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

WHI.1113The student will demonstrate knowledge apply social science skills to understand of the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by

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

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

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

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

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

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

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

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

### Skills

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

WHII.13.12 ~~The student will demonstrate knowledge of the~~ apply social science skills to understand of the ~~conflicts during major events in~~ the second half of the twentieth century by

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

WHII.14.13 ~~The student will demonstrate knowledge of the~~ apply social science skills to understand of the political, economic, social, and cultural aspects of independence movements and development efforts by

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

WHII.16.14 ~~The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world~~ apply social science skills to understand the global changes during the early twenty-first century by

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

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

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

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

## Virginia and United States History

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

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

### Skills

- VUS.1 The student will demonstrate skills for historical thinking, and geographical analysis, economic decision making, and responsible citizenship, ~~including the ability to by~~
- ~~identify, analyze, and interpret synthesizing evidence from artifacts and primary and secondary sources~~ documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to obtain information about increase understanding of events and life in the Virginia and United States history;
  - ~~evaluate the authenticity, authority, and credibility of sources~~ using geographic information to determine patterns and trends in Virginia and United States history;
  - ~~formulate historical questions and defend findings, based on inquiry and interpretation~~ interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
  - ~~develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American~~ constructing arguments using evidence from multiple sources;
  - ~~communicate findings orally and in analytical essays or comprehensive papers~~ comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
  - ~~develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled~~ explaining how indirect cause-and-effect relationships impact people, places, and events in United States history;
  - ~~apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time~~ analyzing multiple connections across time and place;
  - ~~interpret the significance of excerpts from famous speeches and other documents~~ using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
  - ~~identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.~~ identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
  - investigating and researching to develop student-produced products orally and in writing.

## Early America: Settlement and Colonization

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

## Revolution and the New Nation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~VUS.14~~13 The student will demonstrate knowledge of apply social science skills to understand the social, political, and cultural movements and changes in the United States Civil Rights movements of the 1950s and 1960s by during the second half of the twentieth century by

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

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

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

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

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



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

## Virginia and United States Government

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

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

### Skills

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

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

- GOVT.2 The student will demonstrate knowledge of apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by
- a) describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic;
  - b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
  - c) ~~examining~~ evaluating the writings of Hobbes, Locke, and Montesquieu;
  - d) explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
  - e) analyzing the natural rights philosophies expressed in the Declaration of Independence; and
  - f) ~~examining~~ evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

- GOVT.3 The student will demonstrate knowledge of apply social science skills to understand the concepts of democracy by
- a) recognizing the fundamental worth and dignity of the individual;
  - b) recognizing the equality of all citizens under the law;
  - c) ~~recognizing majority rule and minority rights;~~ what defines a citizen and how noncitizens can become citizens;
  - d) ~~recognizing the necessity of compromise;~~ majority rule and minority rights;
  - e) ~~recognizing the freedom of the individual;~~ the necessity of compromise; and
  - f) recognizing the freedom of the individual.

- GOVT.4 The student will demonstrate knowledge of apply social science skills to understand the Constitution of the United States by
- a) examining the ratification debates and *The Federalist*;
  - b) ~~identifying~~ evaluating the purposes for government stated in the Preamble;
  - c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
  - d) ~~illustrating~~ defining the structure of the national government outlined in Article I, Article II, and Article III; and
  - e) ~~describing~~ analyzing and explaining the amendment process.

- GOVT.5 The student will demonstrate knowledge of apply social science skills to understand the federal system of government described in the Constitution of the United States by
- a) ~~explaining~~ evaluating the relationship ~~of~~ between the state government ~~to~~ and the national government;

















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

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