> <ul style="list-style-type: none"> • <u>Has the duty to maintain the value of our currency (dollar).</u> • <u>Regulates banks to ensure the soundness of the banking system and the safety of deposits.</u> • <u>Manages the amount of money in the economy to try to keep inflation low and stable.</u> • <u>Acts as the federal government's bank.</u> 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD ~~CE.11d~~ CE.13d (continued)

The student will demonstrate knowledge of the role of government in the United States economy by
 d) explaining how the Federal Reserve System ~~regulates the money supply~~ **acts as our nation's central bank;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The Federal Reserve System (Fed) is the central bank of the United States.</p> <p>Federal Reserve banks act as a banker's bank by issuing currency and regulating the amount of money in circulation.</p> <p>To slow the economy, the Federal Reserve Bank restricts the money supply, causing interest rates to rise; to stimulate the economy the Fed increases the money supply, causing interest rates to decline.</p> <p>Ways the Federal Reserve Bank slows the economy</p> <ul style="list-style-type: none"> • Increases the reserve requirement • Raises the discount rate • Sells government securities <p>Ways the Federal Reserve Bank stimulates the economy</p> <ul style="list-style-type: none"> • Lowers the reserve requirement • Lowers the discount rate • Purchases government securities 	

STANDARD ~~CE.11e~~ CE.13e

The student will demonstrate knowledge of the role of government in the United States economy by

e) describing the protection of consumer rights and property rights;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States government passes laws and creates agencies to protect consumer rights and property rights.</p>	<p>What is the role of the United States government in protecting consumer rights and property rights?</p>	<p>Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law.</p> <p>Government agencies establish guidelines that protect public health and safety.</p> <p>Consumers may take legal action against violations of consumer rights.</p>	<p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions,</u> and recommend solutions <u>using a decision-making model.</u> (CE.1f)</p>

STANDARD CE.13f

**The student will demonstrate knowledge of the role of government in the United States economy by
f) recognizing that government creates currency and coins and that there are additional forms of money.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Money is defined as anything that is generally accepted as a method of payment.</u></p>	<p><u>Why does the government create currency and coins?</u></p> <p><u>Which government agencies are responsible for creating money?</u></p>	<p><u>When the United States government creates coins and currency, people accept it in exchange for goods and services because they have confidence in the government.</u></p> <p><u>Government creates money to facilitate this exchange.</u></p> <p><u>The three types of money generally used in the United States are:</u></p> <ul style="list-style-type: none"> • <u>Coins</u> • <u>Federal Reserve notes (bills)</u> • <u>Checks and debit cards</u> 	<p>Create and explain maps, diagrams, tables, charts, graphs, and spreadsheets. (CE.1b)</p> <p>Review information for accuracy, separating fact from opinion. (CE.1e)</p>

STANDARD ~~CE.12~~ CE.14

The student will demonstrate knowledge of career opportunities by

- a) identifying talents, interests, and aspirations that influence career choice;
- b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c) identifying abilities, skills, and education and the changing supply and demand for them in the economy that careers require;
- d) examining the impact of technological change and globalization on career opportunities-;
- e) describing the importance of education to lifelong personal finances;
- f) examining the financial responsibilities of citizenship including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

Essential Understandings	Essential	Essential Knowledge	Essential Skills
<p>An awareness of individual talents, interests, and aspirations is needed to select a career.</p> <p>Attitudes and behaviors that support a strong work ethic enhance career success.</p> <p>There is a correlation between skills, education, and income.</p> <p>Changes in technology influence the abilities, skills, and education needed in the marketplace.</p>	<p>What is the role of self-assessment in career planning?</p> <p>What is the role of work ethic in determining career success?</p> <p>What is the relationship between skills, education, and income?</p> <p>What influence do advances in technology have on the workplace?</p>	<p>Career planning starts with self-assessment.</p> <p>Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic.</p> <p>Higher skill(s) and/or education level(s) generally lead to higher incomes.</p> <p>Supply and demand also influence job income.</p> <p>Employers seek individuals who have kept pace with technological change/skills.</p> <p>Technological advancements create new jobs in the workplace.</p> <p><u>Technology and information flows permit people to work across borders. This creates competition from foreign workers for United States jobs and may create opportunities for United States workers to work for companies in other countries.</u></p> <p><u>Being fiscally responsible includes making careful spending decisions, saving and investing for the future, having insurance, keeping to a budget, using credit wisely, as well as understanding how contracts, warranties, and guarantees can protect the individual.</u></p>	<p>Review information for accuracy, separating fact from opinion. (CE.1e)</p> <p>Identify a problem, <u>weigh the expected costs and benefits and possible consequences of proposed solutions</u>, and recommend solutions <u>using a decision-making model</u>. (CE.1f)</p>



Draft

Curriculum Framework

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

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft - May 21, 2008**

STANDARD WHI.1 a, b, c, d, e, f

The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
- c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
- d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
- e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events to 1500 A.D. (C.E.).

The skills identified in standard WHI.1a-e f are cited in the “Essential Skills” column of each chart for *World History and Geography to 1500 A.D. (C.E.)*. These skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD WHI.2a

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

a) explaining the impact of geographic environment on hunter-gatherer societies;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The life of early hunter-gatherer societies was shaped by their physical environment.</p>	<p>How did physical geography <u>influence</u> determine the lives of early humans?</p>	<p>Homo sapiens emerged in <u>east</u> Africa between 100,000 and 400,000 years ago.</p> <p>Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.</p> <p>Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.</p>	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.2b

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.</p>	<p>What were the characteristics of hunter-gatherer societies?</p>	<p>Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)</p> <ul style="list-style-type: none"> • Were nomadic (migrated in search of food, water, shelter) • Invented the first tools, including simple weapons • Learned how to make <u>and use</u> fire • Lived in clans • Developed oral language • Created “cave art” 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.2c

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

c) describing technological and social advancements that gave rise to stable communities;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The beginning of settled agriculture (including permanent settlements) was a major step in the advance of civilization.</p>	<p>How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?</p>	<p>Societies during the Neolithic Era (New Stone Age)</p> <ul style="list-style-type: none"> • Developed agriculture (<u>domesticated plants</u>) • Domesticated animals • Used advanced tools • Made pottery • Developed weaving skills 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.2d

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Archaeologists continue to find and interpret evidence of early humans and their lives.</p>	<p>How does archaeology provide knowledge of early human life and its changes?</p>	<p>Archaeologists study past cultures by locating and analyzing human remains, <u>settlements</u>, fossils, and artifacts.</p> <p>Archaeologists apply scientific tests such as carbon dating to analyze fossils and artifacts.</p> <p>Stonehenge is an example of an archaeological site in England that was begun during the Neolithic and completed during the Bronze Age.</p> <p><u>Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists.</u></p>	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.3a

The student will demonstrate knowledge of ancient river valley civilizations, including ~~Egypt, Mesopotamia, Mesopotamia, Egypt~~, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and ~~Kush~~ Nubians, by

a) locating these civilizations in time and place;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.</p> <p>River valleys provided rich soil for crops, as well as protection from invasion.</p>	<p>Why did ancient civilizations develop in river valleys?</p> <p>Where were the earliest civilizations located?</p> <p>When did these civilizations exist?</p>	<p>River valley civilizations (about 3500 to 500 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Egyptian civilization—Nile River Valley and Delta (Africa) • Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia) • <u>Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia)</u> • <u>Egyptian civilization—Nile River Valley and Delta (Africa)</u> • Indian civilization—Indus River Valley (South Asia) • Chinese civilization—Huang He Valley (East Asia) <p>These river valleys offered rich soils <u>and irrigation waters</u> for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.</p> <p>Other early civilizations (about 2000 to 500 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia). • Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia). • Kush <u>Nubia</u> was located on the upper (southern) Nile River (Africa). 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p>

STANDARD WHI.3b

The student will demonstrate knowledge of ancient river valley civilizations, including ~~Egypt, Mesopotamia, Mesopotamia, Egypt~~, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and ~~Kush~~ Nubians, by

b) describing the development of social, political, and economic patterns, including slavery;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.</p>	<p>What were the social, political, and economic characteristics of early civilizations?</p>	<p>Development of social patterns</p> <ul style="list-style-type: none"> • Hereditary rulers (dynasties of kings, pharaohs) • Rigid class system, where slavery was accepted <p>Development of political patterns</p> <ul style="list-style-type: none"> • World’s first states (city-states, kingdoms, empires) • Centralized government (often based on religious authority) • Written law codes (Ten Commandments, Code of Hammurabi) <p>Development of economic patterns</p> <ul style="list-style-type: none"> • Metal tools and weapons (bronze, iron) • Increasing agricultural surplus (better tools, plows, irrigation) • Increasing trade along rivers and by sea (Phoenicians) • Development of the world’s first cities • <u>Development of the practice of slavery in the ancient world among most cultures, taking various forms</u> • Specialization of labor 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.3c

The student will demonstrate knowledge of ancient river valley civilizations, including ~~Egypt, Mesopotamia, Mesopotamia, Egypt~~, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and ~~Kush~~ Nubians, by

c) explaining the development of religious traditions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Religion was a major part of life in all early civilizations.</p>	<p>What religious traditions developed in ancient civilizations?</p>	<p>Development of religious traditions</p> <ul style="list-style-type: none"> • Polytheism was practiced by most early civilizations. • Monotheism was practiced by the Hebrews. 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.3d

The student will demonstrate knowledge of ancient river valley civilizations, including ~~Egypt, Mesopotamia, Mesopotamia, Egypt~~, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and ~~Kush~~ Nubians, by
 d) describing the origins, beliefs, traditions, customs, and spread of Judaism;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.</p>	<p>What were essential beliefs of Judaism? How did Judaism influence Western civilization?</p>	<p>Origins of Judaism</p> <ul style="list-style-type: none"> • Abraham • Moses • Jerusalem <p>Beliefs, traditions, and customs of Judaism</p> <ul style="list-style-type: none"> • Belief in one God (monotheism) • Torah, which contains written records and beliefs of Hebrews • Ten Commandments, which state moral and religious conduct <p>Spread of Judaism</p> <ul style="list-style-type: none"> • Exile • Diaspora 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.3e

The student will demonstrate knowledge of ancient river valley civilizations, including ~~Egypt, Mesopotamia, Mesopotamia, Egypt~~, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and ~~Kush~~ Nubians, by

e) explaining the development of language and writing.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Language and writing were important cultural innovations.	What forms of language and writing existed in early civilizations?	<p>Language and writing</p> <ul style="list-style-type: none"> • Pictograms (earliest written symbols) • Hieroglyphics (Egypt) • Cuneiform (Sumer) • Alphabet (Phoenicians) 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>

STANDARD WHI.4a

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

a) describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Built on earlier Central Asian and Mesopotamian civilizations, Persia developed the largest empire in the world.</p> <p><u>Zoroastrianism was the main Persian religion, although other religions were tolerated.</u></p>	<p>How did Persia govern its empire?</p>	<p>Persians as rulers Empire</p> <ul style="list-style-type: none"> • Tolerance of conquered peoples • Development of imperial bureaucracy • Road system • Zoroastrianism as a religion <ul style="list-style-type: none"> – <u>Religion of Persia</u> – <u>Belief in two opposing forces in the universe</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.4b

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

b) describing India, with emphasis on the Aryan migrations and the caste system;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location.</p> <p>The Indo-Aryan people invaded <u>migrated into</u> the area, creating a rigidly structured society (caste system) and blended their beliefs with native beliefs <u>those of the indigenous people</u>.</p> <p>During the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.</p>	<p>Why were physical geography and location important to the development of Indian civilization?</p> <p>What impact did the Aryans have on India?</p> <p>Why was the caste system central to Indian culture?</p> <p>What were the accomplishments of the <u>Mauryan and Gupta</u> dynasty <u>empires</u>?</p>	<p>Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult.</p> <p>Mountain passes in the Hindu Kush provided invasion routes into the Indian subcontinent.</p> <p>The Indus and Ganges were the most important rivers in the Indian subcontinent.</p> <p><u>Indus River Valley civilization (Harrapa and Mohenjo-Daro)</u></p> <p>Aryans (Indo-Aryans)</p> <ul style="list-style-type: none"> • Migration, assertion of dominance • Rigid caste system (hereditary), which influenced all social interactions and choices of occupations <p><u>Mauryan Empire - Asoka</u></p> <ul style="list-style-type: none"> • <u>Continued political unification of much of India</u> • <u>Contributions – spread Buddhism, free hospitals, veterinary clinics, and good roads</u> <p><u>Gupta eEmpire</u></p> <ul style="list-style-type: none"> • Golden age of classical Indian culture • Contributions - mathematics (<u>concept of zero</u>), <u>medical advances (set bones)</u>, <u>astronomy (concept of earth as round)</u>, new textiles, literature 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.4c

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Hinduism was an important contribution of classical India.</p> <p>Hinduism influenced Indian society and culture and is still practiced in India today.</p>	<p>What are the characteristics of the Hindu religion?</p> <p>How did Hinduism influence Indian society and culture?</p>	<p>Hinduism</p> <ul style="list-style-type: none"> • Caste system in religious law based on occupations • Belief in many forms of one major deity • Reincarnation: Cycles of rebirth • Karma: Future reincarnation based on present behavior • <i>Vedas</i> and <i>Upanishads</i>: Sacred writings • <u>Spread along major international trade routes</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.4d

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.</p> <p>Buddhism became a major faith when Asoka sent missionaries throughout Asia.</p>	<p>What are the characteristics of Buddhism?</p> <p>How did Buddhism spread?</p>	<p>Buddhism</p> <ul style="list-style-type: none"> • Founder: Siddhartha Gautama (Buddha) • Four Noble Truths • Eightfold Path to Enlightenment <p>Asoka’s missionaries and their writings spread Buddhism from India to China and other parts of Asia.</p>	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.4e, f

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;

f) describing the impact of Confucianism, Taoism, and Buddhism.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the North. The Great Wall was built for China's protection.</p> <p>Chinese culture began around 1500 B.C. (B.C.E.). Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.</p>	<p>Why was the Great Wall of China built?</p> <p>What were contributions of classical China to world civilization?</p> <p>Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?</p>	<p>Migratory invaders raided Chinese settlements from the North. The Great Wall was built by Qin Shi Huangdi as a line of defense against invasions. China was governed by a succession of ruling families called dynasties. Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.</p> <p>The Silk Roads facilitated trade and contact between China and other cultures as far away as Rome.</p> <p>Contributions of classical China</p> <ul style="list-style-type: none"> • civil service system • paper • porcelain • silk <p>Contributions of Confucianism in forming the social order in China</p> <ul style="list-style-type: none"> • Belief that humans are good, not bad • Respect for elders • Code of politeness, still used in Chinese society today • Emphasis on education • Ancestor worship 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.4e, f (continued)

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

- e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
- f) describing the impact of Confucianism, Taoism, and Buddhism.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Contributions of Taoism in forming Chinese culture and values</p> <ul style="list-style-type: none"> • Humility • Simple life and inner peace • Harmony with nature <p>Yin/Yang represented opposites for Confucianism and Taoism.</p> <p>Chinese forms of Buddhism spread throughout Asia.</p>	

STANDARD WHI.5a

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.</p> <p>The expansion of Greek civilization, through trade and colonization, led to the spread of Hellenic culture across the Mediterranean and Black seas.</p>	<p>How did the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shape Greek economic, social, and political development and patterns of trade and colonization?</p>	<p>Location and place</p> <ul style="list-style-type: none"> • Aegean Sea • Greek <u>Balkan and Peloponnesus</u> peninsulas, Europe, Asia Minor • Mediterranean Sea • Black Sea, Dardanelles • Athens, Sparta, Troy • Macedonia <p>Economic and social development</p> <ul style="list-style-type: none"> • Agriculture (limited arable land) • Commerce and the spread of Hellenic culture • Shift from barter to money economy (coins) <p>Political development</p> <ul style="list-style-type: none"> • Mountainous terrain helped and hindered the development of city-states. • Greek cities were designed to promote civic and commercial life. • Colonization related to overpopulation and the search for arable land. 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events.</u> (WHI.1f)</p>

STANDARD WHI.5b

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

b) describing Greek mythology and religion;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece.</p> <p>Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.</p>	<p>How did mythology help the early Greek civilization explain the natural world and the human condition?</p> <p>What impact did Greek mythology have on later civilizations and the contemporary world?</p>	<p>Greek mythology</p> <ul style="list-style-type: none"> • Based on polytheistic religion • Explanations of natural phenomena, human qualities, and life events <p>Greek gods and goddesses</p> <ul style="list-style-type: none"> • Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite • Symbols and images in Western literature, art, monumental, <u>and</u> architecture, and politics 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p>

STANDARD WHI.5c

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

- c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became a foundation of modern democracies.</p> <p>Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</p>	<p>How did democracy develop in Athens?</p> <p>How did Sparta differ from Athens?</p>	<p>Social structure and citizenship in the Greek polis</p> <ul style="list-style-type: none"> • Citizens (free adult males) had political rights and the responsibility of civic participation in government. • Women and foreigners had no political rights. • Slaves had no political rights. <p>Athens</p> <ul style="list-style-type: none"> • Stages in evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy • Tyrants who worked for reform: Draco, Solon • Origin of democratic principles: Direct democracy, public debate, duties of the citizen <p>Sparta</p> <ul style="list-style-type: none"> • Oligarchy (rule by a small group) • Rigid social structure • Militaristic and aggressive society 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p>

STANDARD WHI.5d

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

d) evaluating the significance of the Persian and Peloponnesian Wars;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Greeks defeated the Persian empire and preserved their political independence.</p> <p>Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.</p>	<p>Why were wars with Persia important to the development of Greek culture?</p> <p>Why was the Peloponnesian War important to the spread of Greek culture?</p>	<p>Importance of Persian Wars (499 - 449 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Persian wars united Athens and Sparta against the Persian Empire. • Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea. • Athens preserved its independence and continued innovations in government and culture. <p>Importance of Peloponnesian War (431- 404 B.C. [B.C.E.]</p> <ul style="list-style-type: none"> • Caused in part by competition for control of the Greek world—Athens and the Delian League v. Sparta and the Peloponnesian League • Resulted in the slowing of cultural advance and the weakening of political power 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in cultural interaction. (WHI.1e)</p>

STANDARD WHI.5e, f

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

e) characterizing life in Athens during the Golden Age of Pericles;

f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Athenian culture, during the Classic Era, became one of the foundation stones of Western civilization.</p>	<p>Why was the leadership of Pericles important to the development of Athenian life and Greek culture?</p> <p>What were some important contributions of Greek culture to Western civilization?</p>	<p>Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)</p> <ul style="list-style-type: none"> • Pericles extended democracy; most adult males had equal voice. • Pericles had Athens rebuilt after destruction in Persian Wars; the Parthenon is an example of this reconstruction. <p>Contributions of Greek culture to Western civilization</p> <ul style="list-style-type: none"> • Drama: Aeschylus, Sophocles • Poetry: Homer (<i>Iliad</i> and <i>Odyssey</i>) • History: Herodotus, Thucydides • Sculpture: Phidias • Architecture: Types of columns included Doric (Parthenon), Ionian, and Corinthian • Science: Archimedes, Hippocrates • Mathematics: Euclid, Pythagoras • Philosophy: Socrates, Plato, Aristotle 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.5g

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
 g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian Wars.</p> <p>Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.</p>	<p>How did the empire of Alexander the Great establish a basis for the spread of Hellenistic culture?</p>	<p>Philip II, King of Macedon</p> <ul style="list-style-type: none"> • Conquered most of Greece <p>Alexander the Great</p> <ul style="list-style-type: none"> • Established an empire from Greece to Egypt and the margins of India • Extended Greek cultural influences <p>Hellenistic Age</p> <ul style="list-style-type: none"> • Blend of Greek and oriental elements • Spread of Hellenistic culture through trade 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.6a

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

a) assessing the influence of geography on Roman economic, social, and political development;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.</p> <p>The Italian peninsula was protected by the sea and an arc of mountains, the Alps.</p>	<p>How was geographic location important to economic, social, and political development of ancient Rome?</p>	<p>Location and place</p> <ul style="list-style-type: none"> • Rome—Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers • Italian Peninsula • Alps—Protection • Mediterranean Sea—Protection, sea-borne commerce 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.6b

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
 b) describing Roman mythology and religion;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.</p> <p>Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.</p>	<p>What was the source of Roman mythology?</p> <p>What impact did Roman mythology have on later civilizations?</p>	<p>Roman mythology</p> <ul style="list-style-type: none"> • Based on the Greek polytheistic religion • Explanations of natural phenomena, human qualities, and life events <p>Roman gods and goddesses</p> <ul style="list-style-type: none"> • Jupiter, Juno, Apollo, Diana, Minerva, and Venus • Symbols and images in literature, art, monumental architecture, and politics 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.6c

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
 c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.</p>	<p>How did the government of the Roman Republic become more democratic in its decision making?</p>	<p>Social structure in the Roman Republic</p> <ul style="list-style-type: none"> • Patricians—Powerful nobility (few in number) • Plebeians—Majority of population • Slaves—Not based on race <p>Citizenship</p> <ul style="list-style-type: none"> • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (taxes, military service) <p>Features of Democracy</p> <ul style="list-style-type: none"> • Representative democracy • Assemblies • The Senate • Consuls • Laws of Rome codified as Twelve Tables 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p>

STANDARD WHI.6d

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (**B.C.E.**) to 500 A.D. (**C.E.**) in terms of its impact on Western civilization by
 d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.</p>	<p>Why was Rome able to conquer Carthage and then go on to extend its influence across the entire Mediterranean basin and much of Western Europe?</p>	<p>Punic Wars: Rome v. Carthage (264-146 B.C. [B.C.E.])</p> <ul style="list-style-type: none"> • Rome and Carthage were in competition for trade. • Hannibal invaded the Italian Peninsula. • Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome. <p>Evolution of the Roman Empire and spread of Roman culture</p> <ul style="list-style-type: none"> • Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean) • Western Europe (Gaul, British Isles) 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.6e, f

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

- e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
- f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.</p>	<p>Why did the Roman Republic fail to survive challenges by Julius Caesar?</p> <p>How did military conquests alter economic and social life in Rome?</p> <p>How did an imperial monarchy come to rule Rome?</p>	<p>Causes for the decline of the Roman Republic</p> <ul style="list-style-type: none"> • Spread of slavery in the agricultural system • Migration of small farmers into cities and unemployment • Civil war over the power of Julius Caesar • Devaluation of Roman currency; inflation <p>The origin and evolution of Imperial Rome</p> <ul style="list-style-type: none"> • First triumvirate • Julius Caesar—Seizure of power, assassination • Augustus Caesar—Civil war, defeat of Marc Anthony, Rome’s first emperor • Empire—Unified and enlarged, using imperial authority and the military • Failure to provide for peaceful succession of Emperors 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.6g

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
g) explaining the economic, social, and political impact of the Pax Romana;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.</p> <p>Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.</p>	<p>What was the Pax Romana?</p> <p>What was the impact of the Pax Romana on the Roman Empire?</p>	<p>The Pax Romana</p> <ul style="list-style-type: none"> • Two centuries of peace and prosperity under imperial rule • Expansion and solidification of Roman Empire, particularly in the Near East <p>Economic impact of the Pax Romana</p> <ul style="list-style-type: none"> • Established uniform system of money, which helped to expand trade • Guaranteed safe travel and trade on Roman roads • Promoted prosperity and stability <p>Social impact of the Pax Romana</p> <ul style="list-style-type: none"> • Returned stability to social classes • Increased emphasis on the family <p>Political impact of the Pax Romana</p> <ul style="list-style-type: none"> • Created a civil service • Developed a uniform rule of law 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p>

STANDARD WHI.6h

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
 h) describing the origin, beliefs, traditions, customs, and spread of Christianity;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.</p>	<p>How did Christianity become established within the Roman Empire?</p> <p>What were the essential beliefs of the early Christian faith?</p> <p>How <u>and why</u> did Christianity spread?</p>	<p>Origins of Christianity</p> <ul style="list-style-type: none"> • Had its roots in Judaism • Was led by Jesus of Nazareth, who was proclaimed the Messiah • Conflicted with polytheistic beliefs of Roman Empire <p>Beliefs, traditions, and customs of Christianity</p> <ul style="list-style-type: none"> • Monotheism • Jesus as both Son and incarnation of God • Life after death • New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians • Christian doctrine established by early church councils <p>Spread of Christianity</p> <ul style="list-style-type: none"> • Popularity of the message • Early martyrs inspired others • Carried by the Apostles, including Paul, throughout the Roman Empire 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.6i

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
 i) explaining the development and significance of the Church in the late Roman Empire;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As the Roman Empire declined in the West, the Church of Rome grew in importance, membership, and influence.</p>	<p>What was the impact of the early Church in the late Roman Empire?</p>	<p>Impact of the Church of Rome in the late Roman Empire</p> <ul style="list-style-type: none"> • <u>The Emperor Constantine converted to Christianity and made it legal.</u> • <u>Christianity later became the official state religion.</u> • <u>The Church became a source an example of moral authority.</u> • Loyalty to the <u>Church</u> became more important than loyalty to the Emperor. • <u>The Church became the main unifying force of Western Europe.</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.6j

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
 j) listing contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Conquests and trade spread Roman cultural and technological achievements throughout the Empire.</p> <p>Western civilization was influenced by the cultural achievements of Rome.</p>	<p>How did Roman achievements influence Western civilization?</p>	<p>Contributions of ancient Rome</p> <ul style="list-style-type: none"> • Art/architecture: Pantheon, Colosseum, Forum • Technology: Roads, aqueducts, Roman arches • Science: Ptolemy • Medicine: Emphasis on public health (public baths; public water system; medical schools) • Language: Latin, Romance languages • Literature: Virgil’s <i>Aeneid</i> • Religion: Roman mythology; adoption of Christianity as the imperial religion • Law: The principle of “innocent until proven guilty” (from the Twelve Tables) 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.6k

The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by k) citing the reasons for the decline and fall of the Western Roman Empire.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.</p>	<p>Why did the Western Roman Empire decline?</p>	<p>Causes for the decline of the Western Roman Empire</p> <ul style="list-style-type: none"> • <u>Geographic size - difficulty of defense and administration</u> • Economy - The cost of defense and devaluation of Roman currency • Military - Army membership starting to include invaders <u>non-Romans</u>, resulting in decline of discipline • Moral decay - People’s loss of faith in Rome and the family • Political problems - Civil conflict and weak administration • Invasion - Attacks on borders <p>Division of Roman Empire</p> <ul style="list-style-type: none"> • Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople • Survival of Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor • Eastern Roman Empire (Byzantine Empire) 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.7a

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.</p>	<p>Why was Constantinople established as the capital of the Eastern Roman Empire?</p>	<p>Location of Constantinople</p> <ul style="list-style-type: none"> • Protection of the eastern frontier • Distance from Germanic invasions in the western empire • Crossroads of trade • Easily fortified site on a peninsula bordering natural harbors <p>Role of Constantinople</p> <ul style="list-style-type: none"> • Seat of the Byzantine Empire until Ottoman conquest • Preserved classical Greco-Roman culture • <u>Center of trade</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.7b

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.</p> <p>Under Justinian, the Byzantine Empire reached its height in culture and prosperity.</p>	<p>What was the influence of Justinian’s codification of Roman law on the Byzantine Empire and later legal codes?</p> <p>What was Justinian’s influence on the expansion of the Byzantine Empire and its economy?</p>	<p>Byzantine Emperor Justinian</p> <ul style="list-style-type: none"> • Codification of Roman law (impact on European legal codes) • Reconquest of former Roman territories • Expansion of trade 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.7c

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

c) characterizing Byzantine art and architecture, and the preservation of Greek and Roman traditions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.</p> <p>Greek and Roman traditions were preserved in the Byzantine Empire.</p>	<p>What were the contributions of Byzantine art and architecture?</p> <p>How did Greek and Roman culture survive within the Byzantine Empire?</p>	<p>Byzantine achievements in art and architecture</p> <ul style="list-style-type: none"> • Inspiration provided by Christian religion and imperial power • Icons (religious images) • Mosaics in public and religious structures • Hagia Sophia (a Byzantine domed church) <p>Byzantine culture</p> <ul style="list-style-type: none"> • Continued flourishing of Greco-Roman traditions • Greek language (as contrasted with Latin in the West) • Greek Orthodox Christianity • Greek and Roman knowledge preserved in Byzantine libraries 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>

STANDARD WHI.7d

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division.</p>	<p>What factors produced the division within the Christian Church?</p>	<p>Eastern Church</p> <ul style="list-style-type: none"> • Centered in Constantinople • Close to seat of power after Constantinople became capital • Use of Greek language in the liturgy <p>Western Church</p> <ul style="list-style-type: none"> • Centered in Rome • Farther from seat of power after Constantinople became capital • Use of Latin language in the liturgy <p>Division between Western and Eastern Churches</p> <ul style="list-style-type: none"> • Authority of the Pope eventually accepted in the West • <u>Authority of the Patriarch accepted in the East</u> • Practices such as celibacy eventually accepted in the West 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p>

STANDARD WHI.7e

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by

e) **mapping and** assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.</p>	<p>Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?</p>	<p>Influence of Byzantine culture on Eastern Europe and Russia</p> <ul style="list-style-type: none"> • Trade routes between Black Sea and Baltic Sea • Adoption of Orthodox Christianity by Russia and much of Eastern Europe • Adoption of Greek alphabet to the Slavic languages by St. Cyril (Cyrillic alphabet) • Church architecture and religious art 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.8a

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by

a) describing the origin, beliefs, traditions, customs, and spread of Islam;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.</p> <p>Muhammad and his followers spread Islam.</p> <p>Islamic traditions and customs developed over centuries and created a distinct Muslim culture.</p>	<p>Where did the Islamic religion originate? Where did it spread?</p> <p>What are the beliefs, traditions, and customs of Islam?</p>	<p>Origins of Islam</p> <ul style="list-style-type: none"> • Muhammad, the Prophet • Mecca and Medina on the Arabian Peninsula: Early Muslim cities <p>Spread of Islam</p> <ul style="list-style-type: none"> • Across Asia and Africa, and into Spain • Geographic extent of first Muslim empire <p>Beliefs, traditions, and customs of Islam</p> <ul style="list-style-type: none"> • Monotheism (Allah, Arabic word for “God”) • Qur’an (Koran): The word of God • Five pillars of Islam • Acceptance of Judeo-Christian prophets, including Moses and Jesus 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.8b

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by

b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>In the first three centuries after Muhammad's death, Muslim rule expanded rapidly, overcoming geographic barriers, and weakened political empires.</p> <p>Political unity and the Arabic language facilitated trade and stimulated intellectual activity.</p>	<p>How did geography influence the rapid expansion of territory under Muslim rule?</p> <p>How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?</p>	<p>Geographic influences on the origin and spread of Islam</p> <ul style="list-style-type: none"> • Diffusion along trade routes from Mecca and Medina • Expansion despite great distances, desert environments, and mountain barriers • Spread into the Fertile Crescent, Iran, and Central Asia, facilitated by weak Byzantine and Persian empires <p>Geographic influences on economic, social, and political development</p> <ul style="list-style-type: none"> • Political unity of the first Muslim empire was short-lived. • Arabic language spread with Islam and facilitated trade across Islamic lands. • Slavery was not based on race. 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.8c

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by

- c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division, and the Battle of Tours;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Major historical turning points marked the spread and influence of Islamic civilization.</p>	<p>What were some major historical turning points that marked the spread and influence of Islamic civilization?</p>	<p>Historical turning points</p> <ul style="list-style-type: none"> • <u>Death of Ali</u> - Sunni-Shi'a division • Muslim conquest of Jerusalem and Damascus • <u>Islamic capital moved to Baghdad</u> • Muslim defeat at the Battle of Tours • <u>Fall of Baghdad to the Mongols</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in cultural interaction. (WHI.1e)</p>

STANDARD WHI.8d

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by

d) citing cultural and scientific contributions and achievements of Islamic civilization.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.</p>	<p>How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning?</p> <p>What were some contributions of Islamic civilization?</p>	<p>Cultural contributions and achievements</p> <ul style="list-style-type: none"> • Architecture (Dome of the Rock) • Mosaics • Arabic alphabet • Universities • Translation of ancient texts into Arabic <p>Scientific contributions and achievements</p> <ul style="list-style-type: none"> • Arabic numerals (adapted from India, including zero) • Algebra • Medicine • Expansion of geographic knowledge 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>

STANDARD WHI.9a

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1100 A.D. (C.E.) in terms of its impact on Western civilization by

a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.</p> <p>During the Middle Ages, the Pope anointed the Holy Roman Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.</p>	<p>How and why did the Church grow in importance during the Middle Ages?</p>	<p>Foundations of early medieval society</p> <ul style="list-style-type: none"> • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes <p>Influence of the Roman Catholic Church</p> <ul style="list-style-type: none"> • Roman <u>Secular</u> authority declined, while church authority grew. • Monasteries preserved Greco-Roman cultural achievements. • Missionaries carried Christianity and Latin alphabet to Germanic tribes. • Pope anointed Charlemagne Holy Roman Emperor in 800 A.D. (C.E.) • Parish priests served religious and social needs of the people. 	<p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.9b

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

b) explaining the structure of feudal society and its economic, social, and political effects;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.</p>	<p>How did a feudal society develop in Europe during the Middle Ages?</p> <p>How did the medieval manor function as a social and economic system?</p>	<p>Invasions shattered Roman protection over the Empire.</p> <p>Feudal society during the Middle Ages</p> <ul style="list-style-type: none"> • Fief • Vassals • Serfs • Feudal obligations <p>Manorial system during the Middle Ages</p> <ul style="list-style-type: none"> • Rigid class structure • Self-sufficient manors 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.9c

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.), in terms of its impact on Western civilization by

c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Frankish kings used military power to expand their territory.</p> <p>The alliance between Frankish kings and the church re-established Roman culture (<u>Christianity</u>) in Western Europe.</p>	<p>How did Charlemagne revive the idea of the Roman Empire?</p>	<p>Age of Charlemagne</p> <ul style="list-style-type: none"> • Franks emerged as a force in Western Europe. • The Pope crowned the Emperor. of the Holy Roman Empire. • Power of the church was established in political life. • Roman culture was revived <u>reinterpreted.</u> • <u>Most of western Europe was included in the new empire.</u> • <u>Churches, roads, and schools were built to unite the empire.</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p>

STANDARD WHI.9d

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.), in terms of its impact on Western civilization by

d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.</p>	<p>How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?</p>	<p>Areas of settlement</p> <ul style="list-style-type: none"> • Angles and Saxons from continental Europe to England • Magyars from Central Asia to Hungary • Vikings from Scandinavia to Russia <p>Influence of the Angles, Saxons, Magyars, and Vikings</p> <ul style="list-style-type: none"> • Manors with castles provided protection from invaders, reinforcing the feudal system. • Invasions disrupted trade, towns declined, and the feudal system was strengthened. 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.10a

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

a) locating major trade routes;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the Medieval Period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.</p>	<p>Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D. <u>(C.E.)</u>?</p>	<p>Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. <u>(C.E.)</u></p> <ul style="list-style-type: none"> • Silk roads across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade • South China Sea and lands of Southeast Asia 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.10b

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
 b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture between Europe, Africa, and Asia.</p>	<p>How did trade facilitate the diffusion of goods and ideas among different cultures?</p>	<p>Goods</p> <ul style="list-style-type: none"> • Gold from West Africa • Spices from lands around the Indian Ocean • Textiles from India, China, the Middle East, and later Europe • Porcelain from China and Persia • <u>Amber from the Baltic region</u> <p>Technology</p> <ul style="list-style-type: none"> • Paper from China through the Muslim world to Byzantium and Western Europe • New crops from India (e.g., for making sugar) • Waterwheels and windmills • Navigation—Compass from China, lateen sail from Indian Ocean <p>Ideas</p> <ul style="list-style-type: none"> • Spread of religions across the hemisphere <ul style="list-style-type: none"> - Buddhism from China to Korea and Japan - Hinduism and Buddhism from India to Southeast Asia - Islam into West Africa, Central and Southeast Asia • Printing and paper money from China 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.10c

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
 c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Japanese cultural development was influenced by proximity to China.</p> <p>Shinto and Buddhism coexisted as religious traditions in the Japanese culture.</p>	<p>How has Japan's geography influenced its development?</p> <p>How did Chinese culture influence Japan?</p> <p>Why were Shinto and Buddhism important to the development of Japanese culture?</p>	<p>Location and place</p> <ul style="list-style-type: none"> • Mountainous Japanese archipelago (four main islands) • Sea of Japan or East Sea between Japan and Asian mainland • Proximity to China and Korea <p>Influence of Chinese culture</p> <ul style="list-style-type: none"> • Writing • Architecture • Buddhism <p>Shinto</p> <ul style="list-style-type: none"> • Ethnic religion unique to Japan • Importance of natural features, forces of nature, and ancestors • State religion; worshipping the emperor • Coexistence with Buddhism 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.10d

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
 d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>African civilizations developed in sub-Saharan west and east Africa.</p> <p>Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.</p> <p>States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southern Africa.</p>	<p>What were the characteristics of civilizations in sub-Saharan Africa during the medieval period?</p>	<p>Axum</p> <ul style="list-style-type: none"> • Location relative to the Ethiopian Highlands and the Nile River • Christian kingdom <p>Zimbabwe</p> <ul style="list-style-type: none"> • Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast • City of “Great Zimbabwe” as capital of a prosperous empire <p>West African kingdoms</p> <ul style="list-style-type: none"> • Location of Ghana, Mali, Songhai empires relative to Niger River and the Sahara • Importance of gold and salt to trans-Saharan trade • City of Timbuktu as center of trade and learning • Role of animism and Islam 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.11a, b

The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan by

- a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features;
 b) describing cultural patterns and political and economic structures.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.</p>	<p>What were the characteristics of Mayan, Aztec, and Incan civilizations?</p>	<p>Mayan civilization</p> <ul style="list-style-type: none"> • Located in the Mexican and Central American rain forest • Represented by Chichén Itzá • Group of city-states ruled by a king • Economy based on agriculture and trade • Polytheistic religion - Pyramids <p>Aztec civilization</p> <ul style="list-style-type: none"> • Located in arid valley in central Mexico • Represented by Tenochtitlan • Ruled by an emperor • Economy based on agriculture <u>and tribute from conquered peoples</u> • Polytheistic religion based on warfare – Pyramids/<u>rituals</u> <p>Incan civilization</p> <ul style="list-style-type: none"> • Located in the Andes Mountains of South America • Represented by Machu Picchu • Ruled by an emperor • Economy based on high-altitude agriculture • Polytheistic religion • Road system 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify major geographic features important to the study of world history. (WHI.1c)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHI.1e)</p>

STANDARD WHI.11a, b (continued)

The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan by

- a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features;
- b) describing cultural patterns and political and economic structures.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Achievements of Mayan, Aztec, and Incan civilizations</p> <ul style="list-style-type: none"> • Calendars • Mathematics • Writing <u>and other record keeping systems</u> 	

STANDARD WHI.12a

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>European monarchies consolidated power and began forming nation-states in the late medieval period.</p>	<p>How did European nation-states expand their territories and consolidate their power?</p>	<p>England</p> <ul style="list-style-type: none"> • William the Conqueror, leader of the Norman Conquest, united most of England. • Common law had its beginnings during the reign of Henry II. • King John signed the Magna Carta, limiting the King's power. • The Hundred Years' War between England and France helped define England as a nation. • <u>Evolution of Parliament.</u> <p>France</p> <ul style="list-style-type: none"> • Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France. • The Hundred Years' War between England and France helped define France as a nation. • Joan of Arc was a unifying factor. 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p>

STANDARD WHI.12a (continued)

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Spain</p> <ul style="list-style-type: none"> • Ferdinand and Isabella unified the country and expelled <u>Jews and Muslim</u> Moors. • Spanish Empire in the Western Hemisphere expanded under Philip <u>Charles V.</u> <p>Russia</p> <ul style="list-style-type: none"> • Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation. • Power was centralized in the hands of the tsar. • The Orthodox Church influenced unification. 	

STANDARD WHI.12b

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
 b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.</p> <p>Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.</p> <p>Ottoman Turks conquered the Byzantine Empire.</p>	<p>What were key events and effects of the Crusades?</p> <p>What were the effects of the Mongol invasions?</p> <p>What were the effects of the Ottoman invasions of Europe?</p>	<p>Key events of Crusades</p> <ul style="list-style-type: none"> • Pope Urban’s speech • The capture of Jerusalem • Founding of Crusader states • Loss of Jerusalem to Saladin • Sack of Constantinople by western Crusaders <p>Effects of Crusades</p> <ul style="list-style-type: none"> • Weakened the Pope and nobles; strengthened monarchs • Stimulated trade throughout the Mediterranean area and the Middle East • Left a legacy of bitterness among Christians, Jews, and Muslims • Weakened the Byzantine Empire <p>Mongol armies</p> <ul style="list-style-type: none"> • Invaded Russia, China and Muslim states in Southwest Asia, destroying cities and countryside • Created an empire <p>Constantinople</p> <ul style="list-style-type: none"> • Fell to the Ottoman Turks in 1453, ending the Byzantine Empire • Became capital of the Ottoman Empire 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

STANDARD WHI.12c

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

c) identifying patterns of crisis and recovery related to the Black Death (Bubonic plague);

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>In the fourteenth century, the Black Death (bubonic plague) (<u>Bubonic plague</u>) decimated the population of much of Asia and then the population of much of Europe.</p>	<p>How did the Black Death (<u>Bubonic plague</u>) alter economic and social institutions in much of Asia and then in Europe?</p>	<p>Impact of the Black Death (<u>Bubonic plague</u>).</p> <ul style="list-style-type: none"> • Decline in population • Scarcity of labor • Towns freed from feudal obligations • Decline of church influence • Disruption of trade 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.12d

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
 d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.</p>	<p>How did European scholars begin to interpret and value ancient learning?</p>	<p>Church scholars</p> <ul style="list-style-type: none"> • Were among the very few who could read and write • Worked in monasteries • Translated Greek and Arabic works into Latin • Made new knowledge in philosophy, medicine, and science available in Europe • Laid the foundation for the rise of universities in Europe 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

STANDARD WHI.13a

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

a) identifying the economic foundations of the Italian Renaissance;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Crusades stimulated trade by introducing Europeans to many desirable products.</p> <p>Trade promoted frequent contacts with the Byzantine and Muslim Empires.</p> <p>New economic institutions developed.</p>	<p>How did the Crusades stimulate trade between Europe and the Muslim Empire?</p> <p>What were the economic foundations of the <u>Italian</u> Renaissance?</p>	<p>Economic effects of the Crusades</p> <ul style="list-style-type: none"> • Increased demand for Middle Eastern products • Stimulated production of goods to trade in Middle Eastern markets • Encouraged the use of credit and banking <p>Important economic concepts</p> <ul style="list-style-type: none"> • Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy. • Letters of credit served to expand the supply of money and expedite trade. • New accounting and bookkeeping practices (use of Arabic numerals) were introduced. 	<p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p> <p><u>Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. (WHI.1f)</u></p>

STANDARD WHI.13b

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
 b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.</p> <p>Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.</p>	<p>How did northern Italian cities benefit from their geographic location?</p> <p>How did Italian city-states achieve importance and develop politically?</p> <p>What were Machiavelli's ideas about power?</p>	<p>Florence, Venice, and Genoa</p> <ul style="list-style-type: none"> • Had access to trade routes connecting Europe with Middle Eastern markets • Served as trading centers for the distribution of goods to northern Europe • Were initially independent city-states governed as republics <p>Machiavelli's <i>The Prince</i></p> <ul style="list-style-type: none"> • An early modern treatise on government • Supported absolute power of the ruler • Maintains that the end justifies the means • Advises that one should do good if possible, but do evil when necessary 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p> <p>Identify and compare political boundaries with the location of civilizations, empires, and kingdoms. (WHI.1d)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

STANDARD WHI.13c

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works which glorified city-states in northern Italy. Education became increasingly secular.</p>	<p>How did the arts and literature of the Renaissance differ from those of the Middle Ages?</p> <p>Who were prominent Italian Renaissance artists and writers?</p> <p>How did classical knowledge of the ancient Greeks and Romans foster humanism in the Italian Renaissance?</p>	<p>Medieval art and literature focused on the Church and salvation; Renaissance art and literature focused on individuals and worldly matters, along with Christianity.</p> <p>Artistic and literary creativity</p> <ul style="list-style-type: none"> • Leonardo da Vinci—<i>Mona Lisa</i> and <i>The Last Supper</i> • Michelangelo—Ceiling of the Sistine Chapel and <i>David</i> • Petrarch—Sonnets, humanist scholarship <p>Humanism</p> <ul style="list-style-type: none"> • Celebrated the individual • Stimulated the study of Greek and Roman literature and culture • Was supported by wealthy patrons 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Analyze trends in human migration and cultural interaction from prehistory. (WHI.1e)</p>

STANDARD WHI.13d

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
 d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>With the rise of trade, travel and literacy, the Italian Renaissance spread to northern Europe. The art and literature changed as people of different cultures adopted Renaissance ideas.</p>	<p>How did ideas of the Italian Renaissance change as they became adopted in northern Europe?</p> <p>Who were important artists and writers of the Northern Renaissance?</p>	<p>Northern Renaissance</p> <ul style="list-style-type: none"> • Growing wealth in Northern Europe supported Renaissance ideas. • Northern Renaissance thinkers merged humanist ideas with Christianity. • The movable type printing press and the production and sale of books (Gutenberg Bible) helped disseminate ideas. <p>Northern Renaissance writers</p> <ul style="list-style-type: none"> • Erasmus—<i>The Praise of Folly</i> (1511) • Sir Thomas More—<i>Utopia</i> (1516) <p>Northern Renaissance artists portrayed religious and secular subjects.</p>	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHI.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. (WHI.1b)</p>



Draft

Curriculum Framework

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

STANDARD WHII.1 a, b, c, d, e, f

The student will improve skills in historical research and geographical analysis by

- a) **identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);**
- b) **using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);**
- c) **identifying geographic features important to the study of world history since 1500 A.D. (C.E.);**
- d) **identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;**
- e) **analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;**
- f) **analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events from 1500 A.D. (C.E.).**

The skills identified in standard WHII.1a-e_f are cited in the “Essential Skills” column of each chart for *World History and Geography: 1500 A.D. (C.E.) to the Present*. These skills will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD WHII.2a

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

a) locating major states and empires;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>By 1500 A.D. <u>(C.E.)</u>, major states and empires had developed in various regions of the world.</p>	<p>On the world political map, where were some of the major states and empires located around 1500 A.D. <u>(C.E.)</u>?</p>	<p>Location of some of the major states and empires in the Eastern Hemisphere</p> <ul style="list-style-type: none"> • England • France • Spain • Russia • Ottoman Empire • Persia • China • Mughal India • Songhai Empire <p>Location of major states and empires in the Western Hemisphere</p> <ul style="list-style-type: none"> • Incan Empire • Mayan Empire • Aztec Empire 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.2b

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
 b) describing artistic, literary, and intellectual ideas of the Renaissance;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p>	<p>What were the artistic, literary, and intellectual ideas of the Renaissance?</p>	<p>Renaissance</p> <ul style="list-style-type: none"> • “Rebirth” of classical knowledge, “birth” of the modern world • Spread of the Renaissance from the Italian city states to northern Europe <p>Contributions of the Renaissance</p> <ul style="list-style-type: none"> • Accomplishments in the visual arts—Michelangelo, Leonardo da Vinci • Accomplishments in literature (sonnets, plays, essays)—Shakespeare • Accomplishments in intellectual ideas (humanism)—Erasmus 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.2c

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

c) describing the distribution of major religions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>By 1500 A.D. <u>(C.E.)</u>, the five world religions had spread to many areas of the Eastern Hemisphere.</p>	<p>Where were the five world religions located around 1500 A.D. <u>(C.E.)</u>?</p>	<p>Location and importance of world religions in 1500 A.D. <u>(C.E.)</u></p> <ul style="list-style-type: none"> • Judaism—Concentrated in Europe and the Middle East • Christianity—Concentrated in Europe and the Middle East • Islam—Parts of Asia, Africa, and southern Europe • Hinduism—India and part of Southeast Asia • Buddhism—East and Southeast Asia 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.2d

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

d) analyzing major trade patterns;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.</p>	<p>What were the regional trading patterns around 1500 A.D. <u>(C.E.)</u>?</p> <p>Why were the regional trading patterns important?</p>	<p>Traditional trade patterns linking Europe with Asia and Africa</p> <ul style="list-style-type: none"> • Silk roads across Asia to the Mediterranean basin • Maritime routes across the Indian Ocean • Trans-Saharan routes across North Africa • Northern European links with the Black Sea • Western European sea and river trade • South China Sea and lands of Southeast Asia <p>Importance of trade patterns</p> <ul style="list-style-type: none"> • Exchange of products and ideas 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.2e

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
 e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
By 1500 A.D. <u>(C.E.)</u> , technological and scientific advancements had been exchanged among cultures of the world.	What technological and scientific advancements had been made and exchanged by 1500 A.D. <u>(C.E.)</u> ?	Advancements exchanged along trade routes <ul style="list-style-type: none"> • Paper, compass, silk, porcelain (China) • Textiles, numeral system (India and Middle East) • Scientific transfer—Medicine, astronomy, mathematics 	Analyze trends in human migration and cultural interaction. (WHII.1e)

STANDARD WHII.3a

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, ~~and Henry VIII, and Elizabeth I;~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>For centuries, the Roman Catholic Church had little competition in religious thought and action. The resistance of the church to change led to the Protestant Reformation, which resulted in the birth of new political and economic institutions.</p>	<p>What were the problems and issues that provoked religious reforms in Western Christianity?</p> <p>What were the beliefs of Martin Luther, John Calvin, and Henry VIII, and Elizabeth I?</p>	<p>Conflicts that challenged the authority of the Church in Rome</p> <ul style="list-style-type: none"> • Merchant wealth challenged the Church’s view of usury. • German and English nobility disliked Italian domination of the Church. • The Church’s great political power and wealth caused conflict. • Church corruption and the sale of indulgences were widespread and caused conflict. <p>Martin Luther (the Lutheran tradition)</p> <ul style="list-style-type: none"> • Views—Salvation by faith alone, Bible as the ultimate authority, all humans equal before God • Actions—95 theses, birth of the Protestant Church <p>John Calvin (the Calvinist tradition)</p> <ul style="list-style-type: none"> • Views—Predestination, faith revealed by living a righteous life, work ethic • Actions—Expansion of the Protestant Movement 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.3a (continued)

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, ~~and Henry VIII, and Elizabeth I;~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>King Henry VIII (the Anglican tradition)</p> <ul style="list-style-type: none"> • Views—Dismissed the authority of the Pope in Rome • Actions—Divorced; broke with Rome; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England <p><u>Queen Elizabeth I</u></p> <ul style="list-style-type: none"> • <u>Anglican Church</u> • <u>Tolerance for dissenters</u> • <u>Expansion and colonialism</u> • <u>Victory over the Spanish Armada (1588)</u> 	

STANDARD WHII.3b

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

b) describing the impact of religious conflicts, ~~including~~ the Inquisition, and Catholic Reformation, on society and government actions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Reformation had its roots in theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.</p>	<p>What were the major economic, political, and theological issues involved in the Reformation?</p>	<p>Reformation in Germany</p> <ul style="list-style-type: none"> • Princes in Northern Germany converted to Protestantism, ending authority of the Pope in their states. • The Hapsburg family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church. • Conflict between Protestants and Catholics resulted in devastating wars (e.g., Thirty Years' War). <p>Reformation in England</p> <ul style="list-style-type: none"> • Anglican Church became a national church throughout the British Isles under Elizabeth I. • The Reformation contributed to the rise of capitalism. <p>Reformation in France</p> <ul style="list-style-type: none"> • Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes (later revoked). • Cardinal Richelieu changed the focus of the Thirty Years' War from a religious to a political conflict. 	<p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.3b (continued)

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

b) describing the impact of religious conflicts, including the Inquisition, and Catholic Reformation, on society and government actions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Catholic Counter Reformation</p> <ul style="list-style-type: none"> • Reformers Dissenters prior to <u>Luther - Huss, Wycliffe</u> • <u>Counter Reformation</u> <ul style="list-style-type: none"> - <u>The Council of Trent reaffirmed most Church doctrine and practices.</u> - Catholic Church mounted a series of reforms and reasserted its authority. - The Society of Jesus (The Jesuits) was founded to spread Catholic doctrine around the world. - <u>The Inquisition was established-used</u> to reinforce Catholic doctrine. 	

STANDARD WHII.3c

The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
 c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>At first the Reformation divided the countries of Europe on religious principles, leading to religious intolerance.</p> <p>Power in most European states was concentrated in the monarch.</p> <p>Gradually religious toleration emerged. along with democratic thought.</p>	<p>What were some of the changing cultural values, traditions, and philosophies during the Reformation?</p> <p>What was the role of the printing press in the spread of new ideas?</p>	<p>Changing cultural values, traditions, and philosophies</p> <ul style="list-style-type: none"> • Growth of secularism • Growth of individualism • <u>Eventual</u> growth of religious tolerance <p>Role of the printing press</p> <ul style="list-style-type: none"> • Growth of literacy was stimulated by the Gutenberg printing press. • The Bible was printed in English, French, and German. • These factors had an important impact on spreading the ideas of the Reformation and Renaissance. 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.4a

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
a) explaining the roles and economic motivations of explorers and conquistadors;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.</p>	<p>Why were Europeans interested in discovering new lands and markets?</p> <p>Who were some important explorers?</p>	<p>Factors contributing to the European discovery of lands in the Western Hemisphere</p> <ul style="list-style-type: none"> • Demand for gold, spices, and natural resources in Europe • Support for the diffusion of Christianity • Political and economic competition between European empires • Innovations in navigational arts (European and Islamic origins) • Pioneering role of Prince Henry the Navigator <p>Establishment of overseas empires and decimation of indigenous populations</p> <ul style="list-style-type: none"> • Portugal—Vasco da Gama • Spain—Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan • England—Francis Drake • France—Jacques Cartier 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.4b

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
 b) describing the influence of religion;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>One motive for exploration was to spread the Christian religion.</p>	<p>How did the expansion of European empires into the Americas, Africa, and Asia affect the religion in those areas?</p>	<p>Means of diffusion of Christianity</p> <ul style="list-style-type: none"> • Migration of colonists to new lands • Influence of Catholics and Protestants, who carried their faith, language, and cultures to new lands • Conversion of indigenous peoples 	<p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.4c

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.</p> <p>Europeans established trading posts and colonies in Africa and Asia.</p>	<p>What was the effect of European migration and settlement on the Americas, Africa, and Asia?</p>	<p>Americas</p> <ul style="list-style-type: none"> • Expansion of overseas territorial claims and European emigration to North and South America • Demise of Aztec, Maya, and Inca Empires • Legacy of a rigid class system and dictatorial rule in Latin America • Forced migration of some Africans into slavery • Colonies' imitation of the culture and social patterns of their parent country <p>Africa</p> <ul style="list-style-type: none"> • European trading posts along the coast • Trade in slaves, gold, and other products <p>Asia</p> <ul style="list-style-type: none"> • Colonization by small groups of merchants (India, the Indies, China) • Influence of trading companies (Portuguese, Dutch, British) 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.4d

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

d) ~~defining~~ describing the Columbian Exchange ~~and including its impact on native populations;~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.</p>	<p>What was the impact of the Columbian Exchange between European and indigenous cultures?</p>	<p>Columbian Exchange</p> <ul style="list-style-type: none"> • Western Hemisphere agricultural products such as corn, potatoes, and tobacco changed European lifestyles. • European horses and cattle changed the lifestyles of American Indians (First Americans). • European diseases like smallpox killed many American Indians (First Americans). <p>Impact of the Columbian Exchange</p> <ul style="list-style-type: none"> • Shortage of labor to grow cash crops led to the use of African slaves. • Slavery was based on race. • European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment. 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p>

STANDARD WHII.4e, f

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

- e) **mapping and explaining the triangular trade;**
- f) **describing the impact of precious metal exports from the Americas.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.</p>	<p>What was the triangular trade?</p> <p>What was the impact of precious metal exports from the Americas?</p>	<p>The triangular trade linked Europe, Africa, and the Americas. Slaves, sugar, and rum were traded.</p> <p>Export of precious metals</p> <ul style="list-style-type: none"> • Gold and silver (exported to Europe and Asia) • Impact on indigenous empires of the Americas • Impact on Spain and international trade 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p>

STANDARD WHII.5a

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

a) describing the location and development of the Ottoman Empire;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.</p> <p>The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.</p>	<p>Where was the Ottoman Empire located and how did it expand?</p>	<p>Original location of the Ottoman Empire</p> <ul style="list-style-type: none"> • Asia Minor <p>Expansion and extent of the Ottoman Empire</p> <ul style="list-style-type: none"> • Southwest Asia • Southeastern Europe, Balkan Peninsula • North Africa <p>Development of the Ottoman Empire</p> <ul style="list-style-type: none"> • Capital at Constantinople renamed Istanbul • Islamic religion as a unifying force that accepted other religions • Trade in coffee and ceramics 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.5b

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

b) describing India, including the Mughal Empire and coastal trade;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Descendants of the Mongols, the Muslim Mughal (Mogul) rulers established an empire in northern India.</p> <p>The Mughal Empire traded with European nations.</p> <p><u>Much of southern India remained independent and continued international trade.</u></p>	<p>What were the contributions of the Mughal emperors of India?</p> <p>How did the Mughal Empire trade with European nations?</p> <p><u>What did southern India trade?</u></p>	<p>Location of the Mughal Empire</p> <ul style="list-style-type: none"> • North India <p>Contributions of Mughal rulers</p> <ul style="list-style-type: none"> • Spread of Islam into India • Art and architecture—Taj Mahal • Arrival of European trading outposts • Influence of Indian textiles on British textile industry <p>Trade with European nations</p> <ul style="list-style-type: none"> • Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing Coastal ports on the Indian sub-continent. <p><u>Southern India traded silks, spices, and gems.</u></p>	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.5c

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

c) describing East Asia, including China and the Japanese shogunate;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>China and Japan sought to limit the influence and activities of European merchants.</p>	<p>How did the Chinese and Japanese attempt to limit the influence of European merchants?</p>	<p>China</p> <ul style="list-style-type: none"> • Creation of foreign enclaves to control trade • Imperial policy of controlling foreign influences and trade • Increase in European demand for Chinese goods (tea, porcelain) <p>Japan</p> <ul style="list-style-type: none"> • Characterized by powerless emperor rule <u>controlled</u> by military leader (shogun) • Adopted policy of isolation to limit foreign influences 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.5d

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

d) describing Africa and its increasing involvement in global trade;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.</p>	<p>How did Africa become involved in foreign trade?</p>	<p>African exports</p> <ul style="list-style-type: none"> • Slaves (triangular trade) • Raw materials (<u>ivory, gold</u>) <p>African imports</p> <ul style="list-style-type: none"> • Manufactured goods from Europe, Asia, and the Americas • New food products (corn, peanuts) 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.5e

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by
 e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies.</p>	<p>What were the roles of the Commercial Revolution and mercantilism in the growth of European nations?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Mercantilism: An economic practice adopted by European colonial powers in an effort to become self-sufficient; based on the theory that colonies existed for the benefit of the mother country <p>Commercial Revolution</p> <ul style="list-style-type: none"> • European maritime nations competed for overseas markets, colonies, and resources. • A new economic system emerged. <ul style="list-style-type: none"> – New money and banking systems were created. – Economic practices such as mercantilism evolved. – Colonial economies were limited by the economic needs of the mother country. 	<p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.6a

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

a) describing the Scientific Revolution and its effects;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>With its emphasis on reasoned observation and systematic measurement, the scientific revolution changed the way people viewed the world and their place in it.</p>	<p>What were some new scientific theories and discoveries?</p> <p>What were some of the effects of these new theories?</p>	<p>Pioneers of the scientific revolution</p> <ul style="list-style-type: none"> • Nicolaus Copernicus: Developed heliocentric theory • Johannes Kepler: Discovered planetary motion • Galileo Galilei: Used telescope to support heliocentric theory • Isaac Newton: Discovered Laws of Gravity • William Harvey: Discovered circulation of the blood <p>Importance of the scientific revolution</p> <ul style="list-style-type: none"> • Emphasis on reason and systematic observation of nature • Formulation of the scientific method • Expansion of scientific knowledge 	<p>Analyze trends in cultural interaction. (WHII.1e)</p>

STANDARD WHII.6b

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 b) describing the Age of Absolutism, including the monarchies of Louis XIV, ~~Frederick the Great~~, and Peter the Great;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.</p>	<p>Who were the absolute monarchs?</p> <p>What effect did the absolute monarchs have on their countries?</p>	<p>Characteristics of absolute monarchies</p> <ul style="list-style-type: none"> • Centralization of power • Concept of rule by divine right <p>Absolute monarchs</p> <ul style="list-style-type: none"> • Louis XIV—France, Palace of Versailles as a symbol of royal power • Frederick the Great—Prussia, emphasis on military power • Peter the Great—Russia, westernization of Russia 	<p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.6c

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English freedoms included the jury trial, the Magna Carta, and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.</p>	<p>How did the English Civil War and the Glorious Revolution promote the development of the rights of Englishmen?</p>	<p>Development of the rights of Englishmen</p> <ul style="list-style-type: none"> • Oliver Cromwell and the execution of Charles I • The restoration of Charles II • Development of political parties/factions • Glorious Revolution (William and Mary) • Increase of parliamentary power over royal power • English Bill of Rights of 1689 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.6d

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.</p> <p>Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.</p>	<p>Who were some Enlightenment thinkers, and what were their ideas?</p> <p>How did philosophers of the Enlightenment influence thinking on political issues?</p> <p>How did the Enlightenment promote revolution in the American colonies?</p>	<p>The Enlightenment</p> <ul style="list-style-type: none"> • Applied reason to the human world, not just the natural world • Stimulated religious tolerance • Fueled democratic revolutions around the world <p>Enlightenment thinkers and their ideas</p> <ul style="list-style-type: none"> • Thomas Hobbes' <i>Leviathan</i>—The state must have central authority to manage behavior. <u>Humans exist in a primitive "state of nature" and consent to government for self-protection.</u> • John Locke's <i>Two Treatises on Government</i>—People are sovereign; monarchs are not chosen by God. <u>and consent to government for protection of natural rights to life, liberty, and property.</u> • Montesquieu's <i>The Spirit of Laws</i>—The best form of government includes a separation of powers. • Jean-Jacques Rousseau's <i>The Social Contract</i>—Government is a contract between rulers and the people. • Voltaire—Religious toleration should triumph over religious fanaticism; separation of church and state. 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.6d (continued)

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Influence of the Enlightenment</p> <ul style="list-style-type: none"> • Political philosophies of the Enlightenment fueled revolution in the Americas and France. • Thomas Jefferson’s Declaration of Independence incorporated Enlightenment ideas. • The Constitution of the United States of America and Bill of Rights incorporated Enlightenment ideas. 	

STANDARD WHII.6c,f

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
 e) describing the French Revolution;
 f) ~~identifying the impact of the American and French Revolutions on Latin America.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy, and a new government was established.</p> <p>These ideas and examples of the American and French Revolutions influenced the people of Latin America to establish independent nations.</p>	<p>How did the ideas of the Enlightenment contribute to causing the French Revolution?</p> <p>How did the French and American Revolutions influence Latin American independence movements?</p>	<p>Causes of the French Revolution</p> <ul style="list-style-type: none"> • Influence of Enlightenment ideas • Influence of the American Revolution <p>Events of the French Revolution</p> <ul style="list-style-type: none"> • Storming of the Bastille • Reign of Terror <p>Outcomes of the French Revolution</p> <ul style="list-style-type: none"> • End of the absolute monarchy of Louis XVI • Rise of Napoleon <p>Influence of the American and French Revolutions on the Americas</p> <ul style="list-style-type: none"> • Independence came to French, Spanish, and Portuguese colonies • Toussaint L'Ouverture—Haiti • Simon Bolivar—South America 	<p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.6f

The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by **g) f) describing the expansion of the arts, philosophy, literature, and new technology.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Enlightenment brought a new emphasis on order and balance in the arts as artists borrowed heavily from classical Greece and Rome, and new forms of literature were established.</p> <p>The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.</p> <p>The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.</p>	<p>Who were some artists, philosophers, and writers of the period?</p> <p>What improved technologies and institutions were important to European economies?</p>	<p>Representative artists, philosophers, and writers</p> <ul style="list-style-type: none"> • Johann Sebastian Bach— <u>Baroque Composer</u> • Wolfgang Amadeus Mozart— <u>Classical Composer</u> • Eugène Delacroix—<u>Romantic School Painter</u> • Voltaire—Philosopher • Miguel de Cervantes—Novelist <p>New forms schools of art and forms of literature</p> <ul style="list-style-type: none"> • Paintings depicted classical subjects, public events, natural scenes, and living people (portraits). • New forms of literature evolved—the novel (e.g., Cervantes’ <i>Don Quixote</i>). <p>Technologies</p> <ul style="list-style-type: none"> • All-weather roads improved year-round transport and trade. • New designs in farm tools increased productivity (agricultural revolution). • Improvements in ship design lowered the cost of transport. 	<p>Use artifacts and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.7a

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

a) describing the colonial system as it existed by 1800;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers.</u></p> <p><u>Spanish and Portuguese governments imposed their religion and economic systems on the native peoples, but brought different colonial languages.</u></p> <p><u>Spanish conquests in Latin America saw the rapid decline of native populations and introduction of slaves from Africa. Conquistadors were given governmental authority by the crown, becoming known as viceroys.</u></p>	<p><u>What were the characteristics of the colonial system in Latin America in the nineteenth century?</u></p> <p><u>How did Spain and Portugal maintain control of their Latin American domains?</u></p>	<p><u>Characteristics of the Colonial System</u></p> <ul style="list-style-type: none"> • <u>Colonial governments mirrored the home governments</u> • <u>Catholicism had a strong influence on the development of the colonies</u> • <u>A major element of the economy was the mining of precious metals for export</u> • <u>Hacienda - a Spanish owned plantation that used native or slave labor</u> • <u>Encomienda - the right to organize unpaid labor by the earliest Spanish colonists in Latin America</u> • <u>Established major cities as outposts of colonial authority</u> <ul style="list-style-type: none"> - <u>Havana</u> - <u>Mexico City</u> - <u>Lima</u> - <u>Sao Paulo</u> - <u>Buenos Aires</u> <p><u>Rigid Class Structure</u></p> <ul style="list-style-type: none"> • <u>Viceroy / colonial officers</u> • <u>Creoles</u> • <u>Mestizo</u> 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</u></p>

STANDARD WHII.7b

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

b) identifying the impact of the American and French Revolutions on Latin America;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The American and French Revolutions took place in the late 1700s. Within twenty years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico.</u></p>	<p><u>How did the French and American Revolutions influence Latin American independence movements?</u></p>	<p><u>Influence of the American and French Revolutions on the Americas</u></p> <ul style="list-style-type: none"> • <u>Revolutions in the Americas were led by native born men of European background (except for French Haiti) who were able to rally the population to the cause of independence.</u> • <u>Slaves in Haiti rebelled, abolished slavery, and won independence.</u> • <u>Father Miguel Hidalgo started the Mexican independence movement.</u> • <u>Independence came to French, Spanish, and Portuguese colonies.</u> <p><u>Locations of selected countries that gained independence during the 1800s</u></p> <ul style="list-style-type: none"> • <u>Mexico</u> • <u>Haiti</u> • <u>Colombia</u> • <u>Venezuela</u> • <u>Brazil</u> 	<p><u>Analyze trends in human migration and cultural interaction. (WHII.1e)</u></p>

STANDARD WHIL.7c

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

c) explaining the contributions of Toussaint L'Ouverture and Simon Bolivar;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The contributions of Toussaint L'Ouverture and Simon Bolivar, led to the development of independent states in Latin America in the nineteenth century.</u></p>	<p><u>What were the contributions of Toussaint L'Ouverture and Simon Bolivar to revolutions in Latin America?</u></p> <p><u>How did the contributions of L'Ouverture and Bolivar lead to the establishment of independent states in Latin America?</u></p>	<p><u>Contributions of Toussaint L'Ouverture</u></p> <ul style="list-style-type: none"> • <u>Former slave who led Haitian rebellion against French.</u> • <u>Defeated the armies of three foreign powers: Spain, France, and Britain.</u> • <u>At first, Haiti tasted freedom, but after L'Ouverture's death, it fell into despotism.</u> <p><u>Contributions of Simon Bolivar</u></p> <ul style="list-style-type: none"> • <u>Liberated the northern areas of Latin America.</u> • <u>Native-born resident who led revolutionary efforts.</u> • <u>Tried during the 1820s to bring regions together under a federal constitution modeled after that of the United States. The plan failed because of the differences of the Latin American peoples.</u> 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHIL.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHIL.1b)</u></p>

STANDARD WHII.7d

The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by

d) assessing the impact of the Monroe Doctrine.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>After the American Revolution, the United States wished to prevent foreign interference in America. The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization.</u></p>	<p><u>How did the Monroe Doctrine impact revolutions in Latin America?</u></p> <p><u>How did the Monroe Doctrine impact European aspirations for further expansion in the Americas?</u></p>	<p><u>Monroe Doctrine was issued by American President, James Monroe in 1823.</u></p> <ul style="list-style-type: none"> • <u>The document was backed by the British government as well.</u> • <u>Latin American nations were acknowledged to be independent.</u> • <u>The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.</u> • <u>The United States would not interfere in European affairs.</u> • <u>The document continues to be a cornerstone of American foreign policy.</u> 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world. (WHII.1b)</u></p>

STANDARD WHII.7a 8a

The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
 a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.</p> <p>Napoleon’s attempt to unify Europe under French domination was unsuccessful.</p> <p>The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.</p>	<p>What was the legacy of Napoleon?</p> <p>What was the significance of the Congress of Vienna?</p>	<p>Legacy of Napoleon</p> <ul style="list-style-type: none"> • Unsuccessful attempt to unify Europe under French domination • Napoleonic Code • Awakened feelings of national pride and growth of nationalism <p>Legacy of the Congress of Vienna</p> <ul style="list-style-type: none"> • “Balance of power” doctrine • Restoration of monarchies • New political map of Europe • New political philosophies (liberalism, conservatism) 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.7b 8b

The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by

- ~~b) describing the influence of revolutions on the expansion of political rights in Europe;~~
 b) describing unsuccessful revolutions on the continent and political reform in Great Britain;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The rise of nationalism was a powerful force behind European politics during the nineteenth century.</p> <p>Widespread demands for political rights led to revolutions and legislative actions in Europe.</p>	<p>How did nationalism and democracy influence national revolutions?</p>	<p>National pride, economic competition, and democratic ideals stimulated the growth of nationalism.</p> <p>The terms of the Congress of Vienna led to widespread discontent in Europe <u>especially in Italy and the German states</u>. Unsuccessful revolutions of 1848 increased nationalistic tensions.</p> <p>In contrast to continental Europe, Great Britain expanded political rights through legislative means and made slavery illegal in the British Empire.</p>	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.7e, d 8c, d

The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by

c) explaining events related to the unification of Italy and the role of Italian nationalists;

d) explaining events related to the unification of Germany and the role of Bismarck.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Italy and Germany became nation-states long after the rest of Europe.</p>	<p>What events led to the unification of Italy?</p> <p>What role did Otto von Bismarck play in the unification of Germany?</p>	<p>Unification of Italy</p> <ul style="list-style-type: none"> • Count Cavour unified Northern Italy. • Giuseppe Garibaldi joined southern Italy to northern Italy. • The Papal States (including Rome) became the last to join Italy. <p>Unification of Germany</p> <ul style="list-style-type: none"> • Otto von Bismarck led Prussia in the unification of Germany through war and by appealing to nationalist feelings. • Bismarck's actions were seen as an example of <i>Realpolitik</i>, which justifies all means to achieve and hold power. • The Franco-Prussian War led to the creation of the German state. 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in cultural interaction. (WHII.1e)</p>

STANDARD WHII.8a 9a

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
 a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Industrial Revolution began in England, spreading to the rest of Western Europe and the United States.</p> <p>With the Industrial Revolution came an increased demand for raw materials from the Americas, Asia, and Africa.</p> <p>Advancements in technology produced the Industrial Revolution, while advancements in science and medicine altered the lives of people living in the new industrial cities. Cultural changes soon followed.</p>	<p>Why did the Industrial Revolution originate in England?</p> <p>Why did the spread of industrialism to Europe and the United States accelerate colonialism and imperialism?</p> <p>How did the Industrial Revolution produce changes in culture and society?</p>	<p>Industrial Revolution</p> <ul style="list-style-type: none"> • Origin in England, because of its natural resources like coal, iron ore, and the invention and improvement of the steam engine • Spread to Europe and the United States • Role of cotton textile, iron, and steel industries • Relationship to the British Enclosure Movement • Rise of the factory system and demise of cottage industries • Rising economic powers that wanted to control raw materials and markets throughout the world <p>Technological advances that produced the Industrial Revolution</p> <ul style="list-style-type: none"> • <u>James Hargreaves - Spinning jenny</u> • James Watt - Steam engine • Eli Whitney - Cotton gin • Henry Bessemer - Process for making steel 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.8a 9a (continued)

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Advancements in science and medicine</p> <ul style="list-style-type: none"> • Edward Jenner—Developed smallpox vaccination • Louis Pasteur—Discovered bacteria <p>Impacts of the Industrial Revolution on industrialized countries</p> <ul style="list-style-type: none"> • Population increase • Increased standards of living for many, though not all • Improved transportation • Urbanization • Environmental pollution • Increased education • Dissatisfaction of working class with working conditions • Growth of the middle class 	

STANDARD WHII.8b 9b

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
 b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.</p> <p>Social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.</p>	<p>What was the role of capitalism and market competition in the Industrial Revolution?</p> <p>What were some theories opposed to capitalism?</p>	<p>Capitalism</p> <ul style="list-style-type: none"> • Adam Smith’s <i>Wealth of Nations</i> • Role of market competition and entrepreneurial abilities • Impact on standard of living and the growth of the middle class • Dissatisfaction with poor working conditions and the unequal distribution of wealth in society <p>Socialism and communism</p> <ul style="list-style-type: none"> • Karl Marx’s <i>Communist Manifesto</i> (written with Friedrich Engels) and <i>Das Capital</i> • Response to the injustices of capitalism • Importance of redistribution of wealth to the communists 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.8e 9c

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
 c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.</p> <p>The Industrial Revolution placed new demands on the labor of men, women, and children. Workers organized labor unions to fight for improved working conditions and workers' rights.</p>	<p>How did the Industrial Revolution impact the lives of women, children, and the family?</p> <p>How did the Industrial Revolution affect slavery?</p> <p>Why did workers organize into labor unions?</p>	<p>The nature of work in the factory system</p> <ul style="list-style-type: none"> • Family-based cottage industries displaced by the factory system • Harsh working conditions with men competing with women and children for wages • Child labor that kept costs of production low and profits high • Owners of mines and factories who exercised considerable control over the lives of their laborers <p>Impact of the Industrial Revolution on slavery</p> <ul style="list-style-type: none"> • The cotton gin increased demand for slave labor on American plantations. • The United States and Britain outlawed the slave trade and then slavery. 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</u></p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.8e 9c (continued)

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Social effects of the Industrial Revolution</p> <ul style="list-style-type: none"> • Women and children entering the workplace as cheap labor • Introduction of reforms to end child labor • Expansion of education • Women's increased demands for suffrage <p>The rise of labor unions</p> <ul style="list-style-type: none"> • Encouraged worker-organized strikes to increase wages and improve working conditions • Lobbied for laws to improve the lives of workers, including women and children • Wanted worker rights and collective bargaining between labor and management 	

STANDARD WHII.8d, e 9d, e

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

d) explaining the rise of industrial economies and their link to imperialism and nationalism;

e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Industrial nations in Europe needed natural resources and markets to expand their economies.</p> <p>These nations competed to control Africa and Asia to secure their economic and political success.</p> <p>Imperialism spread economic, political, and social philosophies of Europe throughout the world.</p> <p>Resistance to imperialism took many forms including armed conflict and intellectual movements.</p>	<p>Why did European countries participate in imperialism and a race for colonies?</p> <p>What were some responses of colonized peoples to European imperialism?</p>	<p>Nationalism motivated European nations to compete for colonial possessions. European economic, military, and political power forced colonized countries to trade on European terms. Industrially-produced goods flooded colonial markets and displaced their traditional industries. Colonized peoples resisted European domination and responded in diverse ways to Western influences.</p> <p>Forms of imperialism</p> <ul style="list-style-type: none"> • Colonies • Protectorates • Spheres of influence <p>Imperialism in Africa and Asia</p> <ul style="list-style-type: none"> • European domination • European conflicts carried to the colonies • Christian missionary efforts • Spheres of influence in China • Suez Canal • East India Company's domination of Indian states • American opening of Japan to trade 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</u></p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.8d, e 9d, e (continued)

The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

- d) explaining the rise of industrial economies and their link to imperialism and nationalism;
- e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Responses of colonized peoples</p> <ul style="list-style-type: none"> • Armed conflicts (Events leading to the Boxer Rebellion in China) • Rise of nationalism (first Indian nationalist party founded in the mid-1800s) 	

STANDARD WHII.9a, b 10a, b

The student will demonstrate knowledge of the worldwide impact of World War I by

- a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
- b) explaining the outcomes and global effect of the war and the Treaty of Versailles;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.</p>	<p>What were the factors that produced World War I?</p> <p>What were the major events of the war?</p> <p>Who were the major leaders?</p> <p>What were the outcomes and global effects of World War I?</p> <p>What were the terms of the Treaty of Versailles?</p>	<p>Causes of World War I</p> <ul style="list-style-type: none"> • Alliances that divided Europe into competing camps • Nationalistic feelings • Diplomatic failures • Imperialism • Competition over colonies • Militarism <p>Major events</p> <ul style="list-style-type: none"> • Assassination of Austria’s Archduke Ferdinand • United States enters war • Russia leaves the war <p>Major leaders</p> <ul style="list-style-type: none"> • Woodrow Wilson • Kaiser Wilhelm II <p>Outcomes and global effects</p> <ul style="list-style-type: none"> • Colonies’ participation in the war, which increased demands for independence • End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires • Enormous cost of the war in lives, property, and social disruption 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.9a, b 10a, b (continued)

The student will demonstrate knowledge of the worldwide impact of World War I by

- a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
- b) explaining the outcomes and global effect of the war and the Treaty of Versailles;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Treaty of Versailles</p> <ul style="list-style-type: none"> • Forced Germany to accept guilt for war and loss of territory and pay reparations • Limited the German military • <u>League of Nations</u> 	

STANDARD WHII.9e 10c

The student will demonstrate knowledge of the worldwide impact of World War I by

c) **citing causes and consequences of the Russian Revolution.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R.</p>	<p>Why did Russia erupt in revolution while fighting in World War I?</p> <p>How did communism rise in Russia?</p>	<p>Causes of 1917 revolutions</p> <ul style="list-style-type: none"> • Defeat in war with Japan in 1905 • Landless peasantry • Incompetence of Tsar Nicholas II • Military defeats and high casualties in World War I <p>Rise of communism</p> <ul style="list-style-type: none"> • Bolshevik Revolution and civil war • Vladimir Lenin’s New Economic Policy • Lenin’s successor—Joseph Stalin 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.) (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.10a 11a

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

a) describing the League of Nations and the mandate system;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>After World War I, international organizations and agreements were established to avoid future conflicts.</p>	<p>What was the League of Nations and why did it fail?</p> <p>Why was the mandate system created?</p>	<p>League of Nations</p> <ul style="list-style-type: none"> • International cooperative organization • Established to prevent future wars • United States not a member • Failure of League because it did not have power to enforce its decisions <p>The mandate system</p> <ul style="list-style-type: none"> • <u>The system was created to administer the colonies of defeated powers on a temporary basis.</u> • <u>France and Great Britain became mandatory powers in the Middle East.</u> • <u>During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.</u> • <u>After the war, the “mandate system” gave Great Britain and France control over the lands that became Iraq, Transjordan, and Palestine (British control) and Syria and Lebanon (French control).</u> • <u>The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.</u> 	<p><u>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</u></p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.10b 11b

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

b) citing causes and assessing the impact of worldwide depression in the 1930s;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A period of uneven prosperity in the decade following World War I (1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.</p>	<p>Why did the world experience depression in the 1930s?</p> <p>What political changes resulted from the worldwide depression?</p>	<p>Causes of worldwide depression</p> <ul style="list-style-type: none"> • German reparations • Expansion of production capacities and dominance of the United States in the global economy • High protective tariffs • Excessive expansion of credit • Stock Market Crash (1929) <p>Impact of world depression</p> <ul style="list-style-type: none"> • High unemployment in industrial countries • Bank failures and collapse of credit • Collapse of prices in world trade • Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p>

STANDARD WHII.10e 11c

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

- c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Economic dislocations following World War I led to unstable political conditions. Worldwide depression in the 1930s provided opportunities for the rise of dictators in the Soviet Union, Germany, Italy, and Japan.</p> <p>A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.</p> <p>The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.</p> <p>Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.</p>	<p>Why did dictatorial governments emerge in Germany, Italy, Japan, and the U.S.S.R. after World War I?</p> <p>How did these regimes affect the world following World War I?</p>	<p>U.S.S.R. during the Interwar Period—Joseph Stalin</p> <ul style="list-style-type: none"> • Entrenchment of communism • Stalin’s policies (five-year plans, collectivization of farms, state industrialization, secret police) • Great Purge <p>Germany during the Interwar Period—Adolf Hitler</p> <ul style="list-style-type: none"> • Inflation and depression • Democratic government weakened • Anti-Semitism • Extreme nationalism • National Socialism (Nazism) • German occupation of nearby countries <p>Italy during the Interwar Period—Benito Mussolini</p> <ul style="list-style-type: none"> • Rise of fascism • Ambition to restore the glory of Rome • Invasion of Ethiopia 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.10e 11c (continued)

The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

- c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e. Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Japan during the Interwar Period— Hirohito and Hideki Tojo</p> <ul style="list-style-type: none"> • Militarism • Industrialization of Japan, leading to drive for raw materials • Invasion of Korea, Manchuria, and the rest of China 	

STANDARD WHII.11a 12a

The student will demonstrate knowledge of the worldwide impact of World War II by

- a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many economic and political causes led toward World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory.</p>	<p>What were the causes of World War II?</p> <p>What were the major events of World War II?</p> <p>Who were the major leaders of World War II?</p>	<p>Economic and political causes of World War II</p> <ul style="list-style-type: none"> • Aggression by totalitarian powers (Germany, Italy, Japan) • Nationalism • Failures of the Treaty of Versailles • Weakness of the League of Nations • Appeasement • Tendencies towards isolationism and pacifism in Europe and the United States <p>Major events of the war (1939-1945)</p> <ul style="list-style-type: none"> • German invasion of Poland • Fall of France • Battle of Britain • German invasion of the Soviet Union • Japanese attack on Pearl Harbor • D-Day (Allied invasion of Europe) • Atomic bombs dropped on Hiroshima and Nagasaki <p>Major leaders of the war</p> <ul style="list-style-type: none"> • Franklin D. Roosevelt—U.S. President • Harry Truman—U.S. President after death of President Roosevelt 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.11a 12a (continued)

The student will demonstrate knowledge of the worldwide impact of World War II by

- a) explaining economic and political causes, major events and leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Dwight D. Eisenhower—U.S. general Allied commander in <u>Europe</u> • Douglas MacArthur—U.S. general • George Marshall—U.S. general • Winston Churchill—British prime minister • Joseph Stalin—Soviet dictator • Adolf Hitler—Nazi dictator of Germany • Hideki Tojo—Japanese general • Hirohito—Emperor of Japan 	

STANDARD WHII.11b 12b

The student will demonstrate knowledge of the worldwide impact of World War II by
 b) examining the Holocaust and other examples of genocide in the twentieth century;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There had been a climate of hatred against Jews in Europe and Russia for centuries.</p> <p>Various instances of genocide have occurred throughout the twentieth century.</p>	<p>Why did the Holocaust occur?</p> <p>What are other examples of genocides in the twentieth century?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group <p>Elements leading to the Holocaust</p> <ul style="list-style-type: none"> • Totalitarianism combined with nationalism • History of anti-Semitism • Defeat in World War I and economic depression blamed on German Jews • Hitler’s belief in the master race • Final solution—Extermination camps, gas chambers <p>Examples of other genocides</p> <ul style="list-style-type: none"> • Armenians by leaders of the Ottoman Empire • Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin • The educated, artists, technicians, former government officials, monks, and minorities by Pol Pot in Cambodia • Tutsi minority by Hutu in Rwanda • Muslims and Croats by Bosnian Serbs in former Yugoslavia 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p><u>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</u></p> <p><u>Analyze trends in human migration and cultural interaction. (WHII.1e)</u></p>

STANDARD WHII.11e 12c

The student will demonstrate knowledge of the worldwide impact of World War II by

- c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948);

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.</p> <p><u>The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and the equal and inalienable rights of all members of the human family....”</u></p>	<p>What were the outcomes of World War II?</p> <p>What were the war crimes trials?</p> <p>How did the Allies promote reconstruction of the defeated powers?</p> <p>What were the international cooperative organizations created after World War II?</p>	<p>Outcomes of World War II</p> <ul style="list-style-type: none"> • European powers’ loss of empires • Establishment of two major powers in the world: The United States and the U.S.S.R. • War crimes trials • Division of Europe—Iron Curtain • Establishment of the United Nations • <u>The Universal Declaration of Human Rights</u> • Marshall Plan • Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact <p>Efforts for reconstruction of Germany</p> <ul style="list-style-type: none"> • Democratic government installed in West Germany and West Berlin • Germany and Berlin divided among the four Allied powers • Emergence of West Germany as economic power in postwar Europe 	<p>Use artifacts and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.11e 12c (continued)

The student will demonstrate knowledge of the worldwide impact of World War II by

- c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Efforts for reconstruction of Japan</p> <ul style="list-style-type: none"> • U.S. occupation of Japan under MacArthur's administration • Democracy and economic development • Elimination of Japanese offensive military capabilities; United States' guarantee of Japan's security • Emergence of Japan as dominant economy in Asia <p><u>International Cooperative Organizations</u></p> <ul style="list-style-type: none"> • <u>United Nations</u> • <u>North Atlantic Treaty Organization (NATO)</u> • <u>Warsaw Pact</u> <p><u>The Universal Declaration of Human Rights</u></p> <ul style="list-style-type: none"> • <u>Established and adopted by members of the United Nations</u> • <u>Provided a code of conduct for the treatment of people under the protection of their government</u> 	

STANDARD WHII.13a, b

The student will demonstrate knowledge of major events in the second half of the twentieth century by

- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
 b) assessing the impact of nuclear power on patterns of conflict and cooperation since 1945;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.</p> <p>The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.</p> <p>The presence of nuclear weapons influenced patterns of conflict and cooperation since 1945.</p> <p>Communism failed as an economic system in the Soviet Union and elsewhere.</p>	<p>What events led to the Cold War?</p> <p>What was the impact of nuclear weapons?</p> <p>What were the causes and consequences of the collapse of the Soviet Union?</p>	<p>Beginning of the Cold War (1945-1948)</p> <ul style="list-style-type: none"> • The Yalta Conference and the Soviet control of Eastern Europe • Rivalry between the United States and the U.S.S.R. • Democracy and the free enterprise system v. dictatorship and communism • President Truman and the Policy of Containment • Eastern Europe—Soviet satellite nations; the Iron Curtain <p>Characteristics of the Cold War (1948-1989)</p> <ul style="list-style-type: none"> • North Atlantic Treaty Organization (NATO) v. the Warsaw Pact • Korean Conflict • Vietnam War • Berlin and significance of Berlin Wall • Cuban Missile Crisis • Nuclear weapons and the theory of deterrence 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.12a, b 13a, b (continued)

The student will demonstrate knowledge of major events ~~and outcomes of the Cold War~~ in the second half of the twentieth century by

- a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
- b) assessing the impact of nuclear power on patterns of conflict and cooperation since 1945;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Collapse of Communism in the Soviet Union and Eastern Europe (1989-)</p> <ul style="list-style-type: none"> • Soviet economic collapse • Nationalism in Warsaw Pact countries • Tearing down of Berlin Wall • Breakup of U.S.S.R the Soviet Union. • Expansion of NATO 	

STANDARD WHII.12e 13c

The student will demonstrate knowledge of major events in the second half of the twentieth century by

- c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Japanese occupation of European colonies in Asia heightened demands for independence after World War II.</p> <p>After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.</p>	<p>How did the Cold War influence conflicts in Eastern Asia after World War II?</p> <p>What was the policy of containment?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Containment: Policy for preventing the expansion of communism <p>Conflicts and revolutionary movements in China</p> <ul style="list-style-type: none"> • Division of China into two nations at the end of the Chinese civil war • Chiang Kai-shek (Jiang Jieshi)—Nationalist China (island of Taiwan) • Mao Tse-tung (Mao Zedong)—Communist China (mainland China) • Continuing conflict between the two Chinas • Communist China’s participation in Korean Conflict <p>Conflicts and revolutionary movements in Vietnam</p> <ul style="list-style-type: none"> • Role of French Imperialism • Leadership of Ho Chi Minh • Vietnam as a divided nation • Influence of policy of containment • The United States and the Vietnam War • Vietnam as a reunited communist country today 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHIL.13d

The student will demonstrate knowledge of major events and outcomes of the Cold War by

- d) describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

Essential Understandings	Essential	Essential Knowledge	Essential Skills
<p><u>World leaders made major contributions to events in the second half of the twentieth century.</u></p>	<p><u>What role did Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping each play in major events in the second half of the twentieth century?</u></p>	<p><u>Indira Gandhi</u></p> <ul style="list-style-type: none"> • <u>Closer relationship between India and the Soviet Union during the Cold War</u> • <u>Developed nuclear program</u> <p><u>Margaret Thatcher</u></p> <ul style="list-style-type: none"> • <u>British Prime Minister</u> • <u>Opposed Soviet communism – “Iron Lady”</u> • <u>Free trade and less government regulation of business</u> • <u>Close relationship with United States and U.S. foreign policy</u> • <u>Asserted United Kingdom’s military power</u> <p><u>Mikhail Gorbachev</u></p> <ul style="list-style-type: none"> • <u>Glasnost and perestroika</u> • <u>Fall of the Berlin Wall</u> • <u>Last president of Soviet Union</u> • <u>Oversaw peaceful transition to democracy</u> <p><u>Deng Xiaoping</u></p> <ul style="list-style-type: none"> • <u>Reformed communist economy to market economy leading to rapid economic growth</u> • <u>Communist control of government continued</u> 	

STANDARD WHII.13a 14a

The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
 a) describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>British policies and the demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian sub-continent.</p> <p><u>The Republic of India, a democratic nation, developed after independence.</u></p>	<p>Who was a leader of the Indian independence movement, and what tactics did he use?</p> <p>What were the outcomes of the Indian independence movement?</p>	<p>Regional setting for the Indian independence movement</p> <ul style="list-style-type: none"> • Indian sub-continent • British India • India • Pakistan (former West Pakistan) • Bangladesh (former East Pakistan) • Sri Lanka (former Ceylon) <p>Evolution of the Indian independence movement</p> <ul style="list-style-type: none"> • British rule in India • <u>Indian National Congress</u> • Leadership of Mohandas Gandhi • Role of civil disobedience and passive resistance • Political division along Hindu-Muslim lines, Pakistan/India • <u>Republic of India</u> <ul style="list-style-type: none"> - <u>World’s largest democratic nation</u> - <u>Federal system gives many powers to the state</u> <p>Indian Democracy</p> <ul style="list-style-type: none"> • <u>Jawaharlal Nehru - a close associate of Gandhi, supported western style industrialization</u> • <u>Ethnic and religious differences caused problems in the development of India as a democratic nation</u> • <u>New economic development has helped to ease financial problems of the nation</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.13b 14b

The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
 b) describing Africa’s achievement of independence, including Kenyatta’s leadership of Kenya and Mandela’s role in South Africa;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.</p>	<p>Why did independence movements in Africa gain success after World War II?</p> <p>What was Kenyatta’s leadership role in Kenya?</p> <p><u>What was Nelson Mandela’s leadership role in South Africa?</u></p>	<p>The independence movement in Africa</p> <ul style="list-style-type: none"> • Right to self-determination (U.N. charter) • Peaceful and violent revolutions after World War II • Pride in African cultures and heritage • Resentment toward imperial rule and economic exploitation • Loss of colonies by Great Britain, France, Belgium, and Portugal <p>Influence of superpower rivalry during the Cold War</p> <p>Examples of independence movements and subsequent development efforts</p> <ul style="list-style-type: none"> • West Africa—Peaceful transition • Algeria—War for Independence from France • Kenya (Britain)—Violent struggle under leadership of Kenyatta • South Africa—Black South Africans’ struggle against apartheid led by <u>Nelson Mandela, who became the first black President of the Republic of South Africa.</u> 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p>

STANDARD WHII.13e 14c

The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by
 c) describing the end of the mandate system and the creation of states in the Middle East including the role of Golda Meir and Gamal Abdul Nasser.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East.</p>	<p>What were the results of the United Nations' decision to end the mandate system in terms of states created (locations) and their subsequent problems?</p> <p><u>What was the role of Golda Meir and Gamal Abdul Nasser in the creation of the states in the Middle East?</u></p>	<p>Mandates in the Middle East</p> <ul style="list-style-type: none"> • Established by the League of Nations • Granted independence after World War II • Resulted in Middle East conflicts created by religious differences <p>French Mandates in the Middle East</p> <ul style="list-style-type: none"> • Syria • Lebanon <p>British Mandates in the Middle East</p> <ul style="list-style-type: none"> • Jordan (originally Transjordan) • Palestine (part became independent as the State of Israel) <p>Golda Meir</p> <ul style="list-style-type: none"> • <u>Prime Minister of Israel</u> • <u>Led Israel to victory in Yom Kippur War</u> • <u>Sought support of United States</u> <p>Gamal Abdul Nasser</p> <ul style="list-style-type: none"> • <u>President of Egypt</u> • <u>Won Suez Canal from Britain</u> • <u>Established relationship with Soviet Union</u> • <u>Built Aswan High Dam</u> 	<p>Identify geographic features important to the study of world history. (WHII.1c)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.14a 15a

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

a) describing their beliefs, sacred writings, traditions, and customs;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Five world religions have had a profound impact on culture and civilization.</p>	<p>What are some characteristics of the five major world religions?</p>	<p>Judaism</p> <ul style="list-style-type: none"> • Monotheism • Ten Commandments of moral and religious conduct • Torah—Written record and beliefs of Hebrews <p>Christianity</p> <ul style="list-style-type: none"> • Monotheism • Jesus as Son of God • Life after death • New Testament—Life and teachings of Jesus • Establishment of Christian doctrine by early church councils <p>Islam</p> <ul style="list-style-type: none"> • Monotheism • Muhammad the prophet • <u>Qur'an</u> / Koran • Five Pillars of Islam • Mecca and Medina 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p>

STANDARD WHII.14a 15a (continued)

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

a) describing their beliefs, sacred writings, traditions, and customs;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Buddhism</p> <ul style="list-style-type: none"> • Founder - Siddhartha Gautama (Buddha) • Four Noble Truths • Eightfold Path to Enlightenment • Spread of Buddhism from India to China and other parts of Asia, resulting from Asoka's missionaries and their writings <p>Hinduism</p> <ul style="list-style-type: none"> • Many forms of one deity • Caste system • Reincarnation • Karma - Future reincarnation based on present behavior 	

STANDARD WHII.14b 15b

The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
b) locating the geographic distribution of religions in the contemporary world.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p>	<p>Where are the followers of the five world religions concentrated?</p>	<p>Geographical distribution of world’s major religions</p> <ul style="list-style-type: none"> • Judaism—Concentrated in Israel and North America • Christianity —Concentrated in Europe, North and South America • Islam—Concentrated in the Middle East, Africa, and Asia • Hinduism—Concentrated in India • Buddhism—Concentrated in East and Southeast Asia 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.15a 16a

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Both developed and developing nations face many challenges. These include migrations, ethnic and religious conflict, and new technologies.</p>	<p>What are some challenges faced by the contemporary world?</p> <p>What new technologies have created opportunities and challenges?</p>	<p>Migrations of refugees and others</p> <ul style="list-style-type: none"> • Refugees as an issue in international conflicts • Migrations of “guest workers” to European cities <p>Ethnic and religious conflicts</p> <ul style="list-style-type: none"> • Middle East • Northern Ireland • Balkans • <u>Horn of Africa</u> • <u>South Asia</u> <p>Impact of new technologies</p> <ul style="list-style-type: none"> • Widespread but unequal access to computers and instantaneous communications • Genetic engineering and bioethics 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.15b 16b

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.</p> <p>Economic development and the rapid growth of population are having an impact on the environment.</p> <p>Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.</p>	<p>How does the developing world compare with the developed world in terms of economic, social, and population characteristics?</p> <p>What impact are economic development and rapid population growth having on the environment?</p> <p>What are the links between economic development and political freedom?</p>	<p>Contrasts between developed and developing nations</p> <ul style="list-style-type: none"> • Geographic locations of major developed and developing countries • Economic conditions • Social conditions (literacy, access to health care) • Population size and rate of growth <p>Factors affecting environment and society</p> <ul style="list-style-type: none"> • Economic development • Rapid population growth <p>Environmental challenges</p> <ul style="list-style-type: none"> • Pollution • Loss of habitat • Ozone depletion • <u>Global climate change</u> <p>Social challenges</p> <ul style="list-style-type: none"> • Poverty • Poor health • Illiteracy • Famine • Migration 	<p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.15b 16b (continued)

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Relationship between economic and political freedom</p> <ul style="list-style-type: none"> Free market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea. 	

STANDARD WHII.15e 16c

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations.</p>	<p>How is economic interdependence changing the world?</p>	<p>Economic interdependence</p> <ul style="list-style-type: none"> • Role of rapid transportation, communication, and computer networks • Rise and influence of multinational corporations • Changing role of international boundaries • Regional integration (European Union) • Trade agreements—North American Free Trade Agreement (NAFTA), World Trade Organization (WTO) • International organizations—United Nations (UN), International Monetary Fund (IMF) 	<p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history. (WHII.1a)</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past. (WHII.1b)</p> <p>Identify and compare contemporary political boundaries with the location of civilizations, empires, and kingdoms. (WHII.1d)</p> <p>Analyze trends in human migration and cultural interaction. (WHII.1e)</p>

STANDARD WHII.15d 16d

The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by
 d) analyzing the increasing impact of terrorism.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Both developed and developing nations of the world have problems that are brought about by inequities in their social, cultural, and economic systems.</u></p> <p><u>Some individuals choose to deal with these unequal conditions through the use of terrorist activities.</u></p> <p><u>Terrorism is the use of violence and threats to intimidate and coerce for political reasons.</u></p> <p><u>A major cause of terrorism is religious extremism.</u></p>	<p><u>What are examples of international terrorism in our world today that have impacted developed and developing nations?</u></p> <p><u>How has terrorism impacted developed and developing nations in the contemporary world?</u></p>	<p><u>Examples of International Terrorism</u></p> <ul style="list-style-type: none"> • <u>Munich Olympics</u> • <u>Terrorist attacks in the United States (9/11/2001) – motivated by extremism (Osama bin Laden).</u> • <u>Car bombings</u> • <u>Suicide bombers</u> • <u>Airline hijackers</u> <p><u>Selected regions that have experienced terrorist activities</u></p> <ul style="list-style-type: none"> • <u>Middle East</u> • <u>Europe</u> • <u>North America</u> <p><u>Governmental responses to terrorist activities</u></p> <ul style="list-style-type: none"> • <u>Surveillance and privacy rights</u> • <u>Security at ports and airports</u> • <u>Identification badges and photos</u> 	



Draft

Curriculum Framework

World Geography

STANDARD WG.1a

The student will use maps, globes, satellite images, photographs, or and pictures diagrams in order to
 a) obtain geographical information about the world's countries, cities, and environments;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Using a variety of sources supports the process of geographic inquiry.</p> <p>Latitude and longitude define absolute location.</p> <p>Relative location describes the spatial relationships between and among places.</p> <p>Areas can be represented using a variety of scales.</p> <p>The amount of detail shown on a map is dependent on the scale used.</p> <p>Compass rose (directional indicator) identifies map orientation.</p> <p><u>Geographic information may be acquired from a variety of sources.</u></p> <p><u>Geographic information supports the process of inquiry into the nature of countries, cities, and environments.</u></p> <p><u>Using a variety of sources supports the process of geographic inquiry.</u></p>	<p>How does using a variety of sources support the process of geographic inquiry?</p> <p>What are some uses of latitude and longitude?</p> <p>How is relative location used to describe places?</p> <p>Why are different scales necessary for developing map representations?</p> <p>Why is a compass rose (directional indicator) necessary on a map?</p>	<p>Concepts</p> <ul style="list-style-type: none"> • Scale <ul style="list-style-type: none"> – Latitude – Longitude • Relative location • Orientation • Map distortion • Map projections <ul style="list-style-type: none"> – Mercator – Robinson – polar <p>Variety of sources</p> <ul style="list-style-type: none"> • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Data bases • Primary sources • <u>Diagrams</u> 	<p>Use compass rose to identify and use cardinal directions.</p> <p>Locate places using latitude/longitude on maps and globes.</p> <p>Gather, classify, and interpret information.</p> <p>Compare maps of different scales.</p> <p><u>Select the appropriate geographic information sources to draw conclusions.</u></p>

STANDARD WG.1b

The student will use maps, globes, satellite images, photographs, or and pictures diagrams in order to
 b) apply the concepts of location, scale, map projection, or orientation;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Using a variety of sources supports the process of geographic inquiry.</p> <p>Latitude and longitude define absolute location.</p> <p>Relative location describes the spatial relationships between and among places.</p> <p>Areas can be represented using a variety of scales.</p> <p>The amount of detail shown on a map is dependent on the scale used.</p> <p>Compass rose (directional indicator) identifies map orientation.</p> <p><u>A directional indicator (e.g., compass rose) identifies map orientation.</u></p> <p><u>Maps distort spatial relationships when compared with the globe.</u></p>	<p>How does using a variety of sources support the process of geographic inquiry?</p> <p>What are some uses of latitude and longitude?</p> <p>How is relative location used to describe places?</p> <p>Why are different scales necessary for developing map representations?</p> <p>Why is a <u>compass rose-directional indicator</u> (<u>directional indicator (e.g., compass rose)</u>) necessary on a map?</p> <p><u>How do maps distort spatial relationships when compared with the globe?</u></p>	<p>Concepts</p> <ul style="list-style-type: none"> • Scale • <u>Absolute location</u> <ul style="list-style-type: none"> – Latitude – Longitude • Relative location • Orientation • <u>Map distortion</u> • <u>Map projections</u> <ul style="list-style-type: none"> – <u>Mercator</u> – <u>Robinson</u> – <u>Polar</u> <p>Variety of sources</p> <ul style="list-style-type: none"> • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Data bases • Primary sources 	<p>Use compass rose to identify and use cardinal directions.</p> <p>Locate places using latitude/longitude on maps and globes.</p> <p>Compare maps of different scales.</p> <p>Gather, classify, and interpret information.</p>

STANDARD WG.1bc

The student will use maps, globes, photographs, and pictures in order to

c) develop and refine his or her mental maps of world regions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Mental maps are based on objective knowledge and subjective perceptions.</p> <p>People develop and refine their mental maps through both personal experience and learning.</p> <p>Mental maps serve as indicators of how well people know the spatial characteristics of certain places.</p>	<p>How do people use mental maps to organize information?</p> <p>How are perceptions reflected in mental maps?</p> <p>How can mental maps be developed and refined?</p>	<p>Uses of mental maps</p> <ul style="list-style-type: none"> • Carry out daily activities (e.g., route to school, shopping) • Give directions to others • Understand world events <p>Ways mental maps can be developed and refined</p> <ul style="list-style-type: none"> • Comparing sketch maps to maps in atlases or other resources • Describing the location of places in terms of reference points (e.g., the equator, prime meridian) • Describing the location of places in terms of geographic features and land forms (e.g., west of the Mississippi River, north of the Gulf of Mexico) • Describing the location of places in terms of the human characteristics of a place (e.g., languages, types of housing, dress, recreation, customs and traditions) 	<p>Locate places on maps and globes.</p> <p>Interpret maps and globes.</p> <p>Draw maps from memory.</p> <p>Evaluate information.</p>

STANDARD WG.1d

The student will use maps, globes, satellite images, photographs, or diagrams to

d) create and compare political, physical, and thematic maps;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A map is a visual representation of geographic information.</p>	<p>What are ways that maps show information?</p> <p>What are the major types of thematic maps?</p>	<p>Standard ways that maps show information</p> <ul style="list-style-type: none"> • Symbols • Color • Lines • Boundaries • Contours <p>Types of thematic maps</p> <ul style="list-style-type: none"> • Population (e.g., distribution and density) • Economic activity • Resource • Language • Ethnicity • Climate • Precipitation • Vegetation • Physical • Political 	<p>Select the appropriate geographic resource to draw conclusions.</p> <p>Compare and contrast information found on different types of maps.</p> <p>Compare maps and make inferences.</p> <p>Draw conclusions and make inferences about data.</p> <p>Identify and interpret regional patterns on maps.</p>

STANDARD WG.1e

The student will use maps, globes, photographs, and pictures in order to

- e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions; ~~develop different perspectives on the world and its problems~~;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps <u>and other visual images</u> reflect change over time.</p>	<p>How do maps reflect changes over time?</p> <p><u>How are maps and other visual images used to present a particular bias (positive or negative) about an area of the earth's surface?</u></p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Map of Columbus' time • <u>Map of the world today</u> • Satellite images • GIS (Geographic Information Systems) <p>Place names</p> <ul style="list-style-type: none"> • Formosa, Taiwan, Republic of China • Palestine, Israel, Occupied Territories <p>Boundaries</p> <ul style="list-style-type: none"> • Africa—1914, 1990s • Europe—Before World War II and after World War II; since 1990 • Russia and the former Soviet Union • Middle East—Before 1948, after 1967 <p>Perspectives of place names</p> <ul style="list-style-type: none"> • Arabian Gulf v. Persian Gulf • Sea of Japan v. East Sea • Middle East v. North Africa and Southwest Asia 	<p>Compare maps and make inferences.</p> <p>Interpret the idea, concepts, or events expressed by a cartoon, picture, or other graphic media.</p> <p>Compare and contrast information found on different types of maps.</p>

STANDARD WG.1e (continued)

The student will use maps, globes, photographs, and pictures in order to

- e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions; ~~develop different perspectives on the world and its problems.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Disputed areas</p> <ul style="list-style-type: none"> • Korea • Western Sahara • Former Yugoslavia • Kashmir 	

STANDARD WG.1c

~~The student will use maps, globes, photographs, and pictures in order to
e) — recognize different map projections and explain the concept of distortion.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>All maps are distorted representations of the Earth's surface.</p> <p>Different map projections are developed for specific purposes.</p>	<p>Why are all map projections distorted?</p> <p>What are ways in which specific projections are used to represent data?</p>	<p>Selected map projections</p> <ul style="list-style-type: none"> • Mercator • Polar • Robinson <p>Aspects of the Earth that can be distorted</p> <ul style="list-style-type: none"> • Area • Shape • Distance • Direction <p>Uses of projections</p> <ul style="list-style-type: none"> • Mercator—Ship navigation • Polar—Airline navigation • Robinson—Data representation 	<p>Identify and explain distortions in map projections.</p> <p>Identify regional patterns on maps and globes.</p> <p>Interpret regional patterns on maps and globes.</p>

STANDARD WG.2a

The student will analyze how selected physical and ecological processes shape the Earth’s surface by
a) identifying regional climatic patterns and weather phenomena and their effects on people and places;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Climate is defined by certain characteristics.</p> <p>Climate patterns result from the interplay of common elements.</p> <p>Climate regions have distinctive vegetation.</p> <p>Certain weather phenomena are unique to specific regions.</p> <p>Climate and weather phenomena affect how people live in different regions.</p>	<p>What are the common characteristics that define climate?</p> <p>What are the elements that influence regional climate patterns?</p> <p>What vegetation is characteristic of key climate zones?</p> <p>Where do specific types of weather phenomena occur?</p> <p>What effects do climate and weather phenomena have on people living in different regions?</p>	<p>Climate characteristics</p> <ul style="list-style-type: none"> • Temperature • Precipitation • Seasons (hot/cold; wet/dry) <p>Climate elements</p> <ul style="list-style-type: none"> • Influence of latitude • Influence of winds • Influence of elevation • Proximity to water <p>World climate regions</p> <ul style="list-style-type: none"> • Low latitudes—e.g., tropical wet, tropical wet and dry, arid, semiarid, highland • Middle latitudes—e.g., semiarid, arid, Mediterranean (dry summer subtropical) humid continental, marine west coast, highland • High latitudes—e.g., subarctic, tundra (subpolar), icecap <p>Vegetation regions</p> <ul style="list-style-type: none"> • Rain forest • Savanna • Desert • Steppe • Middle latitude forests • Taiga • Tundra 	<p>Compare maps and make inferences.</p> <p>Interpret the idea, concepts, or events expressed by pictures, or other graphic media.</p> <p>Apply latitude to identify climate zones.</p> <p>Interpret charts, diagrams, and climographs.</p> <p>Select the appropriate geographic resource to draw conclusions.</p>

STANDARD WG.2a (continued)

The student will analyze how selected physical and ecological processes shape the Earth's surface by
 a) identifying regional climatic patterns and weather phenomena and their effects on people and places;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Weather phenomena</p> <ul style="list-style-type: none"> • Monsoons—South and Southeast Asia • Typhoons—Pacific Oceans • Hurricanes—Atlantic Ocean • Tornadoes—United States <p>Effects of climate</p> <ul style="list-style-type: none"> • Crops • Clothing • Housing • Natural hazards 	

STANDARD WG.2b

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

b) describing how humans influence the environment and are influenced by it;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Physical and ecological processes shape the Earth's surface.</p> <p>Humans both influence and are influenced by their environment.</p>	<p>How have physical and ecological processes shaped the Earth's surface?</p> <p>What are some ways humans influence their environment?</p> <p>How are humans influenced by their environment?</p>	<p>Physical and ecological processes</p> <ul style="list-style-type: none"> • Earthquakes • Floods • Volcanoes • Erosion • <u>Deposition</u> <p>Human impact on environment</p> <p><i>Water diversion/management</i></p> <ul style="list-style-type: none"> • Aral Sea • Colorado River • Aswan High Dam • Canals • Reservoirs • Irrigation <p><i>Changing landscapes</i></p> <ul style="list-style-type: none"> • Agricultural terracing (e.g., China, Southeast Asia) • Polders (e.g., Netherlands) • Deforestation (e.g., Nepal, Brazil, Malaysia) • Desertification (e.g., Africa, Asia) <p><i>Environmental changes</i></p> <ul style="list-style-type: none"> • Acid rain (e.g., forests in Germany, Scandinavia, China and Eastern North America) • Pollution (e.g., Mexico City, Chernobyl, oil spills) 	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p>

STANDARD WG.2c

The student will analyze how selected physical and ecological process shape the Earth's surface by

c) explaining how technology affects one's ability to modify the environment and adapt to it.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Technology has expanded people's capability to modify and adapt to their physical environment.</p>	<p>How has the use of technology expanded the capacity of people to modify and adapt to their environment?</p>	<p>Influence of technology</p> <ul style="list-style-type: none"> • Agriculture (e.g., fertilizers, mechanization) • Energy usage (e.g., fossil fuels, nuclear) • Transportation (e.g., road building, railways) • Automobiles (e.g., parking lots, suburbs) • Airplanes (e.g., airport expansion, noise) <p>Environmental impact on humans</p> <ul style="list-style-type: none"> • Settlement patterns • Housing materials • Agricultural activity • Types of recreation • Transportation patterns 	<p>Draw conclusions and make inferences about data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p>

STANDARD WG.3a

The student will apply the concept of a region by

a) explaining how characteristics of regions have led to regional labels;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Regions are areas of Earth's surface which share unifying characteristics.</p> <p>Regions may be defined by physical or cultural characteristics.</p> <p>Regional labels may reflect changes in people's perceptions.</p>	<p>Why do geographers create and use regions as organizing concepts?</p> <p>What are some examples of physical and cultural regions?</p> <p>What are some examples of regional labels that reflect changes in perceptions?</p>	<p>Regions are used to simplify the world for study and understanding.</p> <p>Physical regions</p> <ul style="list-style-type: none"> • Sahara • Taiga • Rainforest • Great Plains • Low Countries <p>Cultural regions</p> <ul style="list-style-type: none"> • Language <ul style="list-style-type: none"> – Latin America – Francophone world • Ethnic <ul style="list-style-type: none"> – Chinatowns – Kurdistan • Religion <ul style="list-style-type: none"> – Islam – Buddhism • Economic <ul style="list-style-type: none"> – Wheat Belts – European Union (EU) • Political <ul style="list-style-type: none"> – North Atlantic Treaty Organization (NATO) – African Union (AU) 	<p>Locate areas (regions) on maps and globes.</p> <p>Interpret regional patterns on maps and globes.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p>

STANDARD WG.3a (continued)

The student will apply the concept of a region by

a) explaining how characteristics of regions have led to regional labels;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none">• Changes in perceptions<ul style="list-style-type: none">– Middle East– Sun Belt– Rust Belt	

STANDARD WG.3b

The student will apply the concept of a region by

b) explaining how regional landscapes reflect the physical environment and the characteristics of their inhabitants;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Regional landscapes reflect cultural characteristics of their inhabitants.</u></p> <p><u>Regional lanscapes are influenced by climate and underlying geology.</u></p> <p><u>Regional landscapes are influenced by the cultural, economic, and political characteristics of their inhabitants.</u></p>	<p><u>How do regional landscapes reflect cultural characteristics of their inhabitants?</u></p> <p><u>How does the appearance of the landscape reflect the physical environment?</u></p> <p><u>How does the appearance of the landscape reflect the characteristics of the inhabitants?</u></p>	<p><u>Physical characteristics</u></p> <ul style="list-style-type: none"> • <u>Climate affects types of natural vegetation.</u> • <u>Landforms affect transportation, population distribution, and the locations of cities.</u> <p><u>Cultural characteristics</u></p> <ul style="list-style-type: none"> • Architectural structures <ul style="list-style-type: none"> – Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas) – Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe) • Statues and monuments of local, national, or global significance <ul style="list-style-type: none"> – Taj Mahal (India) – Kaaba (Mecca) – Western Wall (Jerusalem) – Dome of the Rock (Jerusalem) – Church of the Holy Sepulcher (Jerusalem) – Pyramids (Egypt) – Kremlin (Moscow) – Eiffel Tower (Paris) – Virginia State Capitol Building – Washington Monument – White House – Lincoln Memorial – Statue of Liberty 	<p>Gather, classify, and interpret information.</p> <p>Analyze photographs and pictures and make inferences.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD WG.3c

The student will apply the concept of a region by

c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Cultural differences can link or divide regions.</p>	<p>How can cultural characteristics link or divide regions?</p>	<p>Language</p> <ul style="list-style-type: none"> • Arab world—Arabic • Hispanic America—Spanish • Brazil—Portuguese • Canada—French/English • Switzerland—Multiple languages • English—World language <p>Ethnic heritage</p> <ul style="list-style-type: none"> • Yugoslavia—Serbs, Croats, Bosnians, Albanians • Burundi and Rwanda—Hutus and Tutsis • United States, Switzerland—Unity in multiple ethnic countries • Korea and Japan—Predominantly single ethnicity • Cyprus—Greeks and Turks <p>Religion as a unifying force</p> <ul style="list-style-type: none"> • Hinduism • Buddhism • Judaism • Christianity • Islam 	<p>Identify and interpret regional patterns on maps.</p> <p>Explain cause and effect relationships.</p> <p>Compare and contrast differing sets of ideas, beliefs, and behaviors.</p> <p>Draw conclusions and make generalizations about information.</p>

STANDARD WG.3c (continued)

The student will apply the concept of a region by

c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Religion as a divisive force</p> <ul style="list-style-type: none"> • Conflicts between Hindus and Muslims in Pakistan and India • Conflicts between Catholics and Protestants in Northern Ireland • Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site • <u>Conflicts between Sunni and Shi'a</u> 	

STANDARD WG.4

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The development of a region is influenced by many factors, including physical, economic and cultural characteristics.</p> <p>The interaction of humans with their environment affects the development of a region.</p> <p>Different criteria may be used to determine a country’s relative importance.</p> <p>Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.</p>	<p>In what ways do physical, economic, and cultural characteristics influence regional development?</p> <p>What are some ways that human interaction with the environment affects the development of a region?</p> <p>What are some criteria that may be used to determine a country’s relative importance?</p> <p>What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries?</p>	<p>See attached charts for specific information concerning physical, economic, and cultural characteristics.</p> <p>Human interaction with environment</p> <ul style="list-style-type: none"> • Deforestation—Amazon Basin, Nepal, Malaysia • Acid rain—Black Forest • Decreased soil fertility—Aswan High Dam <p>Criteria for determining relative importance</p> <ul style="list-style-type: none"> • GDP (Gross Domestic Product) • Land size • Population size • Resources <p>Impact of physical elements <i>Example: Water</i></p> <ul style="list-style-type: none"> • Rio Grande—Boundary • Ob River—Flows northward into Arctic Ocean • Zambezi River—Water power • Ganges and Brahmaputra rivers—Flood hazard 	<p>Explain charts comparing two or more concepts.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Identify and locate regions, continents, oceans, and major features on maps and globes.</p>

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>Example: Mountains</i></p> <ul style="list-style-type: none"> • Rocky Mountains—Create rain shadows on leeward slopes • Himalayas—Block moisture to create steppes and deserts in Central Asia 	

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Latin America and the Caribbean Mexico and Central America: Mexico, Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama</p> <p>South America: Colombia, Venezuela, Guyana, Suriname, French Guiana, Ecuador, Peru, Bolivia, Brazil, Paraguay, Argentina, Uruguay, Chile</p> <p>Caribbean: Cuba, Haiti, Jamaica, Dominican Republic, Puerto Rico (U.S.)</p>	<p>Latin America and the Caribbean</p> <ul style="list-style-type: none"> • Major mountain ranges—Andes, Sierra Madres • <u>Wildlife migration patterns, e.g., Monarch butterflies, hummingbirds</u> • Rainforests • Coastal desert—Atacama • Reversed seasons south of the equator • Amazon River Basin • Grasslands: <i>pampas, llanos</i> • Tropical climates predominant • Volcanoes and earthquakes • Archipelagoes • Vertical zonation (<i>tierra caliente, tierra templada, tierra fria</i>) 	<p>Latin America and the Caribbean</p> <ul style="list-style-type: none"> • Diverse economies • Subsistence farming • Plantation agriculture • Slash and burn agriculture • Cash crops and food crops • Haciendas • Cattle ranges, gauchos • Deforestation • Destruction of rainforests • Oil resources, Ecuador, Venezuela, and Mexico • Heavy smog, pollution—Mexico City • Disparity of income distribution • North American Free Trade Agreement (NAFTA)—Mexico, Canada, United States. • Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil) 	<p>Latin America and the Caribbean</p> <ul style="list-style-type: none"> • Indian civilizations • African traditions • Influence of European colonization • Predominance of Roman Catholic religion • Rigid social structure • Mestizos • Location of settlements: coastal in South America • Megacities, squatter settlements • Rapid population growth • Out-migration <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> • Music—African influences, calypso, steel drum bands, reggae • Traditional dances • Spanish, Portuguese languages <p><i>Cultural landscapes</i></p> <ul style="list-style-type: none"> • Pyramids, cathedrals • Haciendas, <i>ejidos</i> (communal land) • Machu Picchu • Tikal

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Mexico City • Rio de Janeiro • Buenos Aires • Santiago

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Europe Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> • <u>Norway</u> • Switzerland • Luxembourg • Sweden <p><i>Land size</i></p> <ul style="list-style-type: none"> • Ukraine • France • Spain <p><i>Population</i></p> <ul style="list-style-type: none"> • Germany • United Kingdom • Italy • France 	<p>Europe</p> <ul style="list-style-type: none"> • Part of large landmass called Eurasia • Peninsulas <ul style="list-style-type: none"> – Iberian – Italian – Scandinavian – Jutland – <u>Balkan</u> • Islands <ul style="list-style-type: none"> – Great Britain – Ireland – Sicily – <u>Iceland</u> • Fjords • Mountains <ul style="list-style-type: none"> – Alps – Pyrenees • North European plain • Rivers <ul style="list-style-type: none"> – Danube – Rhine – Seine – Volga • Seas <ul style="list-style-type: none"> – Adriatic – Aegean – Mediterranean – Baltic – Black – North 	<p>Europe</p> <ul style="list-style-type: none"> • Mountain regions—Tourism, recreation, and mineral resources • Areas threatened by air and water pollution <ul style="list-style-type: none"> – Forests (Black Forest) – Cities (Venice) – Rivers (Rhine, Danube, Seine) • Development of industrial and transportation centers near mineral deposits, coal and iron ore <ul style="list-style-type: none"> – Ruhr valley – Po valley • Rivers and canals serving as major transportation links • Oil reserves in the North Sea • Well-educated work force—Industrial and technological societies, banking in Switzerland • Advanced farming techniques, high crop yields, fertile soils, black earth (<i>chernozem</i>) • Well-developed infrastructure • The Chunnel • Differences in Western and Eastern European industrial development due to differing economic systems in prior years • European Union 	<p>Europe</p> <ul style="list-style-type: none"> • Birthplace of Industrial Revolution • Many ethnic groups—Languages, religions, customs • Sporadic conflict among groups (wars, revolutions) • Birthplace of western democracy <u>democracy</u> <u>culture</u> — Greece and Rome • Spread of European culture to many other parts of the world (exploration, colonization, imperialism) • Highly urbanized • One of the world’s most densely populated areas • North Atlantic Treaty Organization (NATO) <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Berlin • London • Paris • Madrid • Rome • Athens • Warsaw

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> • Oceans <ul style="list-style-type: none"> – Atlantic – Arctic • Strait of Gibraltar • Varied climate regions—Tundra to Mediterranean • Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates 	<ul style="list-style-type: none"> • Trade important, especially to island nations; interdependence • Large role of government in some economies (Sweden and Denmark). • Replacement of communism with capitalism in Eastern Europe • Reclaimed land—Polders in Netherlands • Demographics typical of developed economies <ul style="list-style-type: none"> – High per capita GDP – High life expectancy – Low population growth rate – Low infant mortality – Low percentage of population under age 15 – High literacy rate 	<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower • Colosseum, Leaning Tower of Pisa, St. Peter's Basilica • Parthenon • Westminster Abbey, Big Ben • Windmills • Castles

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>United States and Canada United States Canada</p>	<p>United States and Canada</p> <ul style="list-style-type: none"> • Abundant natural resources • Continental Divide • Rivers <ul style="list-style-type: none"> – Mississippi – St. Lawrence – Colorado – Columbia – Rio Grande • Other water features <ul style="list-style-type: none"> – Gulf of Mexico – Great Lakes – Arctic Ocean – Pacific Ocean – Atlantic Ocean – Hudson Bay • Land forms <ul style="list-style-type: none"> – Aleutian Islands – Hawaiian archipelago – Appalachian Mountains – Pacific Coastal Ranges – Basin and Range – Rocky Mountains – Great Plains – Interior lowlands – Atlantic and Gulf coastal plains – Canadian Shield – Grand Canyon – <u>Columbia Plateau</u> – <u>Colorado Plateau</u> 	<p>United States and Canada</p> <ul style="list-style-type: none"> • Major exporters of technology, consumer goods, information systems, and foodstuff • Highly developed infrastructures • Highly diversified economies • Rich supply of mineral, energy, and forest resources • North American Free Trade Agreement (NAFTA) • Multinational corporations • Center of world financial markets (New York Stock Exchange) • Sustained economic growth • Widening gap between rich and poor • Export of U.S. culture via the global marketplace (e.g., McDonald’s, Coca-Cola, music, blue jeans) 	<p>United States and Canada</p> <ul style="list-style-type: none"> • Colonized by the Europeans • Multicultural societies • Increasingly diverse populations • High literacy rates • High standard of living • Highly urbanized • Canada’s struggle to maintain a national identity • Highly mobile populations • World’s longest unfortified border between the United States and Canada • Democratic forms of government • Arts that reflect the cultural heritage of multicultural societies • North Atlantic Treaty Organization (NATO) <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Toronto • Montreal • Ottawa • Québec • Vancouver, British Columbia • Washington, D.C. • Chicago • New York City • Los Angeles • Houston

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> • Varied climate regions—Ranging from tundra in Alaska to tropical wet in Hawaii 		<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • U.S. Capitol building • Golden Gate Bridge • Independence Hall • St. Louis Gateway Arch • Wheat fields • Skyscrapers, shopping malls • Bilingual signs • Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>North Africa and Southwest Asia (Middle East) Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population) <i>GDP</i></p> <ul style="list-style-type: none"> • Kuwait • United Arab Emirates • Qatar • Israel <p><i>Land Size</i></p> <ul style="list-style-type: none"> • Algeria • Saudi Arabia • Libya <p><i>Population</i></p> <ul style="list-style-type: none"> • Iran • Turkey • Egypt 	<p>North Africa and Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> • Crossroads of Europe, Africa, and Asia • Desert and semiarid climates—Sahara, <i>sahel</i>, steppes • Mountains <ul style="list-style-type: none"> – Atlas – Taurus – Zagros • Water Features <ul style="list-style-type: none"> – Mediterranean Sea – Red Sea – Black Sea – Arabian Sea – Persian/Arabian Gulf – Strait of Hormuz – Bosphorus Strait – Dardanelles Strait – Nile River – Tigris River – Euphrates River – Jordan River • Seasonal flooding, alluvial soils, delta regions, oases, wadis 	<p>North Africa and Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> • Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism) • Major producers of world’s oil • Oil revenues—Positive and negative effects • Water—The region’s most precious resource • Great variation in standard of living—Ranging from relatively high to poverty-stricken • Regional conflicts, political unrest that affects tourism • Aswan High Dam—Positive and negative effects • Suez Canal—Enhanced shipping routes in the region • Guest workers • Trade important to region from earliest time • Wide range of per capita income and levels of development • Contemporary trade routes (sea lanes) • Organization of Petroleum Exporting Countries (OPEC) 	<p>North Africa and Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> • Rapid urbanization • Modernization centered in urban areas while traditional life continues in rural areas • Large percentage of population under age 15 • Population unevenly distributed • Arab countries and Arabic language • Non-Arab countries: Turkey, Iran, Israel • Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam • Conflict over Palestine • Nomadic lifestyles • Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs) <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Baghdad • Cairo • Istanbul • Jerusalem • Mecca • Tehran

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Mosques, minarets • Church of the Holy Sepulcher • Hagia Sophia • Bazaars, <i>suqs</i> • Western Wall • Dome of the Rock • Kaaba • Pyramids • Oil rigs • Walled cities

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Sub-Saharan Africa Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> • South Africa • Gabon • Botswana <p><i>Land Size</i></p> <ul style="list-style-type: none"> • Democratic Republic of Congo • Sudan • Chad • Mozambique • Madagascar <p><i>Population</i></p> <ul style="list-style-type: none"> • Nigeria • Ethiopia • Democratic Republic of Congo • <u>South Africa</u> • Tanzania • Kenya 	<p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> • Continent composed of a huge plateau, escarpments • River transportation impeded by waterfalls and rapids • Location of equator through middle of region; similar climate patterns north and south of the equator • Smooth coastline; few harbors • Large number of landlocked states • Storehouse of mineral wealth • Limited fertility of rainforest soils • Kalahari and Namib Deserts • Bodies of water <ul style="list-style-type: none"> – Nile River – Zambezi River – Niger River – Congo River – Atlantic Ocean – Indian Ocean – Red Sea – Lake Victoria – Lake Tanganyika • Nature preserves and national parks 	<p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> • Large percentage of population engaged in agriculture (primary activity) • Subsistence agriculture • Nomadic herding • Slash and burn agriculture • Plantation agriculture • Cash crops and food crops • Poorly developed infrastructure • Large number of landlocked states • Substantial mineral wealth (diamonds, gold, alloys) • Major exporters of raw materials • Wide range of per capita income • Productivity that lags behind population growth • Desertification • Demographics typical of developing economies <ul style="list-style-type: none"> – Low per capita GDP – Low life expectancy – High population growth rate – High infant mortality – Large percentage of population under age 15 – Low literacy rates 	<p>Sub-Saharan Africa</p> <ul style="list-style-type: none"> • Uneven population distribution • Many ethnic groups—Languages, customs • Large numbers of refugees • Few cities with population over one million • Knowledge of history through oral tradition • Country names related to historical empires—Mali, Ghana, Zimbabwe <p><i>Diversity of Africans reflected in cultural heritage</i></p> <ul style="list-style-type: none"> • Masks • Sculpture • Dance • Music • Colorful dress • Jewelry <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Lagos • Dakar • Johannesburg

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Markets • Churches • Mosques, minarets • Villages • Modern city cores

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Russia and Central Asia Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> • Kazakhstan • Russia • Turkmenistan <p><i>Land Size</i></p> <ul style="list-style-type: none"> • Russia • Kazakhstan • Turkmenistan <p><i>Population</i></p> <ul style="list-style-type: none"> • Russia • Kazakhstan • Uzbekistan 	<p>Russia and Central Asia</p> <ul style="list-style-type: none"> • Vast land area—Spans two continents, Europe and Asia (covers 11 time zones) • Vast areas of tundra, permafrost, taiga, and steppe • Varied climate regions • Black earth belt (rich <i>chernozem</i> soil) • Mountains • Caucasus • Ural Mountains (divide Europe from Asia) • Siberia (the sleeping land), located east of the Urals • Major oil, natural gas, and mineral resources • Water features <ul style="list-style-type: none"> – Volga River – Ob River – Amur River – Lake Baikal – Caspian Sea – Aral Sea – Bering Strait – Pacific Ocean – Arctic Ocean • Some rivers flow northward to the Arctic Ocean 	<p>Russia and Central Asia</p> <ul style="list-style-type: none"> • Transition from communist to free market economies • Farming and industry concentrated in the Fertile Triangle region, rich, <i>chernozem</i> soils (wheat farming) • Infrastructure—Trans-Siberian Railroad, systems of rivers and canals and railroads • Energy resources—Hydroelectric power, oil and natural gas • Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country • Foreign competition for investment in the region (oil pipelines) • Widespread pollution • Shrinking of the Aral Sea • Political and economic difficulties after the breakup of the Soviet Union • Cotton production in Central Asia 	<p>Russia and Central Asia</p> <ul style="list-style-type: none"> • Diverse ethnic groups, customs and traditions (many of Turkic and Mongol heritage) <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> • Ballet • Fabergé eggs • Music • Icons • <i>Matrioshka</i> dolls • Oriental carpets • Samovars <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Russian Orthodox churches • St. Basil’s Church • Red Square • Kremlin • Mosques, minarets • Siberian villages • Soviet-style apartment blocks <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Moscow • St. Petersburg • Novosibirsk

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>South, Southeast, and East Asia</p> <p><i>South Asia</i></p> <ul style="list-style-type: none"> • Afghanistan • Pakistan • Nepal • Bhutan • Bangladesh • India • Sri Lanka <p><i>Southeast Asia</i></p> <ul style="list-style-type: none"> • Philippines • Indonesia • Malaysia • Thailand • Cambodia • Burma (Myanmar) • Laos • Vietnam • Singapore • Brunei <p><i>East Asia</i></p> <ul style="list-style-type: none"> • Mongolia • China (People’s Republic of China) • Japan • Taiwan (Republic of China) • North Korea • South Korea 	<p>South, Southeast, and East Asia</p> <ul style="list-style-type: none"> • Influence of mountains—Population, settlements, movement, climate • Mountains <ul style="list-style-type: none"> – Himalayas – Western and Eastern Ghats – Mount Fuji • Varied climate regions ranging from tropical wet to humid continental • Natural hazards—Monsoons, typhoons, volcanoes, and earthquakes • Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation • Bodies of water <ul style="list-style-type: none"> – Arabian Sea – Indian Ocean – Bay of Bengal – Ganges River – Indus River – Brahmaputra River – Pacific Ocean – Yangtze River (Chaing Jiang) – Mekong River – Yellow River (Huang He) 	<p>South, Southeast, and East Asia</p> <ul style="list-style-type: none"> • Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing • Participation in global markets • Newly industrialized countries—South Korea, Taiwan, Singapore • Japan—Economic leader • China in transition from a centrally planned economy • Agricultural advancements and technology, enabling greater food production—“Green Revolution” • Environmental degradation • Deforestation • Fishing • ASEAN (Association of Southeast Asian Nations) • Rice, tropical crops 	<p>South, Southeast, and East Asia</p> <ul style="list-style-type: none"> • Areas of extremely dense and sparse population • Contrast between rural and urban areas • Religious diversity—Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism • Caste system in India • Respect for ancestors • Religious conflicts (Hindu/Muslim) <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> • Silks • Batik • Wood and ivory carving • Ideograms, unique alphabets • Jewels <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Tokyo • Beijing • New Delhi

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"> • Abundant arable land • Loess • Plateau of Tibet • Gobi Desert 		<p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Taj Mahal • Angkor Wat • Great Wall of China • Floating markets • Mosques, minarets • Pagodas • Temples and shrines • Terraced rice fields

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p>Australia, Pacific Islands, and Antarctica</p> <ul style="list-style-type: none"> • Australia • New Zealand • Papua New Guinea • <u>Hawaiian archipelago (U.S.)</u> 	<p>Australia, Pacific Islands, and Antarctica</p> <ul style="list-style-type: none"> • Wide range of vegetation, from tropical rain forests to desert scrub • Australia mostly desert • The Great Dividing Range • The Great Barrier Reef • Australia’s isolation, resulting in unique animal life • Antarctica, the world’s coldest, driest, windiest continent; icecap • Pacific islands—Volcanic, coral, or continental 	<p>Australia, Pacific Islands, and Antarctica</p> <ul style="list-style-type: none"> • Air and water travel that bring goods and services to remote areas • Dry areas of Australia well suited to cattle and sheep ranching • Upset of environmental balance, caused by the introduction of non-native plants and animals • Ranching, mining (primary activities) • <u>Communication and financial services (tertiary activities)</u> 	<p>Australia, Pacific Islands, and Antarctica</p> <ul style="list-style-type: none"> • Pacific islands are sparsely populated. • Most of Australia’s population lives near the coast. • Traditional culture continues to shape life in the Pacific islands. • Lifestyles range from subsistence farming to modern city living. • Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines). • Antarctica has no permanent residents. <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> • Canberra, A.C.T. (Australian Capital Territory) • Sydney • Melbourne <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> • Sydney Opera House • Cattle and sheep stations (Australia) • Research stations (Antarctica) • Thatched roof dwelling (Pacific islands)

STANDARD WG.5

The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Population distribution is described according to location and density.</p> <p>Characteristics of human populations differ over time and from region to region.</p> <p>Population growth rates are influenced by human, environmental, economic, and political factors.</p>	<p>What human, environmental, economic, and political factors influence population distribution?</p> <p>What are some characteristics of human populations?</p> <p>How do human, environmental, economic, and political factors influence population growth rates?</p>	<p>Factors that influence population distribution</p> <ul style="list-style-type: none"> • Natural resources (oil, arable land, water) • Climate (hot/cold; wet/dry) • Economic development • Government policy • Rural/urban settlement • Capital resources (transportation, technology) • Conflicts (refugees) <p>Characteristics of human populations</p> <ul style="list-style-type: none"> • Birth and death rates (war, disease, migration) • Age distribution • Male/female distribution • Life expectancy • Infant mortality • Urban/rural • GDP • Ethnicity • Language • Religion • Education 	<p>Compare maps and make inferences.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Interpret charts and graphs.</p> <p>Interpret population pyramids.</p> <p>Analyze data to determine patterns.</p>

STANDARD WG.5 (continued)

The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Factors that influence growth rates</p> <ul style="list-style-type: none"> • Modern medicine and hygiene • Education • Industrialization and urbanization • Economic development • Government policy • Role of women in society 	

STANDARD WG.6

The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Migrations occur because of social, political, and environmental factors.</p> <p>Migrations have influenced cultural landscapes.</p> <p>Modern transportation and communication are encouraging higher levels of cultural interaction worldwide.</p>	<p>How have social, economic, political, and environmental factors influenced migration?</p> <p>How has migration influenced cultural landscapes?</p> <p>How and why do improvements in transportation and communication technology lead to cultural interaction?</p>	<p>Push factors</p> <ul style="list-style-type: none"> • Overpopulation • Religious persecution • Lack of job opportunities • Agricultural decline • Conflict • Political persecution • Natural hazards—Droughts, floods, famines, volcanic eruptions • Limits on personal freedom • Environmental degradation <p>Pull factors</p> <ul style="list-style-type: none"> • Religion • Economic opportunity • Land availability • Political freedom • Ethnic and family ties • Arable land <p>Impact of migrations on regions</p> <ul style="list-style-type: none"> • Language • Religion and religious freedom • Customs/traditions • Cultural landscape 	<p>Identify and interpret regional patterns on maps.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p>

STANDARD WG.6 (continued)

The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Evidence of cultural interaction</p> <ul style="list-style-type: none"> • Diffusion of U.S. culture to other regions • Popularization of other cultures' traditions in the United States 	

STANDARD WG.7a

The student will identify types of natural, human, and capital resources and explain their significance by

~~a) showing patterns of economic activity and land use.~~

a) showing their influence on patterns of economic activity and land use:

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Natural substances become resources if and when they become useful to humans.</p> <p>The value of resources has changed over time.</p> <p>Natural, human, and capital resources influence human activity in regions.</p> <p>Economic activity can be classified as primary, secondary, or tertiary.</p>	<p>How do human needs and availability of technology affect the value of natural resources?</p> <p>How has the value of resources changed over time?</p> <p>How do natural, human, and capital resources determine <u>influence patterns of economic activity and land use</u> in regions?</p>	<p>Use of energy resources and technology (as it has changed over time)</p> <ul style="list-style-type: none"> • Wood (deforestation) • Coal (pollution, mining problems, competition with oil and gas) • Petroleum (transportation, environmental considerations) • Nuclear (contamination/waste) • Solar, wind (cost, aesthetics) <p>Natural resources</p> <ul style="list-style-type: none"> • Renewable—Soil, water, forests • Nonrenewable—Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite) <p>Human resources</p> <ul style="list-style-type: none"> • Level of education • Skilled and unskilled laborers • Entrepreneurial and managerial abilities <p>Capital resources</p> <ul style="list-style-type: none"> • Availability of money for investment • Level of infrastructure • Availability and use of tools, machines, and technologies 	<p>Compare maps and globes and make inferences.</p> <p>Interpret regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about information.</p>

STANDARD WG.7a (continued)

The student will identify types of natural, human, and capital resources and explain their significance by

~~a) showing patterns of economic activity and land use.~~

a) showing their influence on patterns of economic activity and land use;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are not distributed equally.</p> <p>The location of resources influences economic activity and patterns of land use.</p>	<p>What are some examples of primary, secondary, and tertiary economic activities?</p>	<p>Levels of economic activity</p> <ul style="list-style-type: none"> • Primary—Dealing directly with resources (fishing, farming, forestry, mining) • Secondary—Manufacturing and processing (steel mills, automobile assembly, sawmills) • Tertiary—Services (transportation, retail trade, informational technology services) <p>Effects of unequal distribution of resources</p> <ul style="list-style-type: none"> • Interdependence of nations/trade in goods, services, and capital resources • Uneven economic development • Energy producers and consumers • Imperialism • Conflict over control of resources <p>Patterns of land use</p> <ul style="list-style-type: none"> • Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydro-electric power, aluminum smelting 	<p>Gather, classify and interpret information.</p> <p>Analyze and evaluate information.</p> <p>Explain cause and effect relationships.</p> <p>Sequence information.</p> <p>Draw conclusions and make generalizations from data.</p>

STANDARD WG.7a (continued)

The student will identify types of natural, human, and capital resources and explain their significance by

~~a) showing patterns of economic activity and land use.~~

a) showing their influence on patterns of economic activity and land use;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Non proximity of resources to economic activity: Japan— Limited natural resources, major manufacturing region; United Arab Emirates (UAE)— Oil, lack of industry • <u>Economic activities that require extensive areas of land (e.g., agriculture) v. those that require a limited area (e.g., manufacturing)</u> • <u>Land uses that are compatible with each other (open space and residential) vs. land uses that are not compatible (e.g., landfills and residential)</u> 	

STANDARD WG.7b

The student will identify types of natural, human, and capital resources and explain their significance by
 b) evaluating perspectives and consequences regarding the use of resources.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The use of a resource depends on a nation’s culture, values, access to technology, and governmental priorities as they change over time.</p>	<p>How and why do different cultures develop different perspectives on the use of resources?</p> <p>What are some costs and benefits in the use of resources?</p>	<p>Social and economic priorities that influence a culture’s perspective on resources</p> <ul style="list-style-type: none"> • Economic development priorities • Environmental conservation priorities • Priorities of indigenous minorities <p>Examples of technologies that have created demand for particular resources</p> <ul style="list-style-type: none"> • Steam engine - and for coal • Internal combustion engine (cars and trucks) - and for gasoline (petroleum) • Computer chips - and for skilled labor <p>Costs</p> <ul style="list-style-type: none"> • Resource depletion • Environmental degradation • Health problems <p>Benefits</p> <ul style="list-style-type: none"> • Production of goods and services • Employment opportunities • Development of technologies 	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations from data.</p>

STANDARD WG.8

The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Levels of economic development vary from country to country and from place to place within countries.</p> <p>Many criteria are used to assess the standard of living and quality of life.</p> <p>Resources and technology influence economic development and quality of life.</p>	<p>How and why does economic development vary from one part of the world to another?</p> <p>What factors influence the standards of living and quality of life?</p> <p>How do resources and technology influence economic development and quality of life?</p>	<p>Differences between developed and developing nations</p> <ul style="list-style-type: none"> • Access to natural resources • Access to capital resources (investment in technology and infrastructure) • Numbers and skills of human resources • Levels of economic development • Standards of living and quality of life • Relationships between economic development and quality of life <p>Indicators of economic development</p> <ul style="list-style-type: none"> • Urban/rural ratio • Labor force characteristics (primary, secondary, tertiary sectors) • GDP per capita • Educational achievement 	<p>Explain charts comparing two or more concepts.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Interpret population pyramids.</p>

STANDARD WG.8 (continued)

The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Indicators of standards of living and quality of life</p> <ul style="list-style-type: none"> • Population growth rate (natural increase) • Population age distribution • Literacy rate • Life expectancy • Infant mortality • Percentage of urban population 	

STANDARD WG.9a

The student will analyze the global patterns and networks of economic interdependence by

~~b) explaining comparative advantage and its relationship to international trade.~~

a) **identifying criteria factors, including comparative advantage, that influence economic activities and trade;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are not equally distributed.</p> <p>Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.</p> <p>No country has all the resources it needs to survive and grow.</p>	<p>What are some <u>criteria factors</u> that influence economic activities <u>and trade</u>?</p>	<p><u>Criteria Factors that influence economic activity</u></p> <ul style="list-style-type: none"> • Access to human, natural, and capital resources <ul style="list-style-type: none"> – Skills of the work force – Natural resources – Access to new technologies – Transportaion and communication networks – Availability of investment capital • Location and ability to exchange goods <ul style="list-style-type: none"> – Landlocked countries – Coastal and island countries – Proximity to shipping lanes – Access to communication networks • Membership in political and economic alliances that provide access to markets—e.g., European Union (EU), North American Free Trade Agreement (NAFTA) 	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD WG.9a (continued)

The student will analyze the global patterns and networks of economic interdependence by

~~b) explaining comparative advantage and its relationship to international trade.~~

a) identifying criteria factors, including comparative advantage, that influence economic activities and trade;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are not distributed equally.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Nations participate in those economic activities compatible with their human, natural, and capital resources.</p> <p>International trade fosters interdependence.</p>	<p>What is comparative advantage?</p> <p>What are the effects of unequal distribution of resources?</p> <p>How do nations use their resources to engage in economic activities <u>and trade</u>?</p> <p>Why do countries engage in trade?</p> <p>What is the relationship between comparative advantage and international trade?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Comparative advantage: Countries will export goods and services that they can produce at lower relative costs than other countries. <p>Effects of unequal distribution of resources</p> <ul style="list-style-type: none"> Specialization in goods and services that a country can market for profit Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably) <p>Some countries' use of resources</p> <ul style="list-style-type: none"> Japan - Highly industrial nation despite limited natural resources Russia - Numerous resources, many of which are not economically profitable to develop United States - Diversified economy, abundant natural resources, specialized industries Côte d'Ivoire - Limited natural resources, cash crops in exchange for manufactured goods Switzerland - Limited natural resources, production of services on a global scale 	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD WG.9a (continued)

The student will analyze the global patterns and networks of economic interdependence by

~~b) explaining comparative advantage and its relationship to international trade.~~

a) identifying criteria factors, including comparative advantage, that influence economic activities and trade;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Reasons why countries engage in trade</p> <ul style="list-style-type: none"> • To import goods and services that they need • To export goods and services that they can market for profit <p>Effects of comparative advantage on international trade</p> <ul style="list-style-type: none"> • Enables nations to produce goods and services that they can market for profit • Influences development of industries (e.g., steel, aircraft, automobile, clothing) • Supports specialization and efficient use of human resources 	

STANDARD WG.9e b

The student will analyze the global patterns and networks of economic interdependence by
 e) b) describing ways that economic and social interactions have changed over time;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Economic, social, and therefore spatial relationships change over time.</p> <p>Improvements in transportation and communication have promoted globalization.</p>	<p>How have economic and social interactions changed over time?</p> <p>How do spatial patterns reflect economic and social change over time?</p> <p>How have improvements in transportation and communication promoted globalization?</p>	<p>Changes over time</p> <ul style="list-style-type: none"> • Industrial labor systems (e.g., cottage industry, factory, office, telecommunications) • Migration from rural to urban areas • Industrialized countries export labor-intensive work to developing nations • Growth of trade alliances • Growth of service (tertiary) industries • Growth of financial services networks and international banks • Internationalization of product assembly (e.g., vehicles, electronic equipment) • Technology that allows instant communication among people in different countries • Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service) • Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton) 	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD WG.9d c

The student will analyze the global patterns and networks of economic interdependence by ~~d~~ c) mapping, describing, and evaluating the formation of economic unions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As a global society, the world is increasingly interdependent.</p> <p>Economic interdependence fosters the formation of economic unions.</p>	<p><u>What are some ways that global patterns and networks of economic interdependence can be depicted on maps?</u></p> <p>What are some examples of economic unions?</p> <p>What are the advantages and disadvantages of economic unions?</p>	<p><u>Economic interdependence can be depicted through trade, resource, or transportation maps.</u></p> <p>Examples of economic unions</p> <ul style="list-style-type: none"> • EU - European Union • NAFTA - North American Free Trade Agreement • ASEAN - Association of Southeast Asian Nations • OPEC - Organization of Petroleum Exporting Countries <p>Advantages of economic unions</p> <ul style="list-style-type: none"> • More efficient industries • Access to larger markets • Access to natural, human, and capital resources without restrictions • Greater influence on world market <p>Disadvantages of economic unions</p> <ul style="list-style-type: none"> • Closing of some industries • Concentration of some industries in certain countries, leaving peripheral areas behind • Agribusiness replacing family farms • Difficulty in agreeing on common economic policies 	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD WG.10a

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by

a) ~~explaining and analyzing reasons for the different spatial divisions at the local and regional levels~~ creation of different political divisions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Divisions are regions of the Earth's surface over which groups of people establish social, economic, and political control.</p> <p>Spatial <u>Political</u> divisions may generate conflict.</p> <p>Spatial <u>Political</u> divisions may generate cooperation.</p>	<p>What are some examples of political divisions at the local and regional levels?</p> <p>What are some reasons for spatial <u>political</u> divisions at the local and regional levels?</p> <p>How do spatial <u>political</u> divisions generate conflict?</p> <p>Why do spatial <u>political</u> divisions cooperate?</p>	<p>Examples of spatial <u>political</u> divisions</p> <ul style="list-style-type: none"> • Neighborhoods • Election districts • School districts • Regional districts (e.g., bus lines, waste disposal, conservation districts, planning districts, area code zones) • Cities • Counties • States <p>Reasons for spatial <u>political</u> divisions</p> <ul style="list-style-type: none"> • Desire for government closer to home • Need to solve local problems • Need to administer resources more efficiently <p>Reasons for conflict</p> <ul style="list-style-type: none"> • Boundary disputes • Cultural differences • Economic differences • Competition for scarce resources • Political advantages (e.g., gerrymandering) 	<p>Compare maps and make inferences.</p> <p>Identify regional patterns.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Participate in problem solving.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD WG.10a (continued)

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by

a) ~~explaining and analyzing reasons for the different spatial divisions at the local and regional levels~~ creation of different political divisions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Reasons for cooperation</p> <ul style="list-style-type: none"> • Natural disasters • Economic advantages (attract new businesses) • Cultural similarities, ethnic neighborhoods • Addressing regional issues (e.g., waste management, magnet schools, transportation) 	

STANDARD WG.10e b

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by
~~b) explaining and analyzing reasons for the different spatial divisions at the national and international levels;~~
 e) b) analyzing ways cooperation occurs among political jurisdictions is used to solve problems and settle disputes;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Divisions are regions of the Earth’s surface over which groups of people establish social, economic, and political control.</p> <p><u>Spatial Political</u> divisions may generate conflict.</p> <p>Cooperation may eliminate the need for the division and control of the Earth’s surface.</p>	<p>What are some examples of <u>spatial political</u> divisions at the national and international levels?</p> <p>What are some reasons for <u>spatial political</u> divisions at the local and regional levels?</p> <p>How do <u>spatial political</u> divisions generate conflict?</p> <p>How do <u>spatial political</u> divisions cooperate to solve problems and settle disputes?</p>	<p>Examples of <u>spatial political</u> divisions</p> <ul style="list-style-type: none"> • Countries • Alliances: economic and political <ul style="list-style-type: none"> – North Atlantic Treaty Organization (NATO) – European Union (EU) – Organization of Petroleum Exporting Countries (OPEC) – North American Free Trade Agreement (NAFTA) – Commonwealth of Nations – United Nations – Red Cross/Red Crescent – Organization of American States (OAS) – League of Arab States – Association of Southeast Asian Nations (ASEAN) – African Union (AU) <p>Reasons for <u>spatial political</u> divisions</p> <ul style="list-style-type: none"> • Differences in culture, language, religion • Retention of historical boundaries • Imperial conquest and control • Economic similarities and differences 	<p>Compare maps and make inferences.</p> <p>Identify regional patterns.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Participate in problem solving.</p> <p>Draw conclusions and make generalizations about data.</p>

STANDARD WG.10-e b (continued)

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by

~~b) explaining and analyzing reasons for the different spatial divisions at the national and international levels;~~

e) b) analyzing ways cooperation occurs among political jurisdictions is used to solve problems and settle disputes;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Reasons for conflict</p> <ul style="list-style-type: none"> • Boundary and territorial disputes (Syria/Israel, Western Sahara/Morocco, China/Taiwan, India/Pakistan, Iraq/Kuwait) • Cultural differences (language, religion) <ul style="list-style-type: none"> – Indonesia – Canada (Québec) – Ireland – Sudan • Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies) • Ethnic differences <ul style="list-style-type: none"> – Balkans – Cyprus – Rwanda and Burundi – Kashmir • Nationalism 	

STANDARD WG.10-e b (continued)

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by

~~b) explaining and analyzing reasons for the different spatial divisions at the national and international levels;~~

e) b) analyzing ways cooperation occurs among political jurisdictions is used to solve problems and settle disputes.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Examples of cooperation</p> <ul style="list-style-type: none"> • Humanitarian initiatives - e.g., Red Cross/Red Crescent • Economic alliances - e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC) • Cultural alliances - e.g., Francophone world, Commonwealth of Nations • Military alliances - e.g., North Atlantic Treaty Organization (NATO) • Problem-solving alliances - e.g., Antarctica Treaty, United Nations (UN) peacekeepers • Programs to promote international understanding - e.g., Peace Corps • Alliances for environmental preservation • Foreign aid 	

STANDARD WG.11a

The student will analyze the patterns of urban development by
a) applying the concepts of site and situation to major cities in each region;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Site and situation are important geographic concepts when studying the growth of cities.</p> <p>Patterns of urban development occur according to site and situation.</p>	<p>What is meant by site?</p> <p>What is meant by situation?</p> <p>In what ways may site and/or situation affect urban development?</p>	<p>Site is the actual location of a city.</p> <p>Examples of site (local characteristics)</p> <ul style="list-style-type: none"> • Harbor sites: New York City; Alexandria, Egypt; Istanbul, Turkey • Island sites: Paris (originally located on an island in the Seine River), Hong Kong, Singapore • Fall line sites: Richmond, Virginia • Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania • Hilltop sites: Rome, Athens, Jerusalem • Oasis sites: Damascus, Syria • Sites where rivers narrow: London, Québec City <p>Situation is another name for relative location—the location of a city with respect to other geographic features, regions, resources, and transport routes.</p> <p>Examples of situation (regional/global connections)</p> <ul style="list-style-type: none"> • Baghdad—Command of land between the Tigris and Euphrates rivers 	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about information.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate area on maps and globes.</p> <p>Sequence events.</p>

STANDARD WG.11a (continued)

The student will analyze the patterns of urban development by
 a) applying the concepts of site and situation to major cities in each region;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Istanbul - Command of straits and land bridge to Europe • Mecca, Saudi Arabia; Varanasi (Benares), India - Focal point of pilgrimage • Samarkand, Uzbekistan; Xi'an, China; Timbuktu, Mali; Singapore - Cities that grew up around trade routes (the Silk Road; Trans-Saharan trade; maritime trade) • Capetown <u>Cape Town</u>, South Africa - Supply station for ships • Omaha, Nebraska; Sacramento, California - Cities that grew up along the U.S. Transcontinental Railroad • Novosibirsk, Vladivostok - Cities that grew up along the Trans-Siberian Railroad 	

STANDARD WG.11b

The student will analyze the patterns of urban development by
 b) explaining how the functions of towns and cities have changed over time;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The functions of towns and cities change over time.</p>	<p>What are the functions of towns and cities?</p> <p>How have functions of towns and cities changed over time?</p>	<p>Functions of towns and cities</p> <ul style="list-style-type: none"> • Security, defense • Religious centers • Trade centers (local and long distance) • Government administration • Manufacturing centers • Service centers <p>Examples of changes in cities' functions over time</p> <ul style="list-style-type: none"> • Rio de Janeiro—Move of Brazil's capital city from Rio de Janeiro to Brasilia • Pittsburgh, Pennsylvania—Early function connected to defense, then became steel manufacturing center, later shifted to diverse services (financial, light manufacturing) • New York City—Changes in trade patterns, coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances • Mining towns, "ghost" towns—Resource depletion, changes in the environment 	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about information.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate places on maps and globes.</p>

STANDARD WG.11c

The student will analyze the patterns of urban development by

c) describing the unique influence of urban areas and some challenges they face;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Urban populations exercise a powerful influence in shaping the world's cultural, political, and economic ideas and systems.</p> <p>Urban development may lead to problems related to human mobility, social structure, and the environment.</p>	<p>How do urban areas influence the world's cultural, political, and economic ideas and systems?</p> <p>What are some urban problems that may occur as a result of development?</p>	<p>Influences of urban areas on their regions and countries</p> <ul style="list-style-type: none"> • Nation-building (monuments, symbols) • Transportation/communication hubs • Magnets for migration • Seed beds of new ideas and technologies • Diversity, leading to creativity in the arts • Universities, educational opportunities • Corporate headquarters/regional offices • Media centers (news, entertainment) <p>Problems associated with growth of urban areas</p> <ul style="list-style-type: none"> • Transportation problems emerge, especially as automobile travel increases. • Rich and poor neighborhoods exist in different areas isolated from one another. 	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate places on maps and globes.</p>

STANDARD WG.11c (continued)

The student will analyze the patterns of urban development by

c) describing the unique influence of urban areas and some challenges they face.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Providing essential services (fresh water, sewage, disposal, electricity, schools, clinics) becomes a problem <u>with rapid immigration to cities in Latin America, Africa and Asia.</u> • Air, water, and noise pollution increase. • Sprawl results in conversion of agricultural land to urban uses, especially in North America. • Rapid immigration results in “shantytowns” on the edges of cities in Latin America, Africa, and Asia. • In developing countries, major cities are more connected to regions outside the country than to regions within the country. 	

STANDARD WG.12a

The student will apply geography to interpret the past, understand the present, and plan for the future by

a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>An understanding of the practical applications of geography enables students to be informed, active citizens in their communities.</p>	<p>What are some practical applications of geography?</p>	<p>Geographic applications at local and regional levels</p> <ul style="list-style-type: none"> • <u>Air and water quality monitoring and management</u> • <u>Recycling programs</u> • <u>Land use and transportation planning</u> • <u>Selection of locations for residential and commercial development</u> • Recycling programs • Conversion of land from agricultural use • Water sources (e.g., dams, reservoirs, wells, pipelines, ocean) • Airport expansion • Air quality • Boundaries (e.g., school zones) • Bicycle paths • Mass transit • City planning and zoning laws • Energy use • Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries) • Selection of locations for new stores and businesses 	<p>Organize and interpret information.</p> <p>Use maps and other geographic resources to obtain information and draw conclusions.</p> <p>Participate in problem solving and decision making.</p>

STANDARD WG.12b

The student will apply geography to interpret the past, understand the present, and plan for the future by

b) relating current events to the physical and human characteristics of places and regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Current events are shaped by the physical and human characteristics of the places and regions where they occur.</p>	<p>How are current events connected to the geographical characteristics of places and regions?</p>	<p>Geographic relationships</p> <ul style="list-style-type: none"> • How physical characteristics influence current events <ul style="list-style-type: none"> – Natural hazards (e.g., flooding, earthquakes, volcanoes, drought) – Climate change, vegetation <p>How human characteristics influence current events</p> <ul style="list-style-type: none"> – Population distribution – Geographic patterns of ethnic diversity – A sense of place (emotional attachment to specific locations) – Geographic patterns of trade and interdependence (e.g., oil) – Geographic patterns of wealth and poverty (developed and developing nations) 	<p>Compare maps and make inferences.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Examine cause and effect relationships.</p>



Draft

Curriculum Framework

Virginia and United States History

STANDARD VUS.1a, b, c, d, e, f, g, h

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
- b) evaluate the authenticity, authority, and credibility of sources;
- c) formulate historical questions and defend findings based on inquiry and interpretation;
- d) develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
- e) communicate findings orally and in analytical essays and/or comprehensive papers;
- f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
- g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
- h) interpret the significance of excerpts from famous speeches and other documents;
- i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

The skills identified in Standard VUS.1a-h are cited in the Essential Skills column of each chart for *Virginia and United States History* with the exception of “e” (communicate findings orally and in analytical essays and/or comprehensive papers) and “f” (develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled). Students should practice these skills throughout the year. However, the skills in item “e” and “f” will not be assessed on the Standards of Learning test.

STANDARD VUS.2

The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Early European exploration and colonization resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World.</p> <p>Exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious toleration that over several centuries would inspire similar transformations in other parts of the world.</p>	<p>Why did Europeans settle in the English colonies?</p> <p>How did their motivations influence their settlement patterns and colony structures?</p> <p>In what ways did the cultures of Europe, Africa, and the Americas interact?</p> <p>What were the consequences of the interactions of European, African, and American cultures?</p>	<p>Characteristics of early exploration and settlements in the New World</p> <ul style="list-style-type: none"> • New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings. • The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity. 	<p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD VUS.2 (continued)

The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Virginia and the other Southern colonies were settled by people seeking economic opportunities. <u>Some of the early Virginia settlers were</u> “cavaliers,” were English nobility who received large land grants in eastern Virginia from the King of England. Poor English immigrants also came seeking better lives as small farmers or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco plantations for a period of time to pay for passage to the New World. • Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is today known as the General Assembly of Virginia. 	

STANDARD VUS.2 (continued)

The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (~~First Americans~~).

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Interactions among Europeans, Africans and American Indians (First Americans)</p> <ul style="list-style-type: none"> • The explorations and settlements of the English in the American colonies and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American Indians (First Americans). The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were often more cooperative. • The growth of an agricultural economy based on large landholdings in the Southern colonies and in the Caribbean led to the introduction of slavery in the New World. The first Africans were brought against their will to Jamestown in 1619 to work on tobacco plantations. 	

STANDARD VUS.3

The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Economic <u>and political</u> institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and other natural resources shaped regional economic development.</p> <p>The African slave trade and the development of a slave labor system in many of the colonies resulted from plantation economies and labor shortages.</p>	<p>How did the economic activity <u>and political institutions</u> of the three colonial regions reflect their <u>resources, geography</u> and <u>or</u> the European origins of their settlers?</p> <p>Why was slavery introduced into the colonies?</p> <p>How did the institution of slavery influence European and African life in the colonies?</p>	<p>Economic characteristics of the Colonial Period</p> <ul style="list-style-type: none"> The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans' strong belief in the values of hard work and thrift. The middle colonies of New York, New Jersey, Pennsylvania, Maryland, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York, and Philadelphia, and Baltimore began to grow as seaports and commercial centers. Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew "cash crops" such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the 	<p>Identify, analyze, and interpret primary and secondary source documents, records, and data. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Explain how relationships between humans and their environment have changed over time. (VUS.1g)</p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives.</u> (VUS. 1i)</p>

STANDARD VUS.3 (continued)

The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.</p> <ul style="list-style-type: none"> • A strong belief in private ownership of property and free enterprise characterized colonial life. <p>Social characteristics of the colonies</p> <ul style="list-style-type: none"> • New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans’ belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. • The middle colonies were home to multiple religious groups, including Quakers in Pennsylvania, <u>Huguenots in New York</u>, and <u>Presbyterians in New Jersey</u> Catholics in Maryland, who generally believed in religious tolerance. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. 	

STANDARD VUS.3 (continued)

The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Virginia and the Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to England than in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters and traders of Scotch <u>Scots</u>-Irish and English descent. • The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions such as the Methodists and Baptists and challenged the established religious and governmental order. It laid one of the social foundations for the American Revolution. 	

STANDARD VUS.3 (continued)

The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><u>Political life in the colonies</u></p> <ul style="list-style-type: none"> • <u>New England Colonies - the use of an “Athenian” direct democracy model in the operation of government made this the most democratic of the colonial regions.</u> • <u>Middle Colonies - incorporated a number of democratic principles that reflected the basic rights of Englishmen.</u> • <u>Southern colonies - maintained stronger ties with Britain, with planters playing leading roles in colonial legislatures, which were authorized by the British government.</u> <p>The development of indentured servitude and slavery</p> <ul style="list-style-type: none"> • The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. 	

STANDARD VUS.3 (continued)

The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Most plantation labor needs eventually came to be filled by the forcible importation of Africans. While some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved Africans were forcibly brought to the Southern colonies (the “Middle Passage”). • The development of a slavery-based agricultural economy in the Southern colonies would lead to eventual conflict between the North and South and the American Civil War. 	

STANDARD VUS.4a

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.</p> <p>The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live.</p> <p>The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.</p>	<p>How did the ideas of John Locke and Thomas Paine influence Jefferson’s writings in the Declaration of Independence?</p>	<p>The ideas of John Locke The period known as the “Enlightenment” in Europe during the 17th and 18th centuries saw the development of new ideas about the rights of people and their relationship to their rulers. John Locke was an Enlightenment philosopher whose ideas, more than any other’s, influenced the American belief in self-government. Locke wrote that:</p> <ul style="list-style-type: none"> • All people are free, equal, and have “natural rights” of life, liberty, and property that rulers cannot take away. • All original power resides in the people, and they consent to enter into a “social contract” among themselves to form a government to protect their rights. In return, the people promise to obey the laws and rules established by their government, establishing a system of “ordered liberty.” 	<p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.4a (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Government's powers are limited to those the people have consented to give to it. Whenever government becomes a threat to the people's natural rights, it breaks the social contract and the people have the right to alter or overthrow it. • Locke's ideas about the sovereignty and rights of the people were radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains. <p>Thomas Paine and <i>Common Sense</i> Thomas Paine was an English immigrant to America who produced a pamphlet known as <i>Common Sense</i> that challenged the rule of the American colonies by the King of England. <i>Common Sense</i> was read and acclaimed by many American colonists during the mid 1700s and contributed to a growing sentiment for independence from England.</p>	

STANDARD VUS.4a (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The Declaration of Independence The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of Locke and Paine:</p> <ul style="list-style-type: none"> • “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.” • “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed....” • “That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government....” • Jefferson then went on to detail many of the grievances against the king that Paine had earlier described in <i>Common Sense</i>. 	

STANDARD VUS.4b

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic.</u></p>	<p><u>How did the Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed “unalienable rights”?</u></p>	<p><u>Affirming the key principles of the Declaration of Independence increased political, social, and economic participation in the American experience over a period of time.</u></p> <p><u>Political participation (equality)</u></p> <ul style="list-style-type: none"> • <u>Extending the franchise</u> • <u>Upholding due process of law</u> • <u>Providing free public education</u> <p><u>Social participation (liberty)</u></p> <ul style="list-style-type: none"> • <u>Abolishing slavery</u> • <u>Extending civil rights to women and other groups</u> <p><u>Economic participation (pursuit of happiness)</u></p> <ul style="list-style-type: none"> • <u>Regulating the free enterprise system</u> • <u>Promoting economic opportunity</u> • <u>Protecting property rights</u> 	

STANDARD VUS.4-b) c)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
 b) c) describing the political differences among the colonists concerning separation from Britain;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists.</p>	<p>What differences existed among Americans concerning separation from Great Britain?</p>	<p>Anglo-French rivalry leading to conflict with the colonies</p> <ul style="list-style-type: none"> • The rivalry in North America between England and France led to the French and Indian War, in which the French were driven out of Canada and their territories west of the Appalachian Mountains. • As a result of the war, England took several actions that angered the American colonies and led to the American Revolution. These included: <ul style="list-style-type: none"> - The Proclamation of 1763, which prohibited settlement west of the Appalachian Mountains, a region that was costly for the British to protect. - New taxes on legal documents (the “Stamp Act”), tea and sugar, to pay costs incurred during the French and Indian War and for British troops to protect colonists. 	<p>Evaluate the authenticity, authority, and credibility of sources. (VUS.1b)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD VUS.4-b) c) (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
 b) c) describing the political differences among the colonists concerning separation from Britain;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The beginning of the American Revolution Resistance to British rule in the colonies mounted, leading to war:</p> <ul style="list-style-type: none"> • The Boston Tea Party was staged. • The First Continental Congress was called, to which all of the colonies except Georgia sent representatives, the first time most of the colonies had acted together. • The Boston Massacre took place when British troops fired on anti-British demonstrators. • War began when the “Minutemen” in Massachusetts fought a brief skirmish with British troops at Lexington and Concord. <p>Differences among the Colonists The colonists were divided into three main camps during the Revolution:</p>	

STANDARD VUS.4-b) c) (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
 b) c) describing the political differences among the colonists concerning separation from Britain;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Differences among the Colonists The colonists were divided into three main camps during the Revolution:</p> <ul style="list-style-type: none"> • Patriots <ul style="list-style-type: none"> - Believed in complete independence from England - Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”) - Provided the troops for the American Army, led by George Washington, also of Virginia • Loyalists (Tories) <ul style="list-style-type: none"> - Remained loyal to Britain, based on cultural and economic ties - Believed that taxation of the colonies was justified to pay for British troops to protect American settlers from Indian attacks • Neutrals <ul style="list-style-type: none"> - The many colonists who tried to stay as uninvolved in the war as possible 	

STANDARD VUS.4-e) d)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
 e) d) analyzing reasons for colonial victory in the Revolutionary War.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans.</p>	<p>What factors contributed to the victory of the American rebels?</p>	<p>Factors leading to colonial victory <i>Diplomatic</i></p> <ul style="list-style-type: none"> • Benjamin Franklin negotiated a Treaty of Alliance with France. • <u>The war did not have popular support in Great Britain.</u> <p><i>Military</i></p> <ul style="list-style-type: none"> • George Washington, general of the American army, avoided any situation that threatened the destruction of his army, and his leadership kept the army together when defeat seemed inevitable. • Americans benefited from the presence of the French army and navy at the Battle of Yorktown, which ended the war with an American victory. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD VUS.5a

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

a) explaining the origins of the Constitution, including the Articles of Confederation;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.</p>	<p>How did America's pre-Revolutionary relationship with England influence the structure of the first national government?</p> <p>What weaknesses in the Articles of Confederation led to the effort to draft a new constitution?</p>	<p>American political leaders, fearful of a powerful central government like England's, created the Articles of Confederation, adopted at the end of the war.</p> <p>The Articles of Confederation</p> <ul style="list-style-type: none"> • Provided for a weak national government • Gave Congress no power to tax or regulate commerce among the states • Provided for no common currency • Gave each state one vote regardless of size • Provided for no executive or judicial branch 	<p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.5b

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America established a government that shared power between the national government and state governments, protected the rights of states, and provided a system for orderly change through amendments to the Constitution itself.</p>	<p>How did the delegates to the Constitutional Convention balance competing interests?</p> <p>What were the compromises from the Constitutional Convention?</p>	<p>Key issues and their resolution</p> <ul style="list-style-type: none"> • Made federal law the supreme law of the land <u>when constitutional</u>, but otherwise gave the states considerable leeway to govern themselves • Balanced power between large and small states by creating a Senate (where each state gets two senators) and a House of Representatives (with membership based on population) • Placated the Southern states by counting the slaves as three-fifths of the population when determining representation in the U.S. House of Representatives • Avoided a too-powerful central government by establishing three co-equal branches—legislative, executive, and judicial—with numerous checks and balances among them • Limited the powers of the federal government to those identified in the Constitution 	<p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p>

STANDARD VUS.5b (continued)

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Key leaders</p> <ul style="list-style-type: none"> • George Washington, Chairman <u>President</u> of the Convention <ul style="list-style-type: none"> - Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings. • James Madison, “Father of the Constitution” <ul style="list-style-type: none"> - Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention. - At the Convention, Madison authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. - He later authored much of the Bill of Rights. 	

STANDARD VUS.5c

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

e) —describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Ratification of the Constitution did not end debate on governmental power or how to create “a more perfect union.” Economic, regional, social, ideological, religious, and political tensions spawned continuing debates over the meaning of the Constitution for generations—a debate that continues today.</p> <p>The Constitution and the Bill of Rights gave Americans a blueprint for successful self-government that has become a model for the rest of the world.</p>	<p>What were the arguments for and against the ratification of the Constitution?</p>	<p>Federalist position (pro-ratification)</p> <ul style="list-style-type: none"> The Federalists favored a strong national government that shared some power with the states. They argued that the checks and balances in the Constitution prevented any one of the three branches from acquiring preponderant power. They believed that a strong national government was necessary to facilitate interstate commerce and to manage foreign trade, national defense, and foreign relations. They argued that a republic could survive in a territory as large as the United States because the numerous political factions would check each other, thereby preventing any one faction from gaining too much power. They also argued that a national Bill of Rights would be redundant, because the Constitution itself protected basic rights, and because most states already had bills of rights that clearly defined basic rights that the governments could not abolish. 	<p>Analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> <p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</u> (VUS. 1 i)</p>

STANDARD VUS.5c (continued)

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

e) describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Anti-Federalist position (anti-ratification)</p> <ul style="list-style-type: none"> The Anti-Federalists believed a strong national government would tend to usurp the powers of the state governments, thereby concentrating too much power at the national level and too little at the state and local levels. They believed that notwithstanding the Federalists' arguments, a national Bill of Rights was necessary and, during the ratifying conventions in several states, forced the Federalists to pledge that a Bill of Rights would be the first order of business of the new government established by the Constitution. 	

STANDARD VUS.5-d c)

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by **d c)** examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.</p>	<p>How was the Bill of Rights influenced by the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom?</p>	<p>Virginia Declaration of Rights (George Mason)</p> <ul style="list-style-type: none"> • Reiterated the notion that basic human rights should not be violated by governments <p>Virginia Statute for Religious Freedom (Thomas Jefferson)</p> <ul style="list-style-type: none"> • Outlawed the established church—that is, the practice of government support for one favored church <p>Bill of Rights</p> <ul style="list-style-type: none"> • James Madison, a Virginian, consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights. 	<p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.5d

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.</u></p>	<p><u>What were the major arguments for and against the Constitution of 1787 in leading Federalist and Anti-Federalist writings and in the ratification debates?</u></p> <p><u>Who were the leading Federalists and Anti-Federalists in the pivotal ratification debate in Virginia?</u></p>	<p><u>Federalists advocated the importance of a strong central government, especially to promote economic development and public improvements. Today those who see a primary role for the federal government in solving national problems are heirs to this tradition.</u></p> <p><u>Anti-Federalists feared an overly powerful central government destructive of the rights of individuals and the prerogatives of the states. Today more conservative thinkers echo these concerns and champion liberty, individual initiative, and free markets.</u></p> <p><u>The leading Virginia opponents of ratification were Patrick Henry and George Mason; the leading Virginia proponents of ratification were George Washington and James Madison.</u></p>	<p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p>

STANDARD VUS.5e

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

- e) **appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Important legal precedents established by the Marshall Court strengthened the role of the U.S. Supreme Court as an equal branch of the national government.</u></p>	<p><u>How did Chief Justice John Marshall, a Virginian, contribute to the growth of the U.S. Supreme Court's importance in relation to the other branches of the national government?</u></p>	<p><u>The doctrine of judicial review set forth in Marbury v. Madison, the doctrine of implied powers set forth in McCulloch v. Maryland, and a broadly national view of economic affairs set forth in Gibbons v. Ogden are the foundation blocks of the Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests.</u></p>	<p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p>

STANDARD VUS.6a

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by

a) **explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Different views of economic and foreign policy issues led to the development of the first American political parties.</u></p>	<p><u>Why did competing political parties develop during the 1790s?</u></p>	<p><u>Controversy over the Federalists' support for the Bank of the United States, the Jay Treaty, and the undeclared war on France contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison.</u></p> <p><u>The election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another.</u></p> <p><u>Typically, the Federalists, led by John Adams and Alexander Hamilton, believed in a strong national government and commercial economy and were supported by bankers and business interests in the Northeast.</u></p> <p><u>The Democratic-Republicans, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South.</u></p>	<p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p>

STANDARD VUS.6-a) b)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean.</p> <p>The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of “Manifest Destiny,” flocked to new frontiers.</p> <p>Conflicts between American settlers and Indian (First American) nations in the Southeast and the old Northwest resulted in the relocation of many Indians (First Americans) to reservations.</p>	<p>What factors influenced American westward movement?</p>	<p>Political developments in the Early National Period</p> <ul style="list-style-type: none"> • After George Washington’s presidency ended in the late 1790s, the first political parties emerged: <ul style="list-style-type: none"> – The Federalists, led by John Adams and Alexander Hamilton, believed in a strong national government and industrial economy and were supported by bankers and business interests in the Northeast. – The Democratic Republicans, led by Thomas Jefferson, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South. • The election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one party to another. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Key decisions by the Supreme Court under Chief Justice John Marshall of Virginia established the power of the federal courts to declare laws unconstitutional (“judicial review” — Marbury v. Madison) and prohibited the states from taxing agencies of the federal government (“the power to tax is the power to destroy” — McCulloch v. Maryland). <p>Expansion resulting from the Louisiana Purchase and War of 1812</p> <ul style="list-style-type: none"> • Jefferson as President in 1803 purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. He authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an <u>American Indian</u> (First American) woman, served as their guide and translator. 	

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The American victory over the British in the War of 1812 produced an American claim to the Oregon Territory, and increased migration of American settlers into Florida, which was later acquired by treaty from Spain. • The Monroe Doctrine (1823) stated: <ul style="list-style-type: none"> - The American continents should not be considered for future colonization by any European powers. - Nations in the Western Hemisphere were inherently different from those of Europe, republics by nature rather than monarchies. - The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere. - The United States would not interfere in European affairs. 	

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans);

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The westward movement and economic development</p> <ul style="list-style-type: none"> • American settlers poured westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm. • The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers. • Eli Whitney’s invention of the cotton gin led to the spread of the slavery-based “cotton kingdom” in the Deep South. • American migration into Texas led to an armed revolt against Mexican rule and a famous battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior force. The Texans’ eventual victory over Mexican forces subsequently brought Texas into the Union. 	

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) **b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico. <p>Impact on the American Indians (First Americans)</p> <ul style="list-style-type: none"> • The belief that it was America’s “Manifest Destiny” to stretch from Atlantic to Pacific provided political support for territorial expansion. • During this period of westward migration, the American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the “Trail of Tears,” when several tribes were relocated from Atlantic Coast states to Oklahoma) or confined to reservations. 	

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> The forcible removal of the American Indians from their lands would continue throughout the remainder of the 19th century as settlers continued to move west following the Civil War. 	

STANDARD VUS.6b

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 b)—describing the key features of the Jacksonian Era, with emphasis on federal banking policies.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Age of Jackson ushered in a new democratic spirit in American politics. The election of Andrew Jackson came at a time when the mass of American people, who had previously been content with rule by the “aristocracy,” participated in the electoral process. The distinction between “aristocrat” and common man was disappearing as new states provided for universal manhood suffrage, while the older states were lowering property requirements for voting.</p> <p>Jackson’s veto of legislation to recharter the bank of the United States made the presidential veto part of the legislative process, as Congress, from then on, was forced to consider a presidential veto when proposing legislation.</p>	<p>How did political participation change in the early nineteenth century?</p> <p>How did Jackson represent the views of his supporters?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Aristocracy: A government in which power is given to those believed to be best qualified • Aristocrat: A member of an aristocracy • Presidential veto: Power granted to the President to prevent passage of legislation • “Spoils System”: A practice of using public offices to benefit members of the victorious party • Panic of 1837: The economic depression situation that resulted from reckless land speculation supported by loans from state and local banks resulting in that led to bank failures and dissatisfaction with the use of state banks as depositories for public funds <p>Expansion of democracy</p> <ul style="list-style-type: none"> • The number of eligible voters increased as previous property qualifications were eliminated. Prior to the election of 1828, the majority of the American people had been satisfied to have “aristocrats” select their President. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1e)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources. (VUS.1g)</p> <p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</u> (VUS.1i)</p>

STANDARD VUS.6b (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 b) describing the key features of the Jacksonian Era, with emphasis on federal banking policies.

Essential Understandings	Essential Questions	Essential Knowledge	Essential
		<p>By 1828, Americans began to see Americans as equals and were more eager to participate in the electoral process. Delegates from states chose candidates for President at nominating conventions. Once elected, President Andrew Jackson employed the spoils system (rewarding supporters with government jobs).</p> <p>Bank of the United States</p> <ul style="list-style-type: none"> • Distrusting the bank as an undemocratic tool of the Eastern elite, Jackson vetoed the rechartering of the bank in 1832. Jackson's bank veto became the central issue in the election of 1832, as Henry Clay, the National Republican candidate, supported the bank. Jackson's re-election brought an end to the bank, as Jackson withdrew government money and deposited it in state banks. His actions together with his issuance of the Specie Circular (Coinage Act) contributed to caused a major economic depression, resulting in the Panic of 1837. The magnitude of this panic was second only to the Great Depression of the 1930's. 	

STANDARD VUS.6c

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Regional self-interests led to a divided nation at war against the British.</u></p>	<p><u>What were the causes of the War of 1812?</u></p>	<p><u>British interference with American shipping and western expansionism fueled the call for a declaration of war.</u></p> <p><u>Federalists opposed Madison's war resolution and talked of secession and proposed constitutional amendments that were not acted upon.</u></p>	<p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p>

STANDARD VUS.6d

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>An extension of the franchise, westward expansion, and the rise of sectional interests prompted increased participation in state and national politics.</u></p>	<p><u>In what ways did political democracy change in the years following the War of 1812?</u></p>	<p><u>The changing character of American politics “in the age of the common man” was characterized by</u></p> <ul style="list-style-type: none"> • <u>Heightened emphasis on equality in the political process for adult white males</u> • <u>The rise of interest group politics and sectional issues</u> • <u>A changing style of campaigning</u> • <u>Increased voter participation</u> <p><u>Andrew Jackson personified the “democratic spirit” of the age by challenging economic elites and rewarding campaign supporters with public office (Spoils System).</u></p> <p><u>The Federalist Party disappeared and new political parties, the Whigs and Know-Nothings, were organized in opposition to the Democratic Party.</u></p>	<p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p>

STANDARD VUS.6-e) e)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The nation struggled to resolve sectional issues, producing a series of crises and compromises.</p> <p>These crises took place over the admission of new states to the Union during the decades before the Civil War. The issue was always whether the number of “free states” and “slave states” would be <u>remain</u> balanced, thus affecting the <u>distribution of</u> power in the Congress.</p>	<p>What issues divided America in the first half of the nineteenth century?</p>	<ul style="list-style-type: none"> • Economic divisions <ul style="list-style-type: none"> – The Northern states developed an industrial economy based on manufacturing. They favored high protective tariffs to protect Northern manufacturers from foreign competition. – The Southern states developed an agricultural economy consisting of a slavery-based system of plantations in the lowlands along the Atlantic and in the Deep South, and small subsistence farmers in the foothills and valleys of the Appalachian Mountains. The South strongly opposed high tariffs, which made the price of imported manufactured goods much more expensive. <p>The growing division over slavery and states’ rights As the United States expanded westward, the conflict over slavery grew more bitter and threatened to tear the country apart.</p>	<p>Analyze, and interpret primary and secondary source documents, records, and data. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;

Essential Understandings	Essential	Essential Knowledge	Essential Skills
		<p><u>Sectional tensions were caused by competing economic interests</u></p> <ul style="list-style-type: none"> • <u>Industrial North favored high protective tariffs to protect northern manufactured goods from foreign competition.</u> • <u>Agricultural South opposed high tariffs that made the price of imports more expensive.</u> <p><u>Sectional tensions were caused by westward expansion</u></p> <ul style="list-style-type: none"> • <u>As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free” and “slave” states.</u> • The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line. • In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own. • The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line by giving people in Kansas and Nebraska the choice whether to allow slavery in their states (“popular sovereignty”). This law produced bloody fighting in Kansas as pro- and anti-slavery forces battled each other. It also led to the birth of the Republican party that same year to oppose the spread of slavery. 	

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The abolitionist movement grew in the North, led by William Lloyd Garrison, publisher of <i>The Liberator</i>, an antislavery newspaper, and many New England religious leaders, who saw slavery as a violation of Christian principles. • Harriet Beecher Stowe, wife of a New England clergyman, wrote <i>Uncle Tom's Cabin</i>, a best-selling novel that inflamed Northern abolitionist sentiment. Southerners were frightened by the growing strength of Northern abolitionism. • Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southern fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. • The admission of new states continually led to conflicts over whether the new states would allow slavery ("slave states") or prohibit slavery ("free states"). Numerous <p>Sectional tensions were caused by debates over the nature of the Union</p> <ul style="list-style-type: none"> • <u>South Carolinians argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A Union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis).</u> • <u>President Jackson threatened to send federal troops to collect the tariff revenues.</u> 	

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>compromises were struck to maintain the balance of power in Congress:</p> <ul style="list-style-type: none"> - The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line. - In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own. - The Kansas Nebraska Act of 1854 repealed the Missouri Compromise line by giving people in Kansas and Nebraska the choice whether to allow slavery in their states ("popular sovereignty"). This law produced bloody fighting in Kansas as pro and anti-slavery forces battled each other. It also led to the birth of 	

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>the Republican Party that same year to oppose the spread of slavery.</p> <ul style="list-style-type: none"> • Southerners argued that individual states could nullify laws passed by the Congress. They also began to insist that states had entered the Union freely and could leave ("secede") freely if they chose. • Abraham Lincoln, who had joined the new Republican Party, and Stephen Douglas, a Northern Democrat, conducted numerous debates when running for the U.S. Senate in Illinois in 1858. Lincoln opposed the spread of slavery into new states; Douglas stood for "popular sovereignty." • The Dred Scott decision by the Supreme Court overturned efforts to limit the spread of slavery and outraged Northerners, as did enforcement of the Fugitive Slave Act, which required slaves who escaped to free states to be forcibly returned to their owners in the South. 	

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Lincoln warned, "A house divided against itself cannot stand." The nation could not continue half free, half slave. The issue must be resolved. <p><u>Sectional tensions were caused by the institution of slavery</u></p> <ul style="list-style-type: none"> • <u>Northerners, led by William Lloyd Garrison, publisher of <i>The Liberator</i>, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists.</u> • <u>Fugitive slave acts pitted southern slaveowners against outraged northerners who opposed returning escaped slaves to bondage.</u> <p>The women's suffrage movement At the same time the abolitionist movement grew, another reform movement took root, to give equal rights to women.</p> <ul style="list-style-type: none"> • Seneca Falls Declaration • Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in women's suffrage before the Civil War, but continued with the movement after the war 	

STANDARD VUS.7a

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
a) evaluating the multiple causes of the Civil War and the role of the institution of slavery as a principal cause of the conflict;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Mounting sectional tensions and a failure of political will led to the Civil War.</u></p>	<p><u>What are the causes of the Civil War?</u></p>	<p><u>Causes of the Civil War</u></p> <ul style="list-style-type: none"> • <u>Sectional debate over tariffs, extension of slavery in the territories, and the nature of the Union (states' rights)</u> • <u>Northern abolitionists v. southern defenders of slavery</u> • <u>U.S. Supreme Court decision in the Dred Scott case</u> • <u>Publication of Uncle Tom's Cabin by Harriet Beecher Stowe</u> • <u>Ineffective presidential leadership in the 1850s</u> • <u>A history of failed compromises over the expansion of slavery in the territories</u> • <u>President Lincoln's call for federal troops in 1861</u> 	

STANDARD VUS.7-a) b) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by a) b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The secession of southern states triggered a long and costly war that concluded with Northern victory, a restoration of the Union, and emancipation of the slaves.</p> <p>The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.</p>	<p>What were the major military and political events of the Civil War?</p> <p>Who were the key leaders of the Civil War?</p> <p>Why did Southern states secede?</p> <p>Did any state have a right to leave the Union?</p> <p>Was Lincoln right to use military force to keep the Union intact?</p>	<p>Major events</p> <ul style="list-style-type: none"> • Election of Lincoln (1860), followed by the secession of several Southern states who feared that Lincoln would try to abolish slavery • Ft. Sumter: Opening confrontation of the Civil War • Emancipation Proclamation issued after Battle of Antietam • Gettysburg: Turning point of the Civil War • Appomattox: Site of Lee's surrender to Grant <p>Key leaders and their roles</p> <ul style="list-style-type: none"> • Abraham Lincoln: President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary • <u>Jefferson Davis: U.S. Senator who became President of the Confederate States of America</u> • Ulysses S. Grant: Union military commander, who won victories over the South after several Union commanders had failed 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD VUS.7b (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
 b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox • Frederick Douglass: Former slave who became prominent black abolitionist and who urged Lincoln to recruit former slaves to fight in the Union army 	

STANDARD VUS.7-b) c)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by b) c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Lincoln’s Gettysburg Address said the United States was one nation, not a federation of independent states. That was what the Civil War was about for Lincoln: to preserve the Union as a nation of the people, by the people, and for the people.</p> <p>Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a “Second American Revolution.” He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.</p>	<p>How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North’s war aims?</p> <p>What was Lincoln’s vision of the American nation as professed in the Gettysburg Address?</p>	<p>Emancipation Proclamation</p> <ul style="list-style-type: none"> • Freed those slaves located in “rebellious” states (seceded Southern states) • Made the destruction of slavery a Northern war aim • Discouraged any interference of foreign governments • <u>Allowed for the enlistment of black soldiers in the Union Army</u> <p>Gettysburg Address</p> <ul style="list-style-type: none"> • Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.” • Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the union and could freely leave. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.7-e) d)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) d) examining the political, and economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans and ultimately led to the political, economic, and social control of the South by whites.</p> <p>The economic and political gains of former slaves were temporary.</p>	<p>What were the consequences <u>was the impact</u> of the war and Reconstruction?</p>	<p>Political effects</p> <ul style="list-style-type: none"> Lincoln’s view that the United States was one nation indivisible had prevailed. Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states. Lincoln also believed that once the war was over, to reunify the nation the federal government should not punish the South but act “with malice towards none, with charity for all... to bind up the nation’s wounds....” 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.7-e) d) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) d) examining the political, ~~and~~ economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under military occupation. • Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as President, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office. • The three “Civil War Amendments” to the Constitution were added: <ul style="list-style-type: none"> – 13th Amendment: Slavery was abolished permanently in the United States. 	

STANDARD VUS.7-e) d) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) d) examining the political, ~~and~~ economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> - 14th Amendment: States were prohibited from denying equal rights under the law to any American. - 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves). • The Reconstruction period ended following the extremely close presidential election of 1876. In return for support in the electoral college vote from Southern Democrats, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African Americans in the South were denied the full rights of American citizenship. 	

STANDARD VUS.7-e) d) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) d) examining the political, and economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Economic and social impact</p> <ul style="list-style-type: none"> The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. <u>Confederate money was worthless. Many towns and cities such as and the cities of Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end of slavery.</u> The South would remain a backward, agriculture-based economy and the poorest section of the nation for many decades afterward. The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the 20th century. The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean. 	<p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS. 1i)</u></p>

STANDARD VUS.7e

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
e) examining the social impact of the war on African Americans, the common soldier, and the home front with emphasis on Virginia;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Although slavery ended, African-Americans did not begin to achieve full equality during the next 100 years.</u></p> <p><u>For the common soldier, warfare was brutal and camp life was lonely and boring. Many soldiers returned home wounded or crippled.</u></p> <p><u>On the home front, women were required to assume nontraditional roles.</u></p> <p><u>Enslaved African-mericans seized the opportunity presented by the approach of Union troops to achieve freedom.</u></p>	<p><u>How did the Civil War affect African Americans and the common soldier?</u></p> <p><u>What was the war's impact on the home front?</u></p>	<p><u>African Americans</u></p> <ul style="list-style-type: none"> • <u>The Emancipation Proclamation allowed for the enlistment of African American soldiers.</u> <p><u>Common Soldiers</u></p> <ul style="list-style-type: none"> • <u>Warfare often involved hand-to-hand combat.</u> • <u>War time diaries and letters home record this harsh reality.</u> • <u>After the war, especially in the South, soldiers returned home to find homes destroyed and poverty. Soldiers on both sides lived with permanent disabilities.</u> <p><u>Women</u></p> <ul style="list-style-type: none"> • <u>Managed homes and families with scarce resources</u> • <u>Often faced poverty and hunger</u> • <u>Assumed new roles in agriculture, nursing, and in war industries</u> 	

STANDARD VUS.7f

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
f) explaining post-war contributions of key leaders of the Civil War.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>After the Civil War, both Robert E. Lee and Ulysses S. Grant urged reconciliation between the North and the South.</u></p> <p><u>After the Civil War, Frederick Douglass became the leading spokesman for African Americans in the nation.</u></p>	<p><u>What were the post-war contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?</u></p>	<p><u>Ulysses S. Grant</u></p> <ul style="list-style-type: none"> • <u>Urged Radical Republicans not to be harsh with former Confederates</u> • <u>Elected President and served during most of Reconstruction</u> • <u>Advocated rights for the freedman</u> • <u>Opposed retribution directed to the defeated South</u> <p><u>Robert E. Lee</u></p> <ul style="list-style-type: none"> • <u>Urged Southerners to reconcile and rejoin the United States</u> • <u>Served as President of Washington College (Washington & Lee University today)</u> • <u>Emphasized the importance of education to the nation’s future</u> <p><u>Fredrick Douglass</u></p> <ul style="list-style-type: none"> • <u>Supported full equality for African-Americans</u> • <u>Advocated for the passage of the 14th and 15th Amendments</u> • <u>Encouraged federal government actions to protect the rights of the freedmen in the South</u> • <u>Served as ambassador to Haiti and in the civil service</u> 	

STANDARD VUS.8a

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

Essential	Essential Questions	Essential Knowledge	Essential Skills
<p>In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.</p>	<p>What factors influenced American growth and expansion in the late nineteenth and early twentieth century?</p>	<p>Westward movement</p> <ul style="list-style-type: none"> • Following the Civil War, the westward movement of settlers intensified into the vast region between the Mississippi River and the Pacific Ocean. • The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market. • Many Americans had to rebuild their lives after the Civil War. <u>They</u> responded to the incentive of free public land offered by the and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land. • Southerners and African Americans, in particular, moved west to seek new opportunities after the Civil War. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • New technologies (for example, railroads and the mechanical reaper), opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets more prosperous. By the turn of the century, the Great Plains and Rocky Mountain region of the American West was no longer a mostly unsettled frontier, but was fast becoming a region of farms, ranches, and towns. • <u>The forcible removal of the American Indians from their lands would continue throughout the remainder of the 19th century as settlers continued to move west following the Civil War.</u> <p>Immigrants flock to America</p> <ul style="list-style-type: none"> • Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, and present-day Hungary and Yugoslavia), as well as Asia (China and Japan). • Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families. 	

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast, the clothing industry in New York City, and Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and in dangerous working conditions to help build the nation’s industrial strength. • During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, standing nearby, as their ships arrived following the voyage across the Atlantic. 	

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Immigrants began the process of assimilation into what was termed the American “melting pot.” While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society. • Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers, and there was prejudice based on religious and cultural differences. 	

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Mounting resentment led Congress to limit immigration, through the Chinese Exclusion Act of 1882 and Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society. <p>Growth of Cities</p> <ul style="list-style-type: none"> • As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions crowded into tenements and slums. 	

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. New York City began construction of the world's first subway system around the turn of the 20th century, and many cities built trolley or streetcar lines. <p>Admission of new states</p> <ul style="list-style-type: none"> • As the population moved westward, many new states in the Great Plains and Rocky Mountains were added to the Union. By the early 20th century, all the states that make up the continental United States, from Atlantic to Pacific, had been admitted. 	

STANDARD VUS.8b

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During the period from the Civil War to World War I, the United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.</p>	<p>What fueled the modern industrial economy?</p>	<p>Technological change spurred growth of industry primarily in northern cities.</p> <p>Inventions/Innovations</p> <ul style="list-style-type: none"> • Corporation (limited liability) • Bessemer steel process • Light bulb (Thomas Edison) and electricity as a source of power and light • Telephone (Alexander Graham Bell) • Airplane (Wright Brothers) • Assembly line manufacturing (Henry Ford) <p>Industrial leaders</p> <ul style="list-style-type: none"> • Andrew Carnegie (steel) • J.P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads) <p>Reasons for economic transformation</p> <ul style="list-style-type: none"> • Government policies of Laissez-faire capitalism and special-considerations (e.g., land grants to railroad builders) • The increasing labor supply (from immigration and migration from farms) • America’s possession of a wealth of natural resources and navigable rivers 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD VUS.8c

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Discrimination and segregation against African Americans intensified and took new forms in the late nineteenth century and early twentieth century.</p> <p>African Americans disagreed about how to respond to the developments.</p>	<p>How did race relations in the South change after Reconstruction, and what was the African American response?</p>	<p>Discrimination and segregation against African Americans</p> <ul style="list-style-type: none"> • Laws limited African American freedoms. • After reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places. • Intimidation and crimes were directed against African Americans (lynchings). • African Americans looked to the courts to safeguard their rights. • In <i>Plessy v. Ferguson</i>, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era. • During the early 20th century, African Americans began the “Great Migration” to Northern cities in search of jobs and to escape poverty and discrimination in the South. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.8c (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>African American responses</p> <ul style="list-style-type: none"> • Ida B. Wells led an anti-lynching crusade and called on the federal government to take action. • Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation. • W.E.B. Du Bois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP). 	

STANDARD VUS.8d

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians (First Americans), leading to new federal Indian policies. Industrial development <u>brought great fortunes to a few and</u> raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.</p>	<p><u>How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?</u></p> <p>What were the goals of Progressives, and what were their accomplishments?</p>	<p>The Progressive Movement used government to reform problems created by industrialization (Theodore Roosevelt’s “Square Deal” and Woodrow Wilson’s “New Freedom”).</p> <p><u>Causes of the Progressive Movement</u></p> <ul style="list-style-type: none"> • <u>Excesses of the Gilded Age</u> <ul style="list-style-type: none"> – <u>Income disparity (lavish lifestyle)</u> – <u>Age of the robber barons</u> • Working conditions for labor <ul style="list-style-type: none"> – Dangerous working conditions – Child labor – Long hours, low wages, no job security, no benefits – Company towns – Employment of women <p><u>Goals of Progressive Movement</u></p> <ul style="list-style-type: none"> • Government controlled by people • Guaranteed economic opportunities through government regulation • Elimination of social injustices <p><u>Progressive accomplishments</u></p> <p><i>In local governments</i></p> <ul style="list-style-type: none"> • New forms to meet needs of increasing urbanization (commission and council manager) <p><i>In state governments</i></p> <ul style="list-style-type: none"> • Referendum • Initiative • Recall 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.8d (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>In elections</i></p> <ul style="list-style-type: none"> • Primary elections • Direct election of U.S. Senators (17th Amendment) • Secret ballot <p><i>In child labor</i></p> <ul style="list-style-type: none"> • Muckraking literature describing abuses of child labor • Child labor laws <p><i>Impact of labor unions</i></p> <ul style="list-style-type: none"> • Organizations <ul style="list-style-type: none"> - Knights of Labor - American Federation of Labor (Samuel Gompers) - American Railway Union (Eugene V. Debs) - Industrial Ladies’ Garment Workers Union • Strikes <ul style="list-style-type: none"> - Haymarket Square - Homestead Strike - Pullman Strike • Gains <ul style="list-style-type: none"> - Limited work hours - Regulated work conditions 	

STANDARD VUS.8d (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>Antitrust laws</i></p> <ul style="list-style-type: none"> • Sherman Anti-Trust Act—Prevents any business structure that “restrains trade” (monopolies) • Clayton Anti-Trust Act—Expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from Sherman Act <p><i>Women’s suffrage</i></p> <ul style="list-style-type: none"> • Was a forerunner of modern protest movement • Benefited from strong leadership (e.g., Susan B. Anthony) • Encouraged women to enter the labor force during World War I • Resulted in 19th Amendment to the Constitution 	

STANDARD VUS.9a

The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many 20th century American foreign policy issues have their origins in America’s emergence as a world power at the end of the 19th century. America’s intervention in World War I ensured her role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets.</p>	<p>Why did the United States abandon its traditional isolationist foreign policy?</p> <p>How did the United States expand its influence in the world?</p>	<p>Creation of international markets</p> <ul style="list-style-type: none"> • Open Door Policy—Secretary of State John Hay proposed a policy that would give all nations equal trading rights in China. • Dollar diplomacy—President Taft urged American banks and businesses to invest in Latin America. He promised that the United States would step in if unrest threatened their investments. • Growth in international trade occurred from the late 1800s to World War I—the first era of a true “global economy.” <p>Latin America</p> <ul style="list-style-type: none"> • Spanish American War <ul style="list-style-type: none"> – Puerto Rico was annexed by the United States. – The United States asserted the right to intervene in Cuban affairs. • Panama Canal and the role of Theodore Roosevelt <ul style="list-style-type: none"> – United States encouraged Panama’s independence from Colombia. – Parties negotiated a treaty to build the canal. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD VUS.9a (continued)

The student will demonstrate knowledge of the emerging role of the United States in world affairs ~~and key domestic events after 1890~~ by
 a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Asia and the Pacific</p> <ul style="list-style-type: none"> • Hawaii—U.S. efforts to depose Hawaii’s monarchy; U.S. annexation of Hawaii • Philippines—Annexed after Spanish American War • Open Door Policy—Urged all foreigners in China to obey Chinese law, observe fair competition 	

STANDARD VUS.9b

The student will demonstrate knowledge of the emerging role of the United States in world affairs ~~and key domestic events after 1890~~ by
 b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.</p>	<p>Why did the U.S. become involved in World War I?</p> <p>How did visions of the postwar world differ?</p>	<p>U.S. involvement in World War I</p> <ul style="list-style-type: none"> • The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia. • For three years, America remained neutral, and there was strong sentiment not to get involved in a European war. • The decision to enter the war was the result of continuing German submarine warfare (freedom of the seas) and American ties to Great Britain. • Americans wanted to “make the world safe for democracy.” (Wilson) • America’s military resources of soldiers and war materials tipped the balance of the war and led to Germany’s defeat. <p>Fourteen Points</p> <ul style="list-style-type: none"> • Wilson’s plan to eliminate the causes of war • Key ideas <ul style="list-style-type: none"> – Self-determination – Freedom of the sea – League of Nations – Mandate system 	<p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.9b (continued)

The student will demonstrate knowledge of the emerging role of the United States in world affairs ~~and key domestic events after 1890~~ by
 b) evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Treaty of Versailles</p> <ul style="list-style-type: none"> • The French and English insisted on punishment of Germany. • A League of Nations was created. • National boundaries were redrawn, creating many new nations. <p>League debate in United States</p> <ul style="list-style-type: none"> • Objections to U.S. foreign policy decisions made by an international organization, not by U.S. leaders • Senate's failure to approve Treaty of Versailles 	

STANDARD VUS.9c

The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by c) —explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The New Deal altered permanently the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</p>	<p>What were the causes of the Great Depression?</p> <p>How did the depression affect the lives of Americans?</p> <p>How did the New Deal attempt to address the causes and effects of the Great Depression?</p>	<p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • Overspeculation on stocks using borrowed money that could not be repaid when the stock market crashed in 1929 and stock prices collapsed • Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation • High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley Smoot Act) <p>Impact</p> <ul style="list-style-type: none"> • Unemployment and homelessness • Collapse of financial system (bank closings) • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1e)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.9c (continued)

~~The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by c) —explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>New Deal (Franklin Roosevelt)</p> <ul style="list-style-type: none"> • This program changed the role of the government to a more active participant in solving problems. • Roosevelt rallied a frightened nation in which one in four workers was unemployed. (“We have nothing to fear, but fear itself.”) • Relief measures provided direct payment to people for immediate help (Works Progress Administration — WPA). • Recovery programs were designed to bring nation out of depression over time (Agricultural Adjustment Administration — AAA). • Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation — FDIC). • Social Security Act offered safeguards for workers. 	

STANDARD VUS.10a

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Popular culture reflected the prosperity of the era.</u></p>	<p><u>How did radio, movies, newspapers and magazines promote challenges to traditional values?</u></p>	<p><u>Mass Media and Communications</u></p> <ul style="list-style-type: none"> • <u>Radio—broadcast jazz and Fireside Chats</u> • <u>Movies—provided escape from Depression-era realities</u> • <u>Newspapers and magazines—shaped cultural norms and sparked fads</u> <p><u>Challenges to Traditional Values</u></p> <ul style="list-style-type: none"> • <u>Traditional religion—Darwin’s Theory and Scopes Trial</u> • <u>Traditional Role of Women—Flappers, 19th Amendment</u> • <u>Open Immigration—Rise of new KKK</u> • <u>Prohibition—Smuggling alcohol and speakeasies</u> 	<p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p>

STANDARD VUS.10b

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

b) assessing the causes and consequences of the stock market crash of 1929;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The United States emerged from World War I as a global power. The stock market boom and optimism of the 1920s were generated by investments made with borrowed money. When businesses failed, the stocks lost their value, prices fell, production slowed, banks collapsed, and unemployment became widespread.</u></p>	<p><u>What caused the stock market crash of 1929?</u></p> <p><u>What were consequences of the stock market crash of 1929?</u></p>	<p><u>Causes of the stock market crash of 1929</u></p> <ul style="list-style-type: none"> • <u>Business was booming, but investments were made with borrowed money (overspeculation)</u> • <u>Excessive expansion of credit</u> • <u>Business failures led to bankruptcies</u> • <u>Bank deposits were also invested in the market.</u> • <u>When the market collapsed, the banks had no money</u> <p><u>Consequences</u></p> <ul style="list-style-type: none"> • <u>Clients panicked, attempting to withdraw their money from the banks, but there was nothing to give them</u> • <u>No new investments</u> 	<p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p>

STANDARD ~~VUS.9e~~ VUS10.c

The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
 c) explaining the causes of the Great Depression, and its impact on the American people, ~~and the ways the New Deal addressed it.~~

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The New Deal altered permanently the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</p> <p><u>The Great Depression caused widespread hardships.</u></p>	<p>What were the causes of the Great Depression?</p> <p>How did the depression affect the lives of Americans?</p> <p>How did the New Deal attempt to address the causes and effects of the Great Depression?</p>	<p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • Overspeculation on stocks using borrowed money that could not be repaid when the Stock market crashed in 1929 and stock prices collapsed • Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation • High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act) <p>Impact</p> <ul style="list-style-type: none"> • Unemployment and homelessness • Collapse of financial system (bank closings) • <u>Demand for goods declined</u> • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives.</u> (VUS. 1i)</p>

STANDARD VUS.10d

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The New Deal altered permanently the role of American government in the economy. It also fostered changes in people’s attitudes toward government’s responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</u></p>	<p><u>How did the New Deal attempt to address the causes and effects of the Great Depression?</u></p> <p><u>What impact did the New Deal have on the role of the federal government?</u></p>	<p><u>New Deal (Franklin Roosevelt)</u></p> <ul style="list-style-type: none"> • <u>This program changed the role of the government to a more active participant in solving problems.</u> • <u>Roosevelt rallied a frightened nation in which one in four workers was unemployed. (“We have nothing to fear, but fear itself.”)</u> • <u>Relief measures provided direct payment to people for immediate help (Works Progress Administration—WPA).</u> • <u>Recovery programs were designed to bring nation out of depression over time (Agricultural Adjustment Administration—AAA).</u> • <u>Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation—FDIC).</u> • <u>Social Security Act offered safeguards for workers.</u> <p><u>The legacy of the New Deal influenced the public’s belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.</u></p>	<p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS.1i)</u></p>

STANDARD ~~VUS.10a~~ VUS.11a

The student will demonstrate knowledge of World War II by

- a) ~~identifying~~ analyzing the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.</p>	<p>How did the United States respond to increasing totalitarian aggression in Europe and Asia?</p> <p>What caused America’s gradual abandonment of its policy of neutrality?</p>	<p>The war in Europe</p> <ul style="list-style-type: none"> World War II began with Hitler’s invasion of Poland in 1939, followed shortly after by the Soviet Union’s invasion of Poland from the east and the Baltic countries. During the first two years of the war, the United States stayed officially neutral as Germany overran France, most of Europe, and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union. Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the President authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.” 	<p><u>Identify, analyze, and interpret primary and secondary source documents.</u> (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD ~~VUS.10a~~ VUS.11a (continued)

The student will demonstrate knowledge of World War II by

- a) ~~identifying~~ analyzing the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The war in Asia</p> <ul style="list-style-type: none"> • During the 1930s a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose but both countries negotiated to avoid war. • While negotiating with the U.S. and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan. • After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war and the United States was fully involved. 	

STANDARD ~~VUS.10b~~ VUS.11b

The student will demonstrate knowledge of World War II by

b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Wartime strategies reflect the political and military goals of alliances, resources on hand, and the geographical extent of the conflict.</p>	<p>What was the overall strategy of America and its allies in World War II?</p> <p>How did America’s strategy during World War II reflect available resources and the geographical scope of the conflict?</p> <p>Why were some battles of World War II considered turning points of the war?</p>	<p>Allied strategy</p> <ul style="list-style-type: none"> America and its allies (Britain and the Soviet Union, after being invaded by Germany), followed a “Defeat Hitler First” strategy. Most American military resources were targeted for Europe. In the Pacific, American military strategy called for an “island hopping” campaign, seizing islands closer and closer to Japan and using them as bases for air attacks on Japan, and cutting off Japanese supplies through submarine warfare against Japanese shipping. <p>Axis strategy</p> <ul style="list-style-type: none"> Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America’s industrial and military strength could turn the tide. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Its leaders hoped that America would then accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains. <p>Major battles and military turning points</p> <p><i>North Africa</i></p> <ul style="list-style-type: none"> • El Alamein—German forces threatening to seize Egypt and the Suez Canal were defeated by the British. This defeat prevented Hitler from gaining access to Middle Eastern oil supplies and potentially attacking the Soviet Union from the south. 	

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>Europe</i></p> <ul style="list-style-type: none"> • Stalingrad - Hundreds of thousands of German soldiers were killed or captured in a months-long siege of the Russian city of Stalingrad. This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east. • Normandy landings (D-Day) - American and Allied troops under Eisenhower landed in German-occupied France on June 6, 1944. Despite intense German opposition and heavy American casualties, the landings succeeded and the liberation of western Europe from Hitler had begun. 	

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><i>Pacific</i></p> <ul style="list-style-type: none"> • Midway - In the “Miracle of Midway,” American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island. Coming only a few months after Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade Hawaii. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign that carried the war closer and closer to Japan. • Iwo Jima and Okinawa - The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of American lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and civilians committed suicide rather than surrender. 	

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) **describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> Use of the atomic bomb - Facing the prospect of horrendous casualties among both Americans and Japanese if American forces had to invade Japan itself, President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders surrendered, avoiding the need for American forces to invade Japan. 	

STANDARD ~~VUS.10e~~ VUS.11c

The student will demonstrate knowledge of World War II by

c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>World War II solidified the nation’s role as a global power and ushered in social changes and established reform agendas that would preoccupy public discourse in the United States for the remainder of the 20th century. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.</p>	<p>How did minority participation in World War II reflect social conditions in the United States?</p> <p>How did minorities contribute to Allied victory?</p>	<p>Minority participation</p> <ul style="list-style-type: none"> • African Americans generally served in segregated military units and were assigned to non-combat roles but demanded the right to serve in combat rather than support roles. <p>All-Minority military units</p> <ul style="list-style-type: none"> • Tuskegee Airmen (African American) served in Europe with distinction. • Nisei regiments (Asian American) earned a high number of decorations. <p>Additional contributions of minorities</p> <ul style="list-style-type: none"> • Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break). • Mexican Americans also fought, but in units not segregated. • Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action. 	<p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p>

STANDARD ~~VUS.10d~~ VUS.11d

The student will demonstrate knowledge of World War II by

d) ~~describing~~ examining the Geneva Convention and the treatment of prisoners of war during World War II;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The conduct of war often reflects social and moral codes of a nation.</p> <p>The treatment of prisoners of war often reflected the savage nature of conflict and the cultural norms of the nation.</p>	<p>What was the purpose of the Geneva Convention?</p> <p>How did the treatment of prisoners differ?</p>	<p>The Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.</p> <p>The treatment of prisoners in the Pacific Theater often reflected the savagery of the fighting there.</p> <ul style="list-style-type: none"> • In the Bataan Death March, American POWs suffered brutal treatment by Japanese after surrender of the Philippines. • Japanese soldiers often committed suicide rather than surrender. • The treatment of prisoners in Europe more closely followed the ideas of the Geneva Convention. 	<p><u>Identify, analyze, and interpret primary and secondary source documents.</u> (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD ~~VUS.10e~~ VUS.11e

The student will demonstrate knowledge of World War II by

e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and postwar trials of war criminals.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Specific groups, often the object of hatred and prejudice, face increased risk of discrimination during wartime.</p>	<p>What was the Holocaust and who were its victims?</p> <p>What was the short-term and long-term significance of the Holocaust?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group Final solution: Germany’s decision to exterminate all Jews <p>Affected groups</p> <ul style="list-style-type: none"> Jews Poles Slavs Gypsies “Undesirables” (homosexuals, mentally ill, political dissidents) <p>Significance</p> <ul style="list-style-type: none"> In the Nuremberg trials, Nazi leaders and others were convicted of war crimes. The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received. The trials led to increased demand for a Jewish homeland. 	<p><u>Identify, analyze, and interpret primary and secondary source documents.</u> (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD ~~VUS.11a~~ VUS.12a

The student will demonstrate knowledge of the effects of World War II on the home front by

a) explaining how the United States mobilized its economic, human, and military resources;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Success in the war required the total commitment of the nation’s resources. On the home front, public education and the mass media promoted nationalism.</p>	<p>How did the United States organize and distribute its resources to achieve victory during World War II?</p>	<p>Economic resources U.S. government and industry forged a close working relationship to allocate resources effectively.</p> <ul style="list-style-type: none"> • Rationing was used to maintain supply of essential products to the war effort. • War bonds and income tax were used for financing the war. • Business retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing). <p>Human resources</p> <ul style="list-style-type: none"> • More women and minorities entered the labor force as men entered the armed forces. • Citizens volunteered in support of the war effort. <p>Military resources</p> <ul style="list-style-type: none"> • The draft/selective service was used to provide personnel for the military. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS. 1i)</u></p>

STANDARD ~~VUS.11b~~ VUS.12b

The student will demonstrate knowledge of the effects of World War II on the home front by

b) describing the contributions of women and minorities to the war effort;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Contributions to a war effort come from all segments of a society. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.</p>	<p>How did women and minorities contribute to America’s efforts during World War II?</p>	<p>Women during World War II</p> <ul style="list-style-type: none"> • Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter). • They typically participated in non-combat military roles. <p>African Americans during World War II</p> <ul style="list-style-type: none"> • African Americans migrated to cities in search of jobs in war plants. • They campaigned for victory in war and equality at home. 	<p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p>

STANDARD ~~VUS.11e~~ VUS.12c

The student will demonstrate knowledge of the effects of World War II on the home front by

c) explaining the internment of Japanese Americans during the war;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Prejudice, coupled with wartime fears, can affect civil liberties of minorities.</p>	<p>How were Americans of Japanese descent treated after U.S. entry into World War II, and why?</p>	<p>Reasons for internment</p> <ul style="list-style-type: none"> • Strong anti-Japanese prejudice on the West Coast • False belief that Japanese Americans were aiding the enemy <p>Internment of Japanese Americans</p> <ul style="list-style-type: none"> • Japanese Americans were re-located to internment camps. • Internment affected Japanese American populations along the West Coast. The Supreme Court upheld the government’s right to act against Japanese Americans living on the West Coast of the United States. A public apology was eventually issued by the U.S. government. Financial payment was made to survivors. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD ~~VUS.11d~~ VUS.12d

The student will demonstrate knowledge of the effects of World War II on the home front by

d) describing the role of media and communications in the war effort.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>During World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism.</p>	<p>How did media and communications assist the Allied efforts during World War II?</p>	<p>Media/Communications assistance</p> <ul style="list-style-type: none"> • The U.S. government maintained strict censorship of reporting of the war. • Public morale and ad campaigns kept Americans focused on the war effort. • The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways. 	<p>Evaluate the authenticity, authority, and credibility of sources. (VUS.1b)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD ~~VUS.12a~~ VUS.13a

The student will demonstrate knowledge of United States foreign policy since World War II by

a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Wars have political, economic, and social consequences.</p>	<p>What were the political, economic, and social consequences of World War II?</p>	<p>Postwar outcomes</p> <ul style="list-style-type: none"> • The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. • Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. • Europe lay in ruins, and the United States launched the Marshall Plan which provided massive financial aid to rebuild European economies and prevent the spread of communism. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD ~~VUS.12a~~ VUS.13a (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars. 	

STANDARD ~~VUS.12b~~ VUS.13b

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.</p> <p>The Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom and a market economy, and the Soviet belief in a totalitarian state and socialism.</p> <p>The U. S. government's anti-Communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.</p>	<p>How did the U.S. respond to the threat of communist expansion?</p> <p>What are the origins of the Cold War?</p> <p>What events characterize the early events of the Cold War?</p> <p>What was the impact of the Cold War on Americans at home?</p> <p>What was the impact of the Vietnam War on Americans at home?</p>	<p>Origins of the Cold War</p> <ul style="list-style-type: none"> The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1989. The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system. The Truman Doctrine of "containment of communism" was a guiding principle of American foreign policy throughout the Cold War, not to roll it back but to keep it from spreading and to resist communist aggression into other countries. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in eastern Europe formed the Warsaw Pact and for nearly 50 years both sides maintained large military forces facing each other in Europe. • The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split which American foreign policy under President Nixon in the 1970s exploited. 	

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of “massive retaliation” to deter any nuclear strike by the Soviets. <p>The Korean War</p> <ul style="list-style-type: none"> • American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism. • After communist North Korea invaded South Korea, American military forces led a <u>United Nations</u> counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea and the war threatened to widen, but eventually ended in a stalemate with South Korea free of communist occupation. 	

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The Vietnam War</p> <ul style="list-style-type: none"> • American involvement in Vietnam also reflected the Cold War policy of containment of communism. • Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist. • The American military buildup in Vietnam began under President John Kennedy. After Kennedy’s assassination in 1963, the buildup was intensified under President Lyndon Johnson. • The scale of combat in Vietnam grew larger over the course of the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but could not force an end to the war on favorable terms by fighting a limited war. 	

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The country became bitterly divided. While there was support for the American military and conduct of the war among many Americans, others opposed the war and active opposition to the war mounted, especially on college campuses. • After Johnson declined to seek re-election, President Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of “Vietnamization,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese. • Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army, and President Nixon was forced from office by the Watergate scandal. In 1975, both North and South Vietnam were merged under communist control. 	

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Cuba</p> <ul style="list-style-type: none"> • Cuba was also a site of Cold War confrontations. • Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This “Bay of Pigs” invasion failed. • In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership “blinked” and removed their missiles. 	

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Impact of the Cold War at home</p> <ul style="list-style-type: none"> • The fear of communism and the threat of nuclear war affected American life throughout the Cold War. • During the 1950s and 1960s, American schools regularly held drills to train children what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements. • The convictions of Alger Hiss, and Julius and Ethel Rosenberg for spying for the Soviet Union, and the construction of nuclear weapons by the Soviets using technical secrets obtained through spying, increased domestic fears of communism. • Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and citizens of being communists based on flimsy or no evidence. This led to the coining of the term <i>McCarthyism</i>, or the making of false accusations based on rumor or guilt by association. 	

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • The Cold War made foreign policy a major issue in every presidential election during the period. • The heavy military expenditures throughout the Cold War benefited Virginia's economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and Northern Virginia, home to the Pentagon and numerous private companies that contract with the military. 	

STANDARD ~~VUS.12e~~ VUS.13c

The student will demonstrate knowledge of United States foreign policy since World War II by
c) explaining the role of America’s military and veterans in defending freedom during the Cold War;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A strong military was the key to America’s victory over the Soviet Union in the Cold War.</p> <p>Millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.</p>	<p>How did America’s military forces defend freedom during the Cold War?</p>	<p>American military forces during the Cold War</p> <ul style="list-style-type: none"> • In President John Kennedy’s inaugural address, he pledged that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you; ask what you can do for your country.” • During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p>

STANDARD ~~VUS.12e~~ VUS.13c (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by
 c) explaining the role of America’s military and veterans in defending freedom during the Cold War;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • President Kennedy, a World War II veteran, was assassinated in 1963 in Dallas, Texas, in an event that shook the nation’s confidence and began a period of internal strife and divisiveness, especially spurred by divisions over U.S. involvement in Vietnam. • Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war. • It was not until several years after the end of the war that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices. 	

STANDARD ~~VUS.12d~~ VUS.13d

The student will demonstrate knowledge of United States foreign policy since World War II by

d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Both internal and external pressures caused the collapse of the Soviet Union.</p>	<p>How did internal problems affect the collapse of the Soviet Union?</p> <p>What was President Ronald Reagan's role in the collapse of the Soviet Union?</p>	<p>Internal problems of the Soviet Union</p> <ul style="list-style-type: none"> • Increasing Soviet military expenses to compete with the United States • Rising nationalism in Soviet republics • Fast-paced reforms (market economy) • Economic inefficiency • Gorbachev "glasnost" and "perestroika" (openness and economic restructuring) <p>Role of President Reagan</p> <ul style="list-style-type: none"> • Challenged moral legitimacy of the Soviet Union; for example, speech at Berlin Wall ("Mr. Gorbachev, tear down this wall") • Increased U.S. military and economic pressure on the Soviet Union 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD ~~VUS.12d~~VUS.13e

The student will demonstrate knowledge of United States foreign policy since World War II by
e) explaining the impact of presidents of the United States since 1988 on foreign policy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>With the end of the Cold War, the United States changed its goals and policies.</u></p> <p><u>Involvement in conflicts in other areas of the world have been an integral part of United States foreign policy in the modern era.</u></p>	<p><u>How did the United States redirect its goals and policies in the post-Cold War era?</u></p> <p><u>How have presidents shaped American policy since 1988?</u></p>	<p><u>Selected post-Cold War era goals and policies</u></p> <ul style="list-style-type: none"> • <u>Foreign aid</u> • <u>Humanitarian aid</u> • <u>Support human rights</u> <p><u>George H. W. Bush, 1989-1993</u></p> <ul style="list-style-type: none"> • <u>Fall of Communism in Eastern Europe</u> <ul style="list-style-type: none"> - <u>Reunification of Germany</u> - <u>Collapse of Yugoslavia</u> - <u>Breakup of the Soviet state</u> • <u>Persian Gulf War 1990-1991</u> <ul style="list-style-type: none"> - <u>First war where American women served in a combat role</u> - <u>Operation Desert Storm</u> 	<p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p>

STANDARD ~~VUS.12d~~VUS.13e (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by
 e) explaining the impact of presidents of the United States since 1988 on foreign policy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><u>William J. Clinton, 1993-2001</u></p> <ul style="list-style-type: none"> • <u>North American Free Trade Agreement (NAFTA)</u> • <u>Full Diplomatic relations with Vietnam</u> • <u>Lifted economic sanctions against South Africa when its government ended the policy of apartheid</u> • <u>NATO action in former Yugoslavia</u> <p><u>George W. Bush, 2001-2009</u></p> <ul style="list-style-type: none"> • <u>Terrorists attacks on United States soil (9/11/2001)</u> • <u>War in Afghanistan</u> • <u>War in Iraq</u> 	

STANDARD ~~VUS.13a~~ VUS.14a

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>By interpreting its powers broadly, the Supreme Court can reshape American society.</p>	<p>What was the significance of <i>Brown v. Board of Education</i>, and what roles did Thurgood Marshall and Oliver Hill play in the demise of segregated schools?</p> <p>How did Virginia respond to the Brown decision?</p>	<p><i>Brown v. Board of Education</i></p> <ul style="list-style-type: none"> • Supreme Court decision that segregated schools are unequal and must desegregate • Included Virginia case <p>Key people</p> <ul style="list-style-type: none"> • Thurgood Marshall —NAACP Legal Defense Team • Oliver Hill— NAACP Legal Defense Team in Virginia <p>Virginia response</p> <ul style="list-style-type: none"> • Massive Resistance—Closing some schools • Establishment of private academies • White flight from urban school systems 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD ~~VUS.13b~~ VUS.14b

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights legislation.</p>	<p>How did the 1963 March on Washington influence public opinion about civil rights?</p> <p>How did the legislative process advance the cause of civil rights for African Americans?</p> <p>How did the NAACP advance civil rights for African Americans?</p>	<p>1963 March on Washington</p> <ul style="list-style-type: none"> • Participants were inspired by the “I have a dream” speech given by Martin Luther King, Jr. • The march helped influence public opinion to support civil rights legislation. • The march demonstrated the power of non-violent, mass protest. <p>Civil Rights Act of 1964</p> <ul style="list-style-type: none"> • The act prohibited discrimination based on race, religion, national origin, and gender. • It also desegregated public accommodations. • President Lyndon B. Johnson played an important role in the passage of the act. <p>Voting Rights Act of 1965</p> <ul style="list-style-type: none"> • The act outlawed literacy tests. • Federal registrars were sent to the South to register voters. • The act resulted in an increase in African American voters. • President Lyndon B. Johnson played an important role in the passage of the act. 	<p><u>Identify, analyze, and interpret primary and secondary source documents.</u> (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD ~~VUS.13b~~ VUS.14b (continued)

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

- b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>National Association for the Advancement of Colored People (NAACP)</p> <ul style="list-style-type: none"> • The organization challenged segregation in the courts. 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p>

STANDARD VUS.14a

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
a) —analyzing the effects of increased participation of women in the labor force.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Gender worker diversity has altered the workplace.</p>	<p>In what ways have women altered the traditional world of work?</p> <p>What issues concern working women?</p>	<p>Increased participation of women in the labor force</p> <ul style="list-style-type: none"> • An increasingly large percentage of America’s labor force • Many working mothers • Women in nontraditional jobs <ul style="list-style-type: none"> – Sandra Day O’Connor was the first woman to serve on the United States Supreme Court. – Sally Ride was the first female astronaut in the United States. • Role of courts in providing opportunities <p>Issues of working women</p> <ul style="list-style-type: none"> • Need for affordable day care • Equitable pay • “Pink collar” ghetto (low prestige, low paying jobs) • “Glass ceiling” (perception that career advancement for women is not equal to men) 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1e)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD VUS.15a

The student will demonstrate knowledge of economic, social, cultural, and political developments in ~~the contemporary United States~~ recent decades and today by

- a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The membership of the U.S. Supreme Court has changed over time.</u></p> <p><u>The decisions of the U.S. Supreme Court have expanded individual rights in the years since <i>Brown v. Board of Education of Topeka, Kansas</i> (1954).</u></p>	<p><u>How has the membership of the U.S. Supreme Court changed over time?</u></p> <p><u>How have the decisions of the U.S. Supreme Court promoted equality and extended civil liberties?</u></p>	<p><u>The membership of the U.S. Supreme Court has included women and minorities such as Sandra Day O'Connor, Ruth Bader Ginsburg, and Clarence Thomas.</u></p> <p><u>The civil rights movement of the 1940s, 1950s, and 1960s provided a model that other groups have used to extend civil rights and equal justice.</u></p> <p><u>The U.S. Supreme Court protects the individual rights enumerated in the Constitution of the United States.</u></p> <p><u>The U.S. Supreme Court identified a constitutional basis for a right to privacy that is protected from government interference.</u></p> <p><u>The U.S. Supreme Court invalidates legislative acts and executive actions that the justices agree exceed the authority granted to government officials by the Constitution of the United States.</u></p>	

STANDARD ~~VUS.14b~~ VUS.15b

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
 b) ~~analyzing how the changing patterns of immigration affect the diversity of the United States population,~~ the reasons new immigrants choose to come to this country, and their contributions to contemporary America, and the debates over immigration policy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>New immigrant groups have <u>Rising immigration has</u> increased American diversity and redefined American identity.</p>	<p>What factors have drawn immigrants to the United States?</p> <p>What immigrant groups account for the bulk of immigration?</p> <p>How have Asian and Hispanic immigrants influenced American society and culture?</p> <p><u>What issues are currently being debated related to immigration to the United States?</u></p> <p><u>What are some contributions made by immigrants?</u></p>	<p>New and increasing immigration to the United States has been taking place from many diverse countries, especially Asian and Latin American countries.</p> <p>Reasons for immigration</p> <ul style="list-style-type: none"> • Political freedom • Economic opportunity <p>Effects of immigration</p> <ul style="list-style-type: none"> • <u>Bilingual education/English as a Second Language (ESL) courses</u> • <u>Effects on public policy (Cuban Americans and policy toward Cuba)</u> • <u>Politics/voting</u> <p>Issues related to immigration policy</p> <ul style="list-style-type: none"> • <u>Strain on government services</u> • <u>Filling low-paying jobs in the United States</u> • <u>Border issues</u> • <u>Pathway to citizenship</u> • <u>Bilingual education</u> • <u>Increasing cultural diversity</u> <p>Contributions of immigrants</p> <ul style="list-style-type: none"> • <u>Popularity of ethnic food, Diversity in music, and the arts, and literature</u> • <u>Role in labor force</u> • <u>Expanded source of scientists and engineers</u> 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p>

STANDARD ~~VUS.14e~~ VUS.15c

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
 c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Dramatic advances in technology have affected life in America in many significant areas.</p> <p>The American space program was a triumph of American technological prowess.</p> <p>Technology can make communication and information more accessible.</p>	<p>How has the accessibility to improved technology and communications affected American culture?</p>	<p>In the early 1960s, President John Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. U.S. astronaut John Glenn was the first American to orbit the Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon’s surface. He proclaimed, “That’s one small step for a man, one giant leap for mankind.”</p> <p><u>Sally Ride was the first female astronaut in the United States.</u></p> <p>Over the past three decades improved technology and media have brought about better access to communication and information for rural areas, businesses, and individual consumers. As a result, many more Americans have access to global information and viewpoints.</p> <p>Examples of technological advances</p> <ul style="list-style-type: none"> • Cable TV/24-hour news (CNN) • Personal computers • Cellular phones • World Wide Web 	<p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p>

STANDARD ~~VUS.14e~~ VUS.15c (continued)

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by

c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Changes in work/school/health care</p> <ul style="list-style-type: none"> • Telecommuting • Distance learning • Growth in white collar careers of <u>service industries</u> • Breakthroughs in medical research, including the development of the vaccine for polio by Dr. Jonas Salk • <u>Outsourcing and offshoring</u> 	

STANDARD VUS.15d

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Ronald Reagan’s policies had an impact on the relationship between the federal and state governments.</u></p> <p><u>The conservative political philosophy of President Reagan prompted a re-evaluation of the size and role of government in the economy and society of contemporary America.</u></p>	<p><u>What was the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988?</u></p>	<p><u>President Reagan and conservative Republicans advocated for</u></p> <ul style="list-style-type: none"> • <u>tax cuts</u> • <u>transfer of responsibilities to state governments</u> • <u>appointment of judges/justices who exercised “judicial restraint”</u> • <u>reduction in the number and scope of government programs and regulations</u> • <u>strengthened American military</u> <p><u>The “Reagan Revolution” extended beyond his tenure in office with</u></p> <ul style="list-style-type: none"> • <u>the election of his vice president, George H. W. Bush</u> • <u>the election of a centrist Democrat, William Clinton</u> • <u>the Republican sweep of congressional elections and statehouses in the 1990s</u> • <u>the election of George W. Bush</u> 	<p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p>

STANDARD VUS.15e

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
e) assessing the role of government actions that impact the economy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The Federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product, exchange rates, inflation, and unemployment rates.</u></p>	<p><u>What are the roles that government plays in the United States economy?</u></p>	<p><u>Government promotes a healthy economy characterized by full employment and low inflation through actions of</u></p> <ul style="list-style-type: none"> • <u>Federal Reserve—monetary policy decisions control the supply of money and credit to expand or contract economic growth</u> • <u>President and Congress—fiscal policy decisions determine levels of government taxation and spending; government regulates the economy</u> 	<p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS. 1i)</u></p>

STANDARD VUS.15f

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
f) assessing the role of the United States in a world confronted by international terrorism.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The United States formulates domestic and international policy in an effort to confront terrorism.</u></p>	<p><u>What role has the United States played in a world confronted by international terrorism?</u></p>	<p><u>United States responses to terrorism</u></p> <ul style="list-style-type: none"> • <u>Heightened security at home (Patriot Act)</u> • <u>Diplomatic and military initiatives</u> 	<p><u>Evaluate the authenticity, authority, and credibility of sources. (VUS.1b)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p>



Draft

Curriculum Framework

Virginia and United States Government

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Draft - May 21, 2008**

STANDARD GOVT.1 a, b, c, d, e, f, g

The student will demonstrate mastery of the social studies skills citizenship requires, including the ability to

- a) analyze primary and secondary source documents;**
- b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;**
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;**
- d) distinguish between relevant and irrelevant information;**
- e) evaluate information for accuracy, separating fact from opinion;**
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend prioritize solutions using a decision-making model;**
- g) select and defend positions in writing, discussion, and debate.**

The skills identified in standard GOVT.1a-g are cited in the “Essential Skills” column of each chart for *Virginia and United States Government* with the exception of “g” (select and defend positions in writing, discussion, debate). Students should have opportunities to practice writing, discussion and debating skills, but these skills will not be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.

STANDARD GOVT.2a

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by
 a) describing the development of Athenian democracy and the Roman republic;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.</p>	<p>What elements of the United States constitutional system evolved from Athens and Rome?</p>	<p>Democratic elements of the United States constitutional system borrowed from Athens and Rome</p> <ul style="list-style-type: none"> • Athens - Direct democracy • Rome - Indirect democracy/ republic 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.2b

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by
 b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States constitutional system incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights.</p>	<p>What elements of the Constitution of the United States of America are derived from the Magna Carta, the English Petition of Rights, and the English Bill of Rights?</p>	<p>Magna Carta</p> <ul style="list-style-type: none"> • Limited power of the government • Fundamental rights <ul style="list-style-type: none"> – Trial by jury – Due process of law <p>English Petition of Rights</p> <ul style="list-style-type: none"> • Early document supporting idea that men have rights and establishing concept of rule of law • Included basic rights <ul style="list-style-type: none"> – Guarantee of trial by jury – Protection against marshal law – Protection against quartering of troops – Protection of private property <p>English Bill of Rights</p> <ul style="list-style-type: none"> • Limited power of the monarch <ul style="list-style-type: none"> – No standing army in peacetime – Free elections – Right of petition – Parliamentary checks on power 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.2c

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by
 c) examining the writings of Hobbes, Locke, and Montesquieu;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Principles of government and law developed by leading European political thinkers—Thomas Hobbes, John Locke, and Montesquieu—may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States of America.</p>	<p>What were the fundamental principles of American government and law developed by leading European political thinkers?</p>	<p>Fundamental political principles</p> <ul style="list-style-type: none"> • Limited government - John Locke, Thomas Hobbes (Constitution of Virginia, Constitution of the United States of America, Declaration of Independence) • Government's authority coming only from the consent of the governed - John Locke (Declaration of Independence, Constitution of the United States of America) • Separation of powers - Montesquieu (Constitution of the United States of America, Constitution of Virginia) 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret tables and charts. (GOVT.1b)</p>

STANDARD GOVT.2d

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by
 d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The charters of the Virginia Company of London extended the rights of Englishmen to the colonists.</p>	<p>Why are charters of the Virginia Company of London significant?</p>	<p>The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.2e

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by
 e) analyzing the natural rights philosophies expressed in the Declaration of Independence;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Declaration of Independence is an expression of natural rights philosophy.</p>	<p>How are the natural rights philosophies, expressed by John Locke and Jean-Jacques Rousseau, reflected in the Declaration of Independence?</p>	<p>Natural rights philosophy of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence</p> <ul style="list-style-type: none"> • Rousseau believed that all men are equal. • Locke believed that government is based on an agreement between people and their rulers ("social contract"). He felt that people have the right to life, liberty, and property. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret tables and charts. (GOVT.1b)</p>

STANDARD GOVT.2f

The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional governments by f) examining 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.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Virginians played key roles in securing individual liberties.</u></p>	<p><u>What role did George Mason, Thomas Jefferson and James Madison play in the adoption of the Bill of Rights?</u></p>	<p><u>Virginia Declaration of Rights - by George Mason</u></p> <ul style="list-style-type: none"> • <u>States that all Virginians should have certain rights, including freedom of religion and the press.</u> • <u>Basis for the Bill of Rights of the Constitution of the United States of America</u> <p><u>Virginia Statute for Religious Freedom - by Thomas Jefferson</u></p> <ul style="list-style-type: none"> • <u>States that all people should be free to worship as they please.</u> • <u>First time religious freedom was protected by law</u> • <u>Basis for the First Amendment to the Constitution of the United States of America, which guarantees religious freedom</u> <p><u>James Madison (“Father of the Constitution”)</u></p> <ul style="list-style-type: none"> • <u>Kept detailed notes during the Constitutional Convention</u> • <u>Engineered compromises on the most difficult issues facing the delegates</u> • <u>Authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government.</u> • <u>Authored much of the Bill of Rights</u> 	

STANDARD GOVT.3a, b, c, d, e

The student will demonstrate knowledge of the concepts of democracy by

- a) recognizing the fundamental worth and dignity of the individual;
- b) recognizing the equality of all citizens under the law;
- c) recognizing majority rule and minority rights;
- d) recognizing the necessity of compromise;
- e) recognizing the freedom of the individual.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Concepts of democracy define and shape the meaning of citizenship.</p>	<p>What concepts define the meaning of democracy as expressed in the United States constitutional system?</p>	<p>Fundamental political concepts</p> <ul style="list-style-type: none"> • Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law. • Equality: All persons are entitled to equal rights and treatment before the law. • Majority rule: The will of the majority as expressed through elections is fundamental to the American system. • Minority rights: The Constitution of the United States protects the rights of the few from oppression. • Compromise: The structure of the United States government necessitates compromise by all sides. • Individual freedom: All persons are born free, equal, and independent. <p>An analysis of current events demonstrates contemporary applications of democratic concepts.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.4a

The student will demonstrate knowledge of the Constitution of the United States of America by

a) examining the ratification debates and *The Federalist*;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The debates over ratification of the Constitution of the United States of America focused on power given to the national government.</p>	<p>How did the amount of power given to the national government polarize the ratification debates?</p>	<p>Ratification debates</p> <ul style="list-style-type: none"> • Nine of thirteen states needed to ratify constitution • Anti-Federalist position <ul style="list-style-type: none"> – Suspicious of a strong central government – Wanted Bill of Rights to protect personal liberties • Federalist position <ul style="list-style-type: none"> – Believed that a strong central government was the best way to protect freedom <p><i>The Federalist</i> was a series of essays supporting adoption of the Constitution of the United States of America.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p>

STANDARD GOVT.4b

The student will demonstrate knowledge of the Constitution of the United States of America by

b) identifying the purposes for government stated in the Preamble;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The purpose of government is established in the Preamble of the Constitution of the United States of America.</p>	<p>What is the significance of the Preamble of the Constitution of the United States of America?</p>	<p>Purposes for government as stated in the Preamble</p> <ul style="list-style-type: none"> • To form a more perfect union • To establish justice • To ensure domestic tranquillity • To provide for the common defense • To promote the general welfare • To secure the blessings of liberty 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.4c

The student will demonstrate knowledge of the Constitution of the United States of America by

- c) examining the fundamental principles upon which the Constitution is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America is based on fundamental principles.</p>	<p>What are the fundamental principles contained in the Constitution of the United States of America?</p>	<p>Fundamental principles</p> <ul style="list-style-type: none"> • Consent of the governed: People are the only source of governmental power. • Limited government: The government may do only those things that the people have given it the power to do. • Separation of powers: Government is divided into three branches— legislative, executive, and judicial. • Checks and balances: This is a system whereby each branch of government exercises some control on the others. • Federalism: In this form of government, powers are divided between the national government and state governments. • Rule of law: The Constitution of the United States of America is supreme and all individuals are accountable under the law. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p>

STANDARD GOVT.4d

The student will demonstrate knowledge of the Constitution of the United States of America by

d) illustrating the structure of the national government as outlined in Article I, Article II, and Article III;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Articles I, II, and III of the Constitution of the United States of America establish three co-equal branches of government.</p>	<p>How does the Constitution of the United States of America organize the national government?</p>	<p>Organization of the national government</p> <ul style="list-style-type: none"> • Article I establishes the legislative branch of the national government setting forth the two houses of Congress to make laws. • Article II establishes the executive branch to carry out the laws passed by Congress. • Article III creates the United States Supreme Court and empowers Congress to establish lower Federal Courts to interpret the laws. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.4e

The student will demonstrate knowledge of the Constitution of the United States of America by

e) describing the amendment process.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The amendment process provides a way that the Constitution of the United States of America can remain responsive to the needs of a changing nation.</p> <p>To date, there have been 27 amendments to the original Constitution.</p>	<p>What are the procedures to amend the Constitution of the United States of America?</p>	<p>Terms to know Amendment: A formal revision to the Constitution, responding to needs of a changing nation</p> <p>National amendment procedure (Article V)</p> <ul style="list-style-type: none"> • To propose an amendment <ul style="list-style-type: none"> – Requires a 2/3 vote of both houses of Congress OR – Requires a national convention requested by 2/3 of state legislatures • To ratify an amendment <ul style="list-style-type: none"> – Approval by 3/4 of state legislatures OR – Acceptance by conventions in 3/4 of states 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.5a, b, c, d

The student will demonstrate knowledge of the federal system described in the Constitution of the United States of America by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of the United States of America provides for a federal system of government in which power is shared between the states and the national government.</p>	<p>What is the relationship of the state governments to the national government?</p> <p>How is power divided and shared between the national and state levels of government?</p> <p>What powers are denied to both national and state governments?</p>	<p>The Constitution of the United States of America establishes a federal form of government in which the national government is supreme.</p> <p>The powers not given to the national government by the Constitution of the United States of America are reserved to the states or people (<u>10th amendment</u>).</p> <p>Powers of national government</p> <ul style="list-style-type: none"> • Expressed powers - Powers directly stated in the Constitution of the United States of America, such as the power to levy and collect taxes, make war, and regulate trade among the states • Implied powers - Powers reserved by the national government but not specifically listed; source for implied powers is the elastic clause or “necessary and proper” clause (Article I, Sec. 8) • Inherent powers - Powers that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.5a, b, c, d (continued)

The student will demonstrate knowledge of the federal system described in the Constitution of the United States of America by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Areas where powers are shared</p> <ul style="list-style-type: none"> • Taxation • Education policy • Criminal justice laws <p>Conflicts between the state and national authority in a federal system are found in concurrently held powers.</p> <p>Powers denied to both the national and state governments</p> <ul style="list-style-type: none"> • Ex post facto laws • Tax on exports <p>Federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.</p>	

STANDARD GOVT.6a

The student will demonstrate knowledge of local, state, and national elections by

a) describing the organization, role, and constituencies of political parties;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Political parties are organized to win elections.</p> <p>Party factions can control the election process by controlling candidate selection.</p>	<p>How do political parties organize to win elections?</p>	<p>Political parties have national, state, and local organizations.</p> <p>Roles of political parties</p> <ul style="list-style-type: none"> • Select candidates • Raise funds • Conduct campaigns • Identify important issues • Monitor the party in power <p>Each major political party seeks to define itself in ways that wins majority support while remaining committed to core principles.</p> <p>The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.</p> <p>Third parties can form to highlight single issues in a given election or provide a long-term forum for minority views.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.6b

The student will demonstrate knowledge of local, state, and national elections by

b) describing the nomination and election process;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>At each level of government, candidates for elective office are chosen using a variety of nominating methods.</p> <p><u>Candidates must appeal to an increasing number of independent voters to win elections.</u></p>	<p>How do political parties nominate candidates for national, state, and local offices?</p> <p>How do the major political parties select presidential candidates?</p>	<p>Ways individuals may seek nomination for national, state, and local office</p> <ul style="list-style-type: none"> • Caucus • Nominating conventions • Petitions • Direct primary <p>The two major political parties use the national nominating convention to select presidential and vice-presidential candidates.</p> <p>In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.</p> <p>Democracy requires that elections be free, honest, and accurate.</p> <p><u>In Virginia, 17-year-olds can register and vote in special elections or participate in the nominating process if their 18th birthday is on or before the general election.</u></p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.6c

The student will demonstrate knowledge of local, state, and national elections by

c) examining campaign funding and spending;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Running Campaigning</u> for political office is expensive.</p>	<p>How has the high cost of getting elected affected campaign funding and spending?</p>	<p>Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.</p> <p>The Federal Election Campaign Act provides for a system of financing based on three principles:</p> <ul style="list-style-type: none"> • Public funding of presidential elections • Limitations on the amounts presidential and congressional candidates may receive from contributors • Public disclosure of the amount candidates spend to get elected <p>In state and local campaigns, campaign contributions are unlimited but must be reported.</p> <p>Rising campaign costs require candidates to conduct extensive fundraising activities.</p> <p><u>Increasingly, fundraising is done online.</u></p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.6d

The student will demonstrate knowledge of local, state, and national elections by

d) analyzing the influence of media coverage, campaign advertising, and public opinion polls, and Internet-based communications on elections;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Media coverage, campaign advertising, and opinion polls influence public opinions during a political campaign.</p>	<p>How do media coverage, campaign advertising, and public opinion polls influence national, state, and local elections?</p> <p><u>How will current and future elections be influenced by the use of Internet-based communications?</u></p>	<p>Influences on Elections</p> <ul style="list-style-type: none"> • Mass media (including Internet) influence public opinion. • Campaign advertisements are used to persuade and/or mobilize the electorate. • Scientific polling is used to measure public attitudes, target ads, and refine campaign strategies. • <u>Internet-based communications:</u> <ul style="list-style-type: none"> – <u>Campaign Web sites</u> – <u>E-mail communication with voters</u> – <u>Use of social networking sites and blogging</u> – <u>Online grassroots organizing</u> 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p>

STANDARD GOVT.6e

The student will demonstrate knowledge of local, state, and national elections by

e) examining the impact of reapportionment and redistricting on elections;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Changes in population and resulting reapportionment have a political effect on legislative membership at the national, state, and local levels.</p>	<p>How do demographic changes lead to reapportionment?</p> <p>What effect does reapportionment have on elections?</p> <p><u>What are some alternatives to legislative redistricting?</u></p>	<p>Terms to Know</p> <ul style="list-style-type: none"> • <u>Reapportionment: Redistribution of fixed number of seats in a legislative body. (i.e., 435 Congressional seats)</u> • <u>Redistricting: Redrawing the boundaries of legislative districts.</u> • <u>Gerrymandering: is the process of redrawing district boundaries to benefit one political party or group of citizens</u> <p>The Constitution of Virginia and The Constitution of the United States of America requires reapportionment of national, state, and local legislative bodies <u>Congressional districts</u> following each census.</p> <p><u>In Virginia, the General Assembly's majority party redraws state and Congressional districts. Some states have removed legislators completely or partially from the process. (i.e., non-partisan commissions)</u></p> <p>Redistribution of legislative seats can significantly change the outcome of elections.</p> <p>United States Supreme Court cases in the early 1960s established the "one man, one vote" principle—<u>Wesberry v. Sanders (1964)</u>.</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.6f

The student will demonstrate knowledge of local, state, and national elections by

f) identifying how amendments extend the right to vote;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Amendments to the Constitution of the United States of America have extended the right of suffrage.</p>	<p>How have the amendments to the Constitution of the United States of America extended suffrage?</p>	<p>Amendments to the Constitution of the United States of America that extended suffrage</p> <ul style="list-style-type: none"> • 15th Amendment - Ensures right to vote regardless of race • 17th Amendment - Calls for direct election of United States senators • 19th Amendment - Grants women the right to vote • 23rd Amendment - Allows voters in Washington, D.C., to vote for President and Vice President • 26th Amendment - Gives the right to vote to citizens 18 years and older 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p>

STANDARD GOVT.6g

The student will demonstrate knowledge of local, state, and national elections by

g) analyzing voter turnout; 3

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The extent of engagement in a political campaign can be measured by voter turnout.</p> <p><u>Noncompetitive races and safe districts lead to voter apathy and lower voter turnout.</u></p>	<p>What factors influence voter participation?</p>	<p>Influences on voter turnout</p> <ul style="list-style-type: none"> • Campaign issues • Candidates • Voter attitudes toward government • Voter loyalty to political parties • <u>Competitive and noncompetitive races</u> <p>Education, age, and income are important factors in predicting which citizens will vote.</p> <p>More citizens vote in presidential elections than in other national, state, and local contests, but the percentage of Americans voting in presidential elections is <u>has been</u> on the decline.</p> <p><u>A voter's belief that he/she has little impact on the outcome of an election tends to discourage voter turnout.</u></p> <p>Voter apathy, dissatisfaction and the failure to meet voting requirements can contribute to the decline in voting.</p>	<p>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.6h

The student will demonstrate knowledge of local, state, and national elections by
h) evaluating the degree to which interest groups influence political life;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Interest groups help shape legislation by influencing legislators.</u></p>	<p><u>How do interest groups influence political life?</u></p>	<p><u>Ways interest groups influence political life</u></p> <ul style="list-style-type: none"> • <u>Stimulate interest in public affairs</u> • <u>Serve as a vehicle for participation in the political process</u> • <u>Advance specific political, social, or economic issues</u> • <u>Contribute to political campaigns</u> <p><u>The high cost of campaigning increases the influence of interest groups and political action committees (PACs).</u></p>	<p><u>Create and interpret diagrams, tables, charts, and spreadsheet. (GOVT.1b)</u></p> <p><u>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</u></p> <p><u>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</u></p>

STANDARD GOVT.6i

The student will demonstrate knowledge of local, state, and national elections by

i) participating in simulations of local, state, and/or national elections.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Students can learn the importance of the individual's participation in the political process through either direct involvement in campaigns or simulations.</u></p>	<p><u>How can students under 18 participate in the democratic process?</u></p>	<p><u>Student participation in the democratic process can include:</u></p> <ul style="list-style-type: none"> • <u>Participating in student elections and school governance</u> • <u>Volunteering in political campaigns</u> • <u>Registering and voting in a primary election (if the student turns 18 on or before the general election)</u> • <u>Participating in classroom and online simulations</u> 	

STANDARD GOVT.7a

The student will demonstrate knowledge of the organization and powers of the national government by

a) examining the legislative, executive, and judicial branches;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The legislative branch is a bicameral body with committees playing a major role in the legislative process.</p> <p>The Constitution of the United States of America grants both expressed and implied powers to the legislative branch.</p> <p>The executive branch consists of the President, Vice President, and the federal bureaucracy.</p> <p>The organization and powers of the judicial branch are derived from the Constitution of the United States of America and federal law.</p>	<p>How is Congress organized?</p> <p>How are committees organized and what is their purpose?</p> <p>What are the expressed and implied powers?</p> <p>What are the three parts of the executive branch and how are these positions filled?</p> <p>What are the expressed and implied powers of the executive branch?</p> <p>What is the organization and jurisdiction of the federal court system?</p>	<p>The two houses of Congress</p> <ul style="list-style-type: none"> • The Senate: 100 members, with each state having two senators • The House of Representatives: 435 members, with representation based on the population of the state(s) <p>Congressional committees</p> <ul style="list-style-type: none"> • Committees are organized by subject matter. • Because of the large volume of work, committees are essential to the legislative process. <p>Expressed powers of Congress</p> <ul style="list-style-type: none"> • Levy taxes • Borrow money • Regulate commerce • Coin money <p>Implied powers allow Congress to do all things “necessary and proper” to carry out its expressed powers.</p> <p>The executive branch is headed by the President and Vice President, who are supported by the Executive Office, the cabinet, and the federal bureaucracy.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p>

STANDARD GOVT.7a (continued)

The student will demonstrate knowledge of the organization and powers of the national government by

a) examining the legislative, executive, and judicial branches;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Responsibilities of the President and Vice President</p> <ul style="list-style-type: none"> • Overseeing the various parts of the executive branch • Enforcing laws • Issuing executive ordinances • Appointing and removing officials • Making treaties and executive agreements • Commanding the military <p>United States Court System</p> <ul style="list-style-type: none"> • Supreme Court <ul style="list-style-type: none"> – Nine justices, no jury – Hears appeals from lower federal courts and highest state court – Has limited original jurisdiction • United States Court of Appeals <ul style="list-style-type: none"> – Judges, no jury – Hears appeals from United States district courts and certain other federal courts and commissions • United States District Court <ul style="list-style-type: none"> – Judge and jury – Tries cases involving federal crimes and federal civil proceedings – Does not hear appeals 	

STANDARD GOVT.7b

The student will demonstrate knowledge of the organization and powers of the national government by

b) analyzing the relationship between the three branches in a system of checks and balances;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A constitutional system of checks and balances gives each of the three branches of government ways to limit the powers of the other branches.</p>	<p>How does the system of checks and balances protect against an abuse of power by any one branch of government?</p>	<p>Checks of the legislative branch</p> <ul style="list-style-type: none"> • Over the executive branch <ul style="list-style-type: none"> – To override vetoes – To impeach a President – To approve treaties – To approve presidential appointments • Over the judicial branch <ul style="list-style-type: none"> – To approve federal judges – To impeach judges <p>Checks of the executive branch</p> <ul style="list-style-type: none"> • Over the legislative branch <ul style="list-style-type: none"> – To veto acts of Congress – To call special sessions of Congress • Over the judicial branch <ul style="list-style-type: none"> – To appoint federal judges <p>Checks of the judicial branch</p> <ul style="list-style-type: none"> • Over the legislative branch <ul style="list-style-type: none"> – To declare laws unconstitutional • Over the executive branch <ul style="list-style-type: none"> – To declare executive acts unconstitutional 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.7c

The student will demonstrate knowledge of the organization and powers of the national government by

c) examining the ways individuals and groups exert influence on the national government.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Individuals and groups exert influence on the national government.</u></p>	<p><u>How do individuals and groups exert influence on the national government?</u></p>	<p><u>Ways individuals influence public policy:</u></p> <ul style="list-style-type: none"> • <u>Participating in politics (voting, campaigning, seeking office)</u> • <u>Expressing opinions (lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials)</u> • <u>Joining interest groups or political parties</u> <p><u>Ways interest groups/lobbyists influence public policy:</u></p> <ul style="list-style-type: none"> • <u>Identifying issues</u> • <u>Stimulating interest in public affairs</u> • <u>Working to build a positive image for the group</u> • <u>Organizing individuals of like-minded interests</u> • <u>Providing useful information to government officials</u> • <u>Lobbying to persuade policymakers to share an interest group's point of view</u> • <u>Making political contributions</u> • <u>Monitoring the policymaking and regulatory processes</u> • <u>Organizing communities of like interests</u> 	

STANDARD GOVT.8a

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

a) examining the legislative, executive, and judicial branches.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Constitution of Virginia provides for legislative, executive, and judicial branches.</p> <p><u>Actions taken by state and local government have direct impact on the everyday lives of Virginians.</u></p>	<p>How are the three branches organized and what are their essential duties?</p>	<p>Branches of Virginia government</p> <ul style="list-style-type: none"> • The executive branch consists of three statewide elected officials: <ul style="list-style-type: none"> – The Governor, who is the chief executive officer of the state, is responsible <u>for overseeing the state bureaucracy, for preparing the biennial state budget, overseeing the execution of state laws and policies, and proposing legislation, to the legislature, and appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions. The Governor can exercise the veto power.</u> Governors serve for a four-year term, and <u>but</u> may not serve two consecutive terms. – The 1 <u>L</u>ieutenant g <u>G</u>overnor's main duty is to preside over the <u>state Virginia Senate when it is in session.</u> – The attorney general is the state's highest legal officer, who oversees all law enforcement activity. – <u>The Attorney General's main function is to be the lawyer for the state. He/she issues non-binding advisory opinions on legal issues and defends the state in legal matters.</u> • The legislative branch of Virginia is known as the General Assembly. It is the oldest continuous legislative body in the Americas. The General Assembly is a bicameral (two-house) law-making body. • <u>The General Assembly confirms the Governor's appointments, enacts laws, passes the budget and levies taxes to fund the budget.</u> 	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p>

STANDARD GOVT.8a (continued)

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

a) examining the legislative, executive, and judicial branches;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> - The Senate consists of 40 members, who serve single-member districts based upon population. Senators are elected to four-year terms. - The House of Delegates consists of 100 members representing single-member districts based upon population. Members serve two-year terms. • Virginia's judicial system consists of four levels of courts. Judges are elected by the state legislature for a specific term. <ul style="list-style-type: none"> - Supreme Court: Reviews decisions of lower <u>state</u> courts - Court of Appeals: Provides a review of lower court decisions and state commissions - Circuit Courts: Has <u>Have</u> original and appellate jurisdiction in civil and criminal cases - General District Courts: Has <u>Have</u> original jurisdiction in misdemeanor and traffic cases, <u>and in lesser civil cases</u> - <u>Juvenile and Domestic Relations Courts: Have original jurisdiction in cases involving juveniles</u> 	

STANDARD GOVT.8b

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

b) examining the structure and powers of local (county, city, and town) governments;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Virginia local governments vary in type, form of organization, and responsibilities.</p> <p>Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.</p> <p>Responsible citizens can exert influence on the policymaking process at the local level.</p>	<p>How are local governments in Virginia organized?</p> <p>How can citizens shape the policy agenda and influence the decisions of local government officials?</p>	<p>Counties, independent cities, and incorporated towns are the three types of local government in Virginia.</p> <p>Cities are separate governmental entities independent of the authority and taxing power of adjoining counties.</p> <p>Incorporated towns are governmentally part of the county in which they are located.</p> <p>Counties and independent cities, as units of local government, adopt and enforce ordinances, <u>set the budget and tax rate</u>, and provide services for their residents.</p> <p>An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.</p> <p>An elected council is the local legislative body in independent cities and incorporated towns.</p> <p><u>A city or town manager can be appointed by the council to oversee daily operations of the local government.</u></p> <p><u>An elected or appointed school board oversees the operation of the public schools.</u></p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.8b (continued)

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
 b) examining the structure and powers of local (county, city, and town) governments;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Regional authorities are created by the General Assembly to serve one or more special functions such as planning, land use, developing regional transportation facilities, and maintaining water and waste disposal systems.</p>	

STANDARD GOVT.8c

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
 c) analyzing the relationship between state and local governments and the role of regional authorities, governing boards, and commissions;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The authority of local governments in Virginia is derived from the <u>Virginia Constitution and the state government.</u></p> <p><u>Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.</u></p>	<p>What is the relationship between the state and local governments?</p> <p><u>What is the relationship between regional authorities and commissions and the governing board of localities?</u></p>	<p>Dillon's Rule: All power of the local government is derived from the state.</p> <p>Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.</p> <p><u>Regional authorities are created by the General Assembly to serve one or more special functions such as planning, land use, developing regional transportation facilities, and maintaining water and waste disposal systems, and providing regional facilities such as parks, libraries, and jails.</u></p> <p><u>Boards and commissions establish policy, work collaboratively with government officials, and oversee public institutions such as Virginia's public universities.</u></p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.8d

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
d) examining the ways individuals and groups exert influence on state and local governments;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Individuals and interest groups influence public policy at the state and local levels.</u></p>	<p><u>How do individuals and interest groups influence policymakers at the state and local levels?</u></p>	<p><u>Ways individuals influence public policy</u></p> <ul style="list-style-type: none"> • <u>Participating in politics (voting, campaigning, seeking office)</u> • <u>Expressing opinions (lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials)</u> • <u>Joining interest groups or political parties</u> • <u>Providing officials with accurate and detailed information.</u> <p><u>Ways interest groups influence public policy:</u></p> <ul style="list-style-type: none"> • <u>Identifying issues</u> • <u>Stimulating interest in public affairs</u> • <u>Working to build a positive image for the group</u> • <u>Organizing individuals of like-minded interests</u> • <u>Providing useful information to government officials</u> • <u>Lobbying to persuade policymakers to share the group's point of view</u> 	

STANDARD GOVT.8e

The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
e) evaluating the effectiveness of citizen efforts to influence decisions of state and local government by examining historical or contemporary events.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Citizens can exert a powerful influence on the policymaking process at the state and local level.</u></p> <p><u>Case studies may be used to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.</u></p>	<p><u>How do individuals and groups successfully exert influence on the policymaking decisions of state and local elected officials?</u></p> <p><u>How can case studies be used to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments?</u></p>	<p><u>Informed individuals can have a great impact on policymakers.</u></p> <p><u>At the state and local levels individuals can influence public policy through</u></p> <ul style="list-style-type: none"> • <u>Direct participation in public meetings</u> • <u>Personal contact with elected officials</u> • <u>Service on commissions and boards</u> • <u>Membership in interest groups</u> • <u>Advocacy within the community and across Virginia</u> <p><u>A contemporary or historical case study of a public policy debate provides the opportunity to evaluate the effectiveness of citizen efforts to influence decisions by state and local governments.</u></p>	<p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.9a

The student will demonstrate knowledge of the process by which public policy is made by

a) examining different perspectives on the role of government;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals have different opinions about the role of government in shaping public policy.</p>	<p>How do individuals differ in their opinions about the role of government?</p>	<p>Differences of opinion about the role of government are due primarily to ideology.</p> <p>An ideology is a set of basic beliefs about life, culture, government, and society. A person's ideology provides a framework for looking at government and public policy. Ideology is shaped by many factors including family, education, religion, socio-economic status, race and ethnicity, gender, and region. Traditionally, American political perspective falls into two <u>three</u> broad categories of opinion:</p> <ul style="list-style-type: none"> • Conservative - Generally believes that the role of government should be limited and that freedom of opportunity enterprise and initiative should be promoted • <u>Moderate - Generally seeks middle ground between conservative and liberal positions.</u> • Liberal - Generally believes that the role of government should be active and that economic equality <u>opportunity</u> should be promoted <p>Individuals may not always be consistent in their opinions about public policy (e.g., a person may hold conservative views about the economy and liberal views about society).</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.9b

The student will demonstrate knowledge of the process by which public policy is made by

~~b—explaining how local, state, and national governments formulate public policy;~~

b) describing how the national government influences the public agenda and shapes public policy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Public policy is shaped by the interaction of the participants in the policy process with the policy agenda.</p> <p><u>The laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and electronic media.</u></p>	<p>How are policy agendas and policy decisions shaped by individual citizens, interest groups, and the media?</p> <p><u>How does government at the national level influence the public agenda and shape public policy?</u></p>	<p>Public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.</p> <p>Participants in the policy process include <u>elected officials</u>, political leaders, interest groups, the media, and individual citizens.</p> <p>These participants shape the policy agenda and develop public policy by</p> <ul style="list-style-type: none"> • Attending political and governmental meetings • Lobbying • Working in campaigns • Contributing money to candidates and funding causes • Organizing public opinion • Filing a legal challenge • Petitioning government • Demonstrating • Running for office 	<p>Create and interpret diagrams, charts, and graphs. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.9c

The student will demonstrate knowledge of the process by which public policy is made by
c) describing how the state and local governments influence the public agenda and shape public policy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>In Virginia's state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens.</u></p> <p><u>The legislative acts of the state and local governments affect most directly the everyday life of all Virginians.</u></p>	<p><u>How does government at the state and local level shape public policy in Virginia?</u></p>	<p><u>State and local government officials and citizens can shape policy through:</u></p> <ul style="list-style-type: none"> • <u>Direct participation in public meetings</u> • <u>Personal contact with elected officials</u> • <u>Service on boards and commissions</u> • <u>Advocacy within the community and across the state, individually or as a member of an interest group</u> 	

STANDARD GOVT.9-e) d)

The student will demonstrate knowledge of the process by which public policy is made by e) d describing the process by which policy is implemented by the bureaucracy at each level;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Public policy is primarily implemented by bureaucracies at the national, state, and local levels.</p>	<p>How do bureaucracies implement public policy?</p>	<p>At all levels of government, bureaucracies conduct the day-to-day operation of government and carry out public policy. Bureaucracies shape the meaning of laws passed by legislatures through rule-making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government.</p> <p>Levels of bureaucracy</p> <ul style="list-style-type: none"> • National <ul style="list-style-type: none"> – Cabinet departments – Office of the President – Federal agencies • Virginia <ul style="list-style-type: none"> – Cabinet departments – Office of the Governor – State agencies • Local <ul style="list-style-type: none"> – County/city agencies – Regional authorities 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.9 d) e)

The student will demonstrate knowledge of how public policy is made by d) e) describing how individuals, interest groups, and the media influence public policy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals, interest groups, and the media influence public policy.</p>	<p>How do individuals, interest groups, and the media influence policymakers?</p>	<p>Ways individuals influence public policy</p> <ul style="list-style-type: none"> • Participating in politics (voting, campaigning) • Expressing opinions (lobbying, demonstrating, writing letters) • Joining interest groups <p>Ways interest groups influence public policy</p> <ul style="list-style-type: none"> • Identifying issues • Making political contributions • Lobbying government officials <p>Ways the media influences public opinion</p> <ul style="list-style-type: none"> • Giving selective attention to issues • Shaping public opinion by influencing attitudes and beliefs • Providing information to policy-makers 	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.9f

The student will demonstrate knowledge of how public policy is made by
f) formulating and practicing a course of action to address local and/or state issues.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Students acquire the knowledge and skills required to influence public policy by studying how others addressed issues of interest in their community or the state.</u></p>	<p><u>What knowledge and skills do students need to demonstrate in order to influence public policy?</u></p>	<p><u>The student needs to demonstrate the knowledge and skills responsible citizenship requires, including the ability to:</u></p> <ul style="list-style-type: none"> • <u>Formulate questions about state or local issues</u> • <u>Acquire and analyze information from a variety of print and electronic sources</u> • <u>Evaluate information</u> • <u>Act within a group in a positive manner to resolve conflict and build trust</u> • <u>Communicate a position effectively in writing, discussion, and debate</u> • <u>Implement a course of action</u> • <u>Evaluate the effectiveness of the action</u> 	

STANDARD GOVT.10a

The student will demonstrate knowledge of the operation of the federal judiciary by

~~a) explaining the jurisdiction of the federal courts;~~

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has a separate court system whose jurisdiction is derived from the Constitution of the United States of America and federal laws.</p>	<p>Where do the regular federal courts derive their jurisdiction?</p> <p>What is the jurisdiction of each of the federal courts?</p>	<p>Article III of the Constitution of the United States of America and federal laws identify <u>establish</u> the jurisdiction of the federal courts.</p> <p>Types of jurisdiction</p> <ul style="list-style-type: none"> • Exclusive jurisdiction—Certain cases, such as bankruptcy and federal crimes, can only be tried in federal courts. • Concurrent jurisdiction—Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states). • <u>Original jurisdiction—the authority of a court to hear a case first</u> • <u>Appellate jurisdiction—the authority of a court to review decisions of the trial court</u> <p>Jurisdiction of regular federal courts</p> <ul style="list-style-type: none"> • Supreme Court—Appellate and limited original • U. S. Court of Appeals—Appellate • U. S. District Courts— Original <p>The Supreme Court of the United States is the court of last resort. It hears appeals from state and special courts.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.10b

The student will demonstrate knowledge of the operation of the federal judiciary by

- b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy.</p>	<p>How did the Supreme Court gain status equal to the other two branches of the federal government?</p>	<p>Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.</p> <p>In <i>Marbury v. Madison</i> (1803), Chief Justice Marshall and the Supreme Court first declared an act of Congress unconstitutional, thus establishing the power of judicial review.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.10c

The student will demonstrate knowledge of the operation of the federal judiciary by

c) describing how the Supreme Court decides cases;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The Supreme Court hears cases and makes decisions based on the opinions of the majority.</p>	<p>How are Supreme Court cases decided?</p>	<p>Steps in deciding cases</p> <ul style="list-style-type: none"> • Briefs—Both sides of the case and any interested parties submit written information summarizing their point of view. • Oral arguments—Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments. • Conference—Following oral arguments, justices meet to discuss the merits of a case. The decision of the court is determined by a majority vote. • Opinions—Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and justices have determined which opinion they will support, the decision is announced in public. Justices who disagree with those opinions may write a dissenting opinion. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.10d

The student will demonstrate knowledge of the operation of the federal judiciary by

d) comparing the philosophies of judicial activism and judicial restraint;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.</p>	<p>How do the philosophies of judicial activism and judicial restraint relate to the federal judiciary's exercise of its authority?</p>	<p>Judicial activists believe federal courts should use the power of judicial review to solve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office.</p> <p>Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, it should decide cases in as narrow a manner as possible.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.10e

The student will demonstrate knowledge of the operation of the federal judiciary by

e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The government’s public policy goals are expressed in legislative acts and executive actions that are subject to interpretation and review by the federal judiciary.</u></p> <p><u>The judicial philosophy of a President’s appointee to the U.S. Supreme Court can influence the decisions the Court makes.</u></p>	<p><u>How does the federal judiciary influence public policy expressed in legislative acts and executive actions?</u></p>	<p><u>The U.S. Supreme Court’s exercise of the power of judicial review invalidates legislative acts and executive actions that exceed the scope of powers granted by the U.S. Constitution.</u></p> <p><u>Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions.</u></p> <p><u>The U. S. Supreme Court defines the limits of government power and protects individual rights from governmental abuse.</u></p>	

STANDARD GOVT.11a

The student will demonstrate knowledge of civil liberties and civil rights by

a) examining the Bill of Rights, with emphasis on First Amendment freedoms;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The first ten amendments to the Constitution of the United States of America, known as the Bill of Rights, outline American civil liberties.</p>	<p>What is the Bill of Rights?</p> <p>What are the freedoms listed in the First Amendment to the Constitution of the United States of America?</p>	<p>Term to know Civil liberties: Freedoms upon which the government may not infringe</p> <p>The Bill of Rights is composed of the first ten amendments to the Constitution of the United States of America. It guarantees the rights of individuals and expresses limitations on federal and state governments.</p> <p>First Amendment freedoms</p> <ul style="list-style-type: none"> • Religion <ul style="list-style-type: none"> – Government may not establish an official religion, nor endorse, or unduly interfere with the free exercise of religion. • Speech <ul style="list-style-type: none"> – Individuals are free to express their opinions and beliefs. • Press <ul style="list-style-type: none"> – The press is free to gather and publish information, including that which criticizes the government. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.11a (continued)

The student will demonstrate knowledge of civil liberties and civil rights by

a) examining the Bill of Rights, with emphasis on First Amendment freedoms;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"> • Assembly <ul style="list-style-type: none"> – Individuals may peacefully gather. • Petition <ul style="list-style-type: none"> – Individuals have the freedom to make their views known to public officials. <p>Rights of the accused The Bill of Rights protects citizens from</p> <ul style="list-style-type: none"> • Unreasonable search and seizures • Double jeopardy • Self-incrimination • Cruel and unusual punishment 	

STANDARD GOVT.11b

The student will demonstrate knowledge of civil liberties and civil rights by
 b) analyzing due process of law expressed in the 5th and 14th Amendments;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The right to due process of law is outlined in the 5th and 14th Amendments of the Constitution of the United States of America.</p>	<p>How do the 5th and 14th Amendments to the Constitution of the United States of America protect due process of law?</p>	<p>Two types of due process of law</p> <ul style="list-style-type: none"> • Procedural due process of law - The government must use fair proceedings. • Substantive due process of law - The laws under which the government acts must be constitutional. <p>Amendments protecting due process of law</p> <ul style="list-style-type: none"> • 5th Amendment—Prohibits the national government from acting in an unfair or arbitrary manner • 14th Amendment—Prohibits state and local governments from acting in an unfair or arbitrary manner 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.11c

The student will demonstrate knowledge of civil liberties and civil rights by

c) explaining selective incorporation of the Bill of Rights;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The selective incorporation of the Bill of Rights through the 14th Amendment (due process of law clause) greatly enhances the protection of civil rights.</p>	<p>How did the Supreme Court use the 14th Amendment to extend the Bill of Rights protections to state proceedings?</p>	<p>Beginning in the twentieth century, the Supreme Court used the 14th Amendment (due process of law clause) to limit state actions, just as the Bill of Rights limits the national government.</p> <p>The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the 2nd, 3rd, 7th, and 10th Amendments and the grand jury requirement of the 5th Amendment.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.11d

The student will demonstrate knowledge of civil liberties and civil rights by
 d) exploring the balance between individual liberties and the public interest;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States of America, is balanced by compelling public interest.</p>	<p>How does the public interest influence the liberties and rights of individuals?</p>	<p>Few rights, if any, are considered absolute.</p> <p>Limitations of rights</p> <ul style="list-style-type: none"> • Some forms of speech are not protected (e.g., libel, slander, and obscenity). • Speech that is a "clear and present danger" is not protected (e.g., shouting fire in a crowded building). • The press can be restricted when publication will cause serious and irreparable harm (e.g., national security). 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p>

STANDARD GOVT.11e

The student will demonstrate knowledge of civil liberties and civil rights by

e) explaining every citizen's right to be treated equally under the law.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The equal protection guarantee of the 14th Amendment provides the basis for the safekeeping of civil rights.</p>	<p>How does the equal protection guarantee affect civil rights?</p>	<p>The equal protection clause is contained in the 14th Amendment to the Constitution of the United States of America.</p> <p>The promise of equal protection under the law does not guarantee all people will be treated exactly the same.</p> <p>The government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).</p> <p>Applications of the equal protection principle</p> <ul style="list-style-type: none"> • Civil Rights Movement—Congress passed a series of laws outlawing discrimination. • Affirmative Action—The government passed laws and implemented procedures to reverse the effects of years of discrimination primarily against women and minorities. 	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.12a

The student will demonstrate knowledge of 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;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.</p>	<p>How are foreign policy decisions made and implemented?</p> <p>How are American interests safeguarded at home and abroad?</p>	<p>The President has primary responsibility for making foreign policy; the President can negotiate, persuade, apply economic pressure, and threaten military intervention.</p> <p>Foreign policy powers of other branches</p> <ul style="list-style-type: none"> • Congress has the power to declare war and to appropriate funds. • The Senate has the power to confirm ambassadors and to ratify treaties. • The Supreme Court has the power to interpret treaties. <p>Key agencies in the foreign policy arena</p> <ul style="list-style-type: none"> • State Department • National Security Council • Foreign Service • Department of Defense • Central Intelligence Agency <p>Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.12a (continued)

The student will demonstrate knowledge of 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;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>The President is the Commander in Chief of the armed forces.</p> <p>Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.</p>	

STANDARD GOVT.12b

The student will demonstrate knowledge of the role of the United States in a changing world by

b) assessing the role played by national interest in shaping foreign policy and promoting world peace;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>United States foreign policy priorities reflect American political values.</p>	<p>How does the national interest shape foreign policy decisions?</p>	<p>Foreign policy goals</p> <ul style="list-style-type: none"> • Fulfilling a commitment to preserve a peaceful world • Promoting democratic values • Protecting nations from aggression • Encouraging market-oriented economies and free trade • Safeguarding the global environment • Advancing international cooperation <p>Making foreign policy decisions requires balancing competing or contradictory foreign policy goals.</p>	<p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.12c

The student will demonstrate knowledge of the role of the United States in a changing world by

c) examining the relationship of Virginia and the United States to the global economy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Total world production is greater when nations specialize in the production of those products that can be produced most efficiently.</p> <p>The economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.</p>	<p>What is the nature of the relationship of Virginia and the United States to the global economy?</p>	<p>Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.</p> <p>International trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.</p> <p>Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage and trade for other items.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.12d

The student will demonstrate knowledge of the role of the United States in a changing world by

d) examining recent foreign policy and international trade initiatives since 1980.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States continues to face challenges to its security and economic well-being in the post-Cold War era.</p> <p>In recent decades the national government has worked to reduce barriers to international trade.</p>	<p>What challenges shaped American foreign policy in the post-Cold War world?</p> <p>How has the national government worked to promote fair and free trade throughout the world?</p>	<p>Recent initiatives addressing foreign policy challenges</p> <ul style="list-style-type: none"> • Trade with China • Human rights abuses • Nuclear and biological arms control • The future of NATO • Curbing drug traffic • Global environment <p>United States trade agreements</p> <ul style="list-style-type: none"> • North American Free Trade Agreement (NAFTA)—A free-trade zone (Canada, Mexico, and the United States) intended to eliminate trade barriers, promote fair competition, and increase investment opportunities • <u>World Trade Organization (WTO) – Was established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations.</u> 	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.13a, b, c, d

The student will demonstrate knowledge of how governments and economies in Mexico, ~~Great Britain~~ the United Kingdom, and the People’s Republic of China compare with government and economy in the United States by

- a) describing the distribution of governmental power;
- b) explaining the relationship between the legislative and executive branches;
- c) comparing the extent of participation in the political process;
- d) comparing the degree of government involvement in the economies.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Governments organize their institutions to serve the fundamental purposes for which government is established.</p> <p>Participation in the political process reflects the degree to which governmental power is limited.</p> <p><u>Economies have different degrees of government involvement.</u></p>	<p>How are constitutional governments typically organized?</p> <p>How does participation in the political process reflect restraints on the power of government?</p>	<p>The two most common ways to organize institutions of the central government</p> <ul style="list-style-type: none"> • A federal system of government (United States and Mexico) - Powers are shared between levels of government; powers are separated and shared among the branches of the national government. • A unitary system of government (Great Britain <u>the United Kingdom and the People’s Republic of China</u>) - All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature. <p>Limited governments have restraints on power and encourage broad-based participation in the political process.</p> <p>Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.</p> <p>The Chinese Communist Party (CCP) controls all levels of government in the People’s Republic of China. Participation in the political process is limited.</p> <p><u>Economies</u></p> <ul style="list-style-type: none"> • <u>Mexico – Market economy with government ownership of some major industries</u> • <u>United Kingdom– Generally market economy and private ownership of property</u> • <u>People’s Republic of China – Command economy with an increasing importance for markets</u> 	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.14a

The student will demonstrate knowledge of economic systems by

a) identifying the basic economic questions encountered by all economic systems;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Every society must answer three basic economic questions.</p>	<p>What are the basic economic questions every society must answer?</p>	<p>Basic economic questions</p> <ul style="list-style-type: none"> • What goods and services should be produced? • How should they be produced? • For whom are they produced? <p>How a society answers these questions determines the type of economy it has.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.14b

The student will demonstrate knowledge of economic systems by

b) comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The type of economy is determined by the amount of government involvement in economic decision-making.</p>	<p>What are the basic characteristics of <u>traditional</u>, free market, command, and mixed economies?</p>	<p><u>Traditional economy</u></p> <ul style="list-style-type: none"> • <u>Economic decisions are based on custom and historical precedent.</u> • <u>People often perform the same type of work as their parents and grandparents, regardless of ability or potential.</u> <p>Free market</p> <ul style="list-style-type: none"> • A free market economy is characterized by private ownership of property/resources, profit, competition, consumer sovereignty, and individual choice. • Adam Smith was one of the founders of free-market capitalism. <p>Command economy</p> <ul style="list-style-type: none"> • A command economy is characterized by central ownership of property/resources, centrally-planned economy, and lack of consumer choice. • Karl Marx provided the ideological foundation for communist/centrally-planned economies. <p>Mixed economy</p> <ul style="list-style-type: none"> • Individuals and businesses make decisions for the private sector. • Government makes decisions for the public sector. • Government's role is greater than in a free-market economy. • Most economies today are mixed economies. 	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.14c

The student will demonstrate knowledge of economic systems by
 c) evaluating the impact of the government's role in the economy on individual economic freedoms;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms.</p> <p>Individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting those freedoms.</p>	<p>What are some economic freedoms?</p> <p>What is the government's role in protecting these freedoms?</p>	<p>Economic freedoms of individuals</p> <ul style="list-style-type: none"> • Ability to earn money • Right to purchase property • Right to spend incomes on goods and services • Right to choose occupations or change jobs • Right to make choices about where to save and how much • Right to open new businesses <p>The government has created certain consumer protection laws and agencies.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.14d

The student will demonstrate knowledge of economic systems by

d) explaining the relationship between economic freedom and political freedom;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A strong relationship exists between the economic and political freedoms enjoyed by citizens of free and authoritarian nations.</p>	<p>To what degree are economic freedoms and political freedoms related in democratic and authoritarian nations?</p>	<p>The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.</p> <p>Democratic nations</p> <ul style="list-style-type: none"> • High degree of economic freedom • High degree of political freedom <p>Authoritarian nations</p> <ul style="list-style-type: none"> • Limited economic freedom • Limited political freedom 	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.14e

The student will demonstrate knowledge of economic systems by
 e) examining productivity and the standard of living as measured by key economic indicators.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Formulation of economic policies requires an understanding of accurate measures of the economy's performance.</p>	<p>What are the key economic indicators?</p>	<p>Indicators of economic performance</p> <ul style="list-style-type: none"> • Gross Domestic Product (GDP) is the total dollar value of all final goods and services produced in a year. • Consumer price index measures the monthly price changes of sample consumer goods and services. • Unemployment rate is the percentage of the labor force without jobs. • Balance of trade is the difference in dollar value of imports and exports. • Stock market averages are select groups of stocks whose performance is averaged, and over time the averages serve as an indicator for the market. <p>Productivity is the amount of output per unit of input over a period of time.</p> <p>Productivity and standards of living are generally higher in economies, have limited government planning and control of the economy.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.15a

The student will demonstrate knowledge of the United States market economy by

a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The entrepreneur sees an economic need and tries to fill it.</p> <p>Profit is an entrepreneur's reward for taking a risk and succeeding.</p> <p>Entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom.</p>	<p>What is entrepreneurship?</p> <p>What is profit?</p> <p>What is the relationship between entrepreneurship and economic independence?</p>	<p>Entrepreneurship is the organizational abilities and risk-taking involved in starting a new business or introducing a new product.</p> <p>Entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices.</p> <p>Profit is the difference between the revenue received from the sale of a good or service and the costs of providing that good or service.</p> <p>Economic structures that provide freedom of choice encourage and possess higher levels of entrepreneurship.</p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.15b

The student will demonstrate knowledge of the United States market economy by

b) comparing the types of business organizations;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>There are three basic ways that businesses organize to earn profits.</p>	<p>What are the basic types of profit-seeking business structures?</p>	<p>Types of profit-seeking business structures</p> <ul style="list-style-type: none"> • Proprietorship - A form of business organization with one owner who takes all the risks and all the profits. • Partnership - A form of business organization with two or more owners who share the risks and the profits. • Corporation - A form of business organization that is authorized by law to act as a legal person regardless of the number of owners. <p>In a corporation, owners share in the profit and limit their liability to the amount of their investment.</p>	<p>Create and interpret maps, diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.15c

The student will demonstrate knowledge of the United States market economy by

c) describing the factors of production;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The production of goods and services depends on four basic categories of resources which are interdependent in the production process.</p>	<p>What are the four basic resources (factors of production), and how are they interdependent?</p>	<p>Factors of production</p> <ul style="list-style-type: none"> • Labor, also called human resources, is any form of human effort used in the production of goods and services. • Capital is human-made resources (tools, buildings, equipment) used in the production of other goods and services. • Natural resources are those items provided by nature that are used in the production of goods and services. • An entrepreneur is the risk-taker who organizes the other resources for production. <p>All production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.</p>	<p>Create and interpret diagrams, tables, and charts. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p>

STANDARD GOVT.15d

The student will demonstrate knowledge of the United States market economy by
 d) explaining the interaction of supply and demand;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The interaction of supply and demand in a market economy determines price.	How do supply and demand interact to determine price?	See chart below.	Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b) Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)

Essential Knowledge

	<i>Definition</i>	<i>Laws</i>	<i>Determinants</i>	<i>Equilibrium</i>
Demand	Willingness and ability to buy various quantities of a good or service at various prices	Law of Demand - Quantity demanded varies inversely to price: If all else remains equal, the lower the price, the higher the quantity demanded, and the higher the price, the lower the quantity demanded.	Factors other than price influencing demand: substitutes, complements, number of demanders, consumer preference, income	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.
Supply	Willingness and ability to provide various quantities of a good or service at various prices	Law of Supply - Quantity supplied varies directly with price: If all else remains equal, the lower the price, the lower the quantity supplied, and the higher the price, the higher the quantity supplied.	Factors other than price influencing supply: number of producers, technology, government policies, productivity of resources	Equilibrium is the point where supply and demand balance each other; below this point is a shortage, and above this point is a surplus.

STANDARD GOVT.15e

The student will demonstrate knowledge of the United States market economy by

e) illustrating the circular flow of economic activity;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Households, firms, and government are interdependent in a market economy.</p> <p>Resources, goods and services, and money constantly flow in a market economy.</p>	<p>How do households, firms, and the government interact to sustain the operation of a market economy?</p>	<p>The interaction of households, firms, and the government are referred to as the circular flow of economic activity:</p> <ul style="list-style-type: none"> • Households, owners of the factors of production, sell those resources to firms. • Firms use the resources to produce goods and services that households want. • Households use the money from the sale of resources to purchase goods and services. • Firms use the money from the sale of goods and services to buy more productive resources. • Government taxation policies and regulations may speed up or slow down the flow of resources, goods and services, and money in a market economy. 	<p>Create and interpret maps, diagrams, charts, and spreadsheet. (GOVT.1b)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.15f

The student will demonstrate knowledge of the United States market economy by

- f) analyzing global economic trends, with emphasis on the impact of technological innovations, and the relationship of Virginia and the United States to the global economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The economies of individual nations are interdependent.</u></p> <p>The economy of the United States depends on resources and markets around the world for the production and sale of goods and services.</p> <p>Total world production is greater when nations specialize in the production of those products that they can produce most efficiently.</p> <p>Voluntary trade benefits all parties involved.</p>	<p><u>How are economies interdependent?</u></p> <p><u>How have enhanced information flows created an expansion of markets for businesses and consumers worldwide?</u></p> <p><u>How does technology facilitate working across borders?</u></p> <p><u>How does changing worldwide supply and demand for limited natural resources affect their prices?</u></p> <p><u>How does immigration affect the supply of labor in the United States?</u></p> <p><u>What is a trade deficit?</u></p> <p><u>Who are the major trading partners for Virginia and the United States?</u></p>	<p>Resources are distributed unequally.</p> <p>Some economies can produce certain products more efficiently than other economies, thus having an absolute advantage in the production of that product.</p> <p>Trade provides economies with items in which they do not possess absolute advantage.</p> <p>When an economy is more efficient than other economies in producing a product, it has a comparative advantage in that product.</p> <p>Economies benefit when they produce those products in which they have a comparative advantage and trade for other items.</p> <p>United States businesses have become multinational in their quest for productive resources, markets, and profits. <u>United States firms may move factories to other countries to reduce costs (off-shoring).</u></p>	<p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.15f (continued)

The student will demonstrate knowledge of the United States market economy by

- f) ~~analyzing global economic trends, with emphasis on the impact of technological innovations,~~ and the relationship of Virginia and the United States to the global economy.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><u>Advances in technology allow businesses to get skilled work such as engineering and accounting done by people who remain in their home countries (outsource). This increases the supply of workers and holds wages and cost of production down.</u></p> <p><u>Immigration brings workers into the country and increases the supply of labor.</u></p> <p><u>As foreign countries develop and grow, they demand more products and natural resources, such as oil, pushing up prices.</u></p> <p><u>When the United States imports more goods and services than it exports, the difference is the trade deficit.</u></p> <p><u>Canada, Mexico, the European Union, China and Japan are the major trading partners of the United States.</u></p>	

STANDARD GOVT.16a

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by

a) analyzing the impact of fiscal and monetary policies on the economy;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Two major instruments for influencing economic activity are monetary and fiscal policies.</p>	<p>How do monetary and fiscal policy <u>policies</u> influence economic activity?</p>	<p>Changes in fiscal and monetary policies can stimulate or slow the economy.</p> <p>The Federal Reserve System serves as the United States central bank.</p> <p>The Federal Reserve Board controls monetary policy by changing the availability of loanable funds or adjusting interest rates.</p> <p>Three instruments of monetary policy are reserve requirements, discount rates, and open-market operations.</p> <p>The government can use fiscal policies which are changes in taxing, changes in spending, and the issue of government bonds to influence economic activity.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.16b

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
 b) describing the creation of ~~public~~ government provided goods and services that are not readily produced by the market;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Many public goods and services would not be available if they were not provided by the government.</p>	<p>What are <u>the characteristics of</u> public goods and services <u>provided by government</u>?</p> <p>Why and how does the government provide <u>certain</u> goods and services?</p>	<p><u>Government provided</u> public goods and services, sometimes called collective goods and services, benefit many but would not be available to everyone if individuals had to provide them.</p> <p>Taxes <u>and/or fees</u> pay for the production of <u>public government provided</u> goods and services.</p> <p><u>Examples of goods and services provided by the government</u></p> <ul style="list-style-type: none"> • <u>Infrastructure</u> • <u>Public health and safety</u> • <u>Public schools</u> <p>Reasons why government provides public goods and services</p> <ul style="list-style-type: none"> • It is more efficient. • The goods or services may benefit individuals other than the purchaser. • The value of the goods or services is greater than the individual consumer could afford. • It promotes economic equity. 	<p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.16c

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Protecting the environment is a public service.</p> <p>Property rights of an individual are relative and limited.</p> <p>Contracts are legally binding.</p> <p>The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety. The government can also intervene in labor-management relations and can regulate competition in the marketplace.</p>	<p>How does the government protect the environment?</p> <p>What is the role of the government in protecting property rights?</p> <p>What is the role of the government in the enforcement of legal contracts?</p> <p>How does the government protect consumer rights?</p> <p>What is the government’s role in labor-management relations?</p> <p>How does the government regulate marketplace competition?</p>	<p>The government sets regulations, levies fees, and subsidizes reduction efforts to ensure that the producer pays all costs of pollution.</p> <p>Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law. However, the rights of a society as a whole rank above those of the individual.</p> <p>Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding.</p> <p>Governmental agencies have been created to protect consumer safety and against fraud and deception:</p> <ul style="list-style-type: none"> • Consumer Product Safety Commission—Ensures safety of products other than food, drugs, and cosmetics • Food and Drug Administration—Ensures the safety of food, drugs, and cosmetics <p>The government can intervene in labor management relations and can regulate competition in the marketplace.</p>	<p>Analyze primary and secondary source documents. (GOVT.1a)</p> <p>Create and interpret maps, diagrams, tables, charts, graphs, and spreadsheet. (GOVT.1b)</p> <p>Analyze political cartoons, political advertisements, pictures, and other graphic media. (GOVT.1c)</p> <p>Distinguish between relevant and irrelevant information. (GOVT.1d)</p> <p>Evaluate information for accuracy, separating fact from opinion. (GOVT.1e)</p> <p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.16d

The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
d) understanding the types and purposes of taxation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The governments of Virginia and the United States finance the operation of government through the taxes that are collected from individuals and corporations.</u></p>	<p><u>What are the purposes of taxes collected by government on the state and federal levels?</u></p> <p><u>What types of taxes are collected by both levels of government?</u></p>	<p><u>Power to Tax</u></p> <ul style="list-style-type: none"> • <u>First among the expressed powers of Congress</u> • <u>Income taxes paid by individuals and corporations are the largest single source of revenue today</u> • <u>The power to tax is used to raise revenue; it is also used to regulate or discourage some activities</u> <p><u>Types of Taxes</u></p> <ul style="list-style-type: none"> • <u>Income tax – 16th Amendment</u> • <u>Individual income tax</u> • <u>Corporate income tax</u> • <u>Payroll taxes</u> • <u>Customs duties</u> • <u>Sales tax</u> • <u>Real and personal property taxes</u> • <u>Proportional tax (flat tax)</u> 	<p>Identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model. (GOVT.1f)</p>

STANDARD GOVT.17a, b, c, d, e, f

The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism; ;
- f) practicing financial responsibility.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	What are the characteristics of a good citizen?	Characteristics of good citizens <ul style="list-style-type: none"> • Trustworthiness and honesty • Courtesy • Respect for the rights of others • Responsibility • Accountability • Self-reliance • Respect for the law • Patriotism • <u>Financial responsibility</u> 	

STANDARD GOVT.18a, b, c, d, e, f, g

The student will demonstrate that thoughtful and effective participation in civic life is characterized by

- a) obeying the law and paying taxes;
- b) serving as a juror;
- c) participating in the political process;
- d) performing public service;
- e) keeping informed about current issues;
- f) respecting differing opinions in a diverse society.
- g) practicing personal and fiscal responsibility.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Thoughtful and effective participation in civic life is essential to the nation's well-being.	What duties are expected of all citizens?	<p>Duties of responsible citizens</p> <ul style="list-style-type: none"> • To obey the law • To pay taxes • To serve as jurors • To register and vote • To perform public service • To keep informed • To respect the opinions of others • <u>To practice personal and fiscal responsibility</u> 	

STANDARD GOVT.19a

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by

a) explaining how citizenship confers full membership in the American constitutional system;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Citizenship confers full membership in the American constitutional system.</u></p>	<p><u>What are the benefits of citizenship?</u></p>	<p><u>To participate fully in civic and political life, individuals must be citizens of the United States and residents of their respective state and locality.</u></p> <p><u>Privileges reserved to citizens include:</u></p> <ul style="list-style-type: none"> • <u>Voting</u> • <u>Serving on a jury</u> • <u>Running for office</u> 	

STANDARD GOVT.19b

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by
b) recognizing that American citizenship is defined by shared political and civic beliefs and values;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including limited government, individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</u></p>	<p><u>What are the shared political and civic beliefs and values of the American people?</u></p>	<p><u>Shared Political and Civic Beliefs and Values</u></p> <ul style="list-style-type: none"> • <u>Popular sovereignty</u> • <u>Equal justice under the law</u> • <u>Equality of all peoples</u> • <u>Individual rights and liberties</u> • <u>Patriotism</u> • <u>Limited government</u> • <u>Representative government</u> 	

STANDARD GOVT.19c

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by

c) describing how Americans are citizens of their locality, state and nation;

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>American citizens are citizens of the nation, their individual state, and the locality in which they reside.</u></p>	<p><u>How are Americans both citizens of the United States and their state and localities?</u></p>	<p><u>American citizenship provides individuals full political and civic participation in the state or locality in which they reside. Certain requirements prescribing the length of time an individual must live in a community can impact such privileges as running for office and voting. Some privileges of citizenship can be denied for certain crimes.</u></p> <p><u>Certain individuals maintain their official residency in areas in which they do not currently reside. (i.e., active duty military)</u></p>	

STANDARD GOVT.19d

The student will explain the meaning of citizenship in the United States and how it relates to American civic life by d) recognizing that non-citizens can become citizens.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Citizenship is obtained by birth and through naturalization</u></p>	<p><u>How can non-citizens obtain citizenship?</u></p>	<p><u>Non-citizens gain citizenship through the naturalization process. Congress determines the requirements for citizenship.</u></p> <p><u>Current requirements include:</u></p> <ul style="list-style-type: none"> • <u>A period of continuous residence in the United States</u> • <u>An ability to read, write, speak, and understand words in ordinary usage in the English language</u> • <u>Belief in the principles of the Constitution</u> • <u>Good moral character</u> <p><u>Requirements are not the same for all applicants to obtain citizenship. (i.e., active duty military, spouses of citizens)</u></p>	