Virginia Board of Education Agenda Item

Agenda Item: I **Date:** November 19, 2015

Title	First Review of Proposed Revised Curriculum Framework for 2015 *History and Social Science Standards of Learning*		
Presenter	Ms. Christonya Brown, History and Social Science Coordinator		
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Purpose of Presentation:
Action required by state or federal law or regulation.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
March 26, 2015
Action Approved. Board of Education approved the 2015 History and Social Science Standards of Learning.

Action Requested:
Other. Specify below:

Alignment with Board of Education Goals: Please indicate (X) all that apply:

	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 2: The Board of Education has made a commitment to maintain rigorous and relevant expectations for students that meet or exceed national and international benchmarks for college and career readiness.

> *Code of Virginia*, Section 22.1-253.13:1-B… "The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis…"

New academic content *Standards of Learning* for history and social science were first developed in 1995 and revised in 2001, 2008 and 2015. 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 2015. As a result, on January 16, 2014, the Board approved a plan to review these standards and the companion Curriculum Framework during the 2014-2015 academic year, and on March 26, 2015, the Board approved the 2015 *History and Social Science Standards of Learning*. 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 2015 *History and Social Science Standards of Learning* for the Board's first review:

- Received and reviewed public comments regarding the 2008 *History and Social Science Standards of Learning* Curriculum Framework from stakeholders, including teachers, parents, and administrators;
- Met with a steering committee made up of division content specialists to develop skills section for each course;
- Met with a teacher review committee on June 22 – 25, 2015, to review the public comments, consider other related resources, and develop a proposed draft of the Curriculum Framework for the 2015 *History and Social Science Standards of Learning*;
- Met with a committee of external stakeholders representing institutions of higher education, museums, professional organizations, and other organizations and institutions with an interest in history and social science on July 27 - 28, 2015, to review and comment on the work of the teacher review committee;
- Met with steering committee on September 9 -10, 2015, for a final review of content and skills; and
- Developed a draft of the proposed revised Curriculum Framework for 2015 *History and Social Science Standards of Learning*.

Summary of Important Issues:
The Virginia Department of Education has developed the attached draft of the proposed revised Curriculum Framework for 2015 *History and Social Science Standards of Learning* (Attachment A).

The major elements of the attached proposed revised Curriculum Framework for the 2015 *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;
- Revisions made to align with approved changes of the 2015 History and Social Science Standards of Learning;
- Emphasis on the vertical alignment of the Essential Skills beginning in Kindergarten and continuing to United States and Virginia Government;
- Addition of events relating to history, geography, economics, and civics since the 2008 revision;
- An increase in international and global focus of content; and
- Received and made revisions based upon comments received from the Divisions of Student Assessment, and School Improvement and Special Education and Student Services.

Impact on Fiscal and Human 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:
Following the Board of Education's acceptance of the proposed revised Curriculum Framework for the 2015 *History and Social Science Standards of Learning* for first review, the Department of Education

will receive public comment for at least 30 days before bringing the revised Curriculum Framework for the 2015 *History and Social Science Standards of Learning* to the Board of Education for final review later in January 2016.

It is anticipated that the review and revision process will be completed by early winter 2016 and the document will be distributed to the field via the Virginia Department of Education Web site.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept the proposed revised Curriculum Framework for the 2015 *History and Social Science Standards of Learning* for first review.

Rationale for Action:

First Review

2015 *History and Social Science Standards of Learning*

CURRICULUM FRAMEWORK

Board of Education
Commonwealth of Virginia

History and Social Science Standards of Learning
CURRICULUM FRAMEWORK ~~2008~~ 2015

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

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~,
~~The understandings are listed below the Standard of Learning statement. These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD K.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) viewing artifacts and primary and secondary sources to develop understanding of history;

Essential Understandings	Experiences including but not limited to…
Viewing includes making observations and asking questions. An artifact is an object or tool that reveals the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	• View artwork, such as a mural or statue from the local community. • View maps of the local community. • View photographs of the local community jobs from the past and present. • View photographs of an American flag from long ago. • Have the students listen/talk to citizens from the local community about life in the past.

STANDARD K.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using basic map skills to support an understanding of the community;

Essential Understandings	Experiences including but not limited to…
Maps help develop an awareness of where places are located in the community. Using a map involves making observations and connections, asking questions and reflecting.	Make simple observations and ask questions about where places are located in the community. • Use a map (digital/electronic) or globe to demonstrate the location of places referenced in stories and real-life situations • Create a simple map of the classroom, playground or neighborhood. • Explain how colors are used to show land and water features on maps and globes. • Compare a past and present map of the local community.

STANDARD K.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
c) gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;

Essential Understandings	Experiences including but not limited to…
Gathering information involves using a variety of resources. Classifying information involves grouping like information. Sequencing events involves placing events in chronological order. Separating fact from fiction involves determining whether or not information gathered can be proven with evidence.	• Listen to community members discuss events, stories, and legends to learn about the community. • Sequence events from the past that show how the community has changed over time. • Create a timeline with five events from a student's or community member's life. • Create a list of statements about the community. Sort them according to which ones can be proven with evidence and which ones cannot.

STANDARD K.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) asking appropriate questions to solve a problem;

Essential Understandings	Experiences including but not limited to…
Asking a variety of questions takes learning further and deepens our understanding.	• Create a simple survey or questionnaire to gain a deeper understanding of the local community. • Ask a variety of questions of adults in the community about an issue within the community. • Create a class story proposing solutions to a problem.

STANDARD K.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting people, places, or events;

Essential Understandings	Experiences including but not limited to…
Comparing and contrasting examine similarities and differences among people, places, or events. Communities have different physical and cultural characteristics.	• Discuss how community helpers are alike and different in the services they provide. • Use positional words such as near/far, above/below, left/right, and behind/in front of to describe how places are alike and different. • Compare maps and images of the local community from the past and the present. • Create a class Venn diagram to compare how holidays are celebrated.

STANDARD K.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) recognizing direct cause-and-effect relationships;

Essential Understandings	Experiences including but not limited to…
A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). Cause-and-effect relationships can be observed in the classroom, school, and community.	• Use information about how the location, climate, and physical surroundings of the community have affected the way people met basic wants (such as the foods they eat, the clothing they wear, and the kinds of houses they build) in the past and the present. • Discuss the effects of following or breaking a classroom rule. • Draw pictures to show the effects of helping others.

STANDARD K.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) making connections between past and present;

Essential Understandings	Experiences including but not limited to…
Everyday life in our community today is different from everyday life long ago. People, events, and developments have brought changes to the community.	• Read stories about the community in the past. • Show images of past foods, clothing, and houses and make connections to foods, clothing, and houses today. • Discuss how community jobs have changed over time. • Use maps from the past and present to show how the community boundaries have changed over time. • Use maps or images from the past and present to show how maps have changed over time..

STANDARD K.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to make informed decisions;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>Choices involve getting more of one thing by giving up something else.

All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies wants.</td><td>Use a decision-making model to discuss the costs and benefits of the following activities:
• a way to improve the classroom, school, or community
• buying a toy
• choosing a snack
• working in a group
• completing a classroom job

Sample Decision-Making Model

Decision to be made:
<table><tr><th>Benefits</th><th>Costs</th></tr><tr><td></td><td></td></tr></table></td></tr>
</table>

STANDARD K.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
i) practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and

Essential Understandings	Experiences including but not limited to…
The classroom provides opportunities for students to develop the qualities of a good citizen.	• Identify the importance of classroom chores and determine a way to distribute responsibilities fairly. • Work in groups to choose between several fruits for snack choices to demonstrate how people must choose something and give up something else when they cannot have everything they want. • Take turns while playing a matching game to determine events that are real or make believe. • Create a classroom or school map having each student draw a location on the map.

STANDARD K.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Essential Understandings	Experiences including but not limited to…
Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about the community. Comprehending content vocabulary involves using and interacting with a variety of sources.	• Participate in class discussions about rules and the consequences of following or breaking rules by using or applying new content vocabulary. • Match pictures of workers with simple descriptions of the work people do. • Sequence events in stories about families in the past and present. Both written and oral sources can be used in this one activity.

STANDARD K.~~1~~2a, b

The student will recognize that history describes events and people ~~of~~ from other times and places by
a) identifying examples of ~~past events in legends, stories, and historical accounts of Powhatan~~, [Moved to SOL 1.3a] ~~Pocahontas~~, [Moved to SOL 1.3b] ~~George Washington~~, ~~[Moved to SOL 1.3d]~~ [Moved to SOL1.2b] ~~Betsy Ross~~, and ~~Abraham Lincoln~~ [Moved to SOL 2.4c] historical events, stories, and legends that describe the development of the local community; and
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)~~ who helped establish and lead the local community over time. ~~[Moved to SOL K.10d]~~ [Moved to SOL K.11d, 2.5b, d]

Essential Understandings	Essential Knowledge
~~History relates events that have already happened.~~ ~~History teaches us about the interesting lives of people long ago.~~ ~~We celebrate holidays to remember people and events of long ago.~~	**Terms to know** • ~~long ago, past, present~~ • ~~real, make-believe~~ • ~~history: Events that have already happened~~ **People to know** • ~~Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes.~~ [Moved to SOL 1.3a] • ~~Pocahontas: She was an American Indian 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 American Indians. ,~~ [Moved to SOL 1.3b] • ~~George Washington: He was the first president of the United States and is often called the "Father of Our Country."~~ [Moved to SOL1.2b] • ~~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 is often called "Honest Abe."~~ [Moved to SOL 2.4c] **Holidays to know** • ~~Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.~~ [Moved to SOL K.11d] • ~~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.~~ [Moved to SOL K.11d] • ~~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.~~ [Moved to SOL K.11d,2.5b] • ~~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.~~ [Moved to SOL K.11d,2.5d]

STANDARD K.~~1~~2a, b

The student will recognize that history describes events and people ~~of~~ from other times and places by
a) identifying examples of ~~past events in legends, stories, and historical accounts of Powhatan~~, [Moved to SOL 1.3a] ~~Pocahontas~~, [Moved to SOL 1.3b] ~~George Washington~~, ~~[Moved to SOL 1.3d]~~ [Moved to SOL1.2b] ~~Betsy Ross~~, and ~~Abraham Lincoln~~ [Moved to SOL 2.4c] historical events, stories, and legends that describe the development of the local community; and
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)~~ who helped establish and lead the local community over time. ~~[Moved to SOL K.10d]~~ [Moved to SOL K.11d, 2.5b, d]

Essential Understandings	Essential Knowledge
History relates events that have already happened. History teaches us about the interesting lives of people long ago. Localities in Virginia recognize people who helped establish and led their local community over time.	**Terms to know** ~~• long ago, past, present~~ ~~• real, make-believe~~ • history: Events that have already happened • community: A place where people live, work, and play Each local community has a unique history that has developed over time and includes events, stories, and legends. Localities recognize people who contributed to the development of the community over time. Local schools and divisions may determine events, stories, legends, and people of their community to study.

STANDARD K.~~2~~ 3

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

Essential Understandings	Essential Knowledge
Everyday life today is different from everyday life long ago. Stories and ~~families~~ people can describe events from the past.	**Terms to know** • past: Something that has already happened • present: What is happening now Information about ~~life~~ events and traditions of ~~in~~ the past is gained through the study of Thanksgiving, Martin Luther King, Jr. Day, ~~and the stories of Powhatan, Pocahontas, Betsy Ross,~~ George Washington Day (Presidents' Day), ~~and Abraham Lincoln~~, and Independence Day (Fourth of July). Events and traditions can be placed in chronological order to show change over time. Descriptions of life in the past and present can be shared by families through pictures and stories about how communities change over time.

STANDARD K.~~3~~4

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 Knowledge
The location of people, places, and things can be described in terms of their relationship to other people, places, and things. There are certain words that help us describe where people, places, and things are located.	**~~Terms to know~~ Positional words** • near, far • above, below • left, right • behind, in front of These words are used daily to describe where people, places, and things are located in relation to each other.

STANDARD K.45a, b, c, d, e

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 historical events, stories, and real-life situations;
c) locate land and water features;
d) identify basic map symbols in a map legend; and
e) identify places and objects ~~construct a simple map~~ of a familiar area.

Essential Understandings	Essential Knowledge
Maps and globes represent the Earth and sometimes include map legends. The location of places referenced in stories and real-life situations can be shown on maps and globes. Land and water features can be found on maps and globes.	**Terms to know** • 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 • symbol: A picture or thing that stands for something else • map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for Maps or globes can show the location of places referenced in stories and real-life situations. Maps can show simple representations ~~drawings~~ of classrooms, playgrounds, neighborhoods, rivers, and oceans. Land and water features on maps and globes are shown by different colors.

STANDARD K.~~5~~6a, b, c

The student will develop an awareness that maps and globes
a) show a view from above;
b) show things in smaller size; and
c) show the position of objects.

Essential Understandings	Essential Knowledge
Basic map concepts will help students use maps and globes.	**Basic concepts about maps and globes** • ~~They show a view from above~~. Land and water features can be shown on a map as a view from above. • ~~They show things and objects as they are, only smaller.~~ Maps and globes show features in a smaller size. • ~~They show the position and/or location of things and objects.~~ Locations can be found using a map, globe, geographic tool, or electronic device. Viewing and using simple maps helps to develop an awareness of where people and things are located in the community.

STANDARD K.~~6~~ 7

The student will ~~match simple descriptions of work that people do with the names of those jobs~~ describe how the location, climate, and physical surroundings of a community affect the way people live including ~~a)~~ their food, clothing, shelter, transportation, and recreation~~;~~. ~~and b) simple descriptions of work that people do with the names of those jobs.~~ [Moved to SOL K.8]

Essential Understandings	Essential Knowledge
~~People work at many jobs.~~ Geography includes the study of locations, climate, and physical surroundings. Location, climate, and physical surroundings affect the way people live.	**Examples of jobs** • ~~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 learn.~~ • ~~Cooks are people who prepare meals.~~ • ~~Farmers are people who grow crops and raise animals.~~ • ~~Firefighters are people who put out fires.~~ **Terms to know** • location: Where people live • climate: The kinds 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 • transportation: A way of moving people and things from one place to another Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the • foods they eat • clothing they wear • type of houses they build. Communities use various types of transportation to meet their needs. Geography affects how people travel from one place to another and determines which recreational activities are available.

STANDARD K.8

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

Essential Understandings	Essential Knowledge
People work at ~~many~~ jobs.	People work at jobs to earn money to satisfy their wants. **Examples of jobs** • Doctors and nurses are people who take care of other people when they are sick. • Construction workers ~~Builders~~ are people who build houses and other buildings. • Teachers are people who help students learn. • Chefs ~~Cooks~~ are people who prepare meals. • Farmers are people who grow crops and raise animals. • Firefighters are people who put out fires.

STANDARD K.~~7~~9a, b

The student will

a) recognize that people make choices because they cannot have everything they want; and

b) explain that people work to earn money to buy the things they want.

Essential Understandings	Essential Knowledge
People cannot have everything they want. A decision-making model helps people make choices. People have to make choices about things they want. People work to earn money and use it to buy the things they want.	**Terms to know** • choice: Deciding ~~Choosing~~ among two or more things • wants: Things people would like to have ~~Includes the basic needs – food, clothing, and shelter.~~ • money: What people use to buy the things they want. Paper bills and coins are examples of money. When people cannot have everything they want, they must choose something and give up something else. Sample Decision-Making Model

Decision to be made:	
Benefits	**Costs**

STANDARD K.~~8~~10a, b, c, d, e, f, g

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; and
g) participating successfully in group settings.

Essential Understandings	Essential Knowledge
Good citizens are involved in their homes, schools, and communities. Good citizens take responsibility for their own actions. Good citizens participate in making decisions in the classroom. Good citizens work well with their classmates in groups. Good citizens help others in their community.	**Terms to know** • community: A place where people live **Examples of being a good citizen** • Taking turns • Sharing • Completing classroom ~~chores~~ assignments • Taking care of one's things • Respecting what belongs to others • Being honest • Practicing self-control • Being kind to others • Participating in making classroom decisions • Working well with classmates in group

Cause and Effect: The Importance of Rules

	Rule	Results of following the rule	Consequences of breaking the rule
Home	*Put toys away.*	Toys are safe. You know where toys are located.	Toys may be broken or lost.
School	*Follow teacher directions.* ~~*Line up to go to the play-ground.*~~	The classroom is an orderly environment. ~~Everyone gets there safely.~~	The classroom is not an orderly environment. ~~Someone may get lost or hurt.~~
Community	*Look both ways before crossing the street.*	Everyone crosses the street safely.	Someone may get hurt.

STANDARD K.~~9~~11a, b, c, d

The student will ~~recognize~~ develop an understanding of how communities express patriotism through events and symbols by

a) recognizing the American flag;
b) recognizing the Pledge of Allegiance;
c) ~~recognizing~~ knowing that the president is the leader of the United States; and
d) recognizing the holidays and people associated with ~~of~~ Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).

Essential Understandings	Essential Knowledge
The United States has a national flag. The United States has a national pledge to the flag. The United States has a leader, who is called the president. We celebrate holidays to remember people and events of long ago. Some holidays develop patriotism.	**Terms to know** • patriotism: feeling of respect for and love of country and state The American flag has white stars on a blue rectangle, and it also has red and white stripes. The pledge to the American flag is called the Pledge of Allegiance. The president is the leader of the United States. **Holidays to know** • Thanksgiving Day: This is a day to remember the sharing of the harvest between the American Indians and the Pilgrims. It is observed in November. • 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. • George Washington Day (Presidents' Day) This is a day when we honor all presidents of the United States, especially George Washington. 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.

History and Social Science Standards of Learning CURRICULUM FRAMEWORK ~~2008~~ 2015

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

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~,
~~The understandings are listed below the Standard of Learning statement. These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 1.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) using artifacts and primary and secondary sources to develop understanding of Virginia history;

Essential Understandings	Experiences including but not limited to…
Using artifacts and primary and secondary sources includes making observations and connections, asking questions, and reflecting. An artifact is an object or tool that reveals the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	• Post a picture of an early settlement and ask questions about why the people created this type of shelter. • Use an image and description of an historic home in Virginia to ask questions and make observation about how daily life was different from today. • Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare. • Show an image of a job from Virginia's past and compare it to a job in Virginia today.

STANDARD 1.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using basic map skills to support an understanding of Virginia history;

Essential Understandings	Experiences including but not limited to…

Maps help develop an awareness of where places are located in Virginia.
 	
Maps use directionality and symbols to identify or indicate a location.
 	
Geographic information obtained from maps supports an understanding of Virginia history.
 	
Using simple maps develops an awareness of how places have changed from the past to the present in Virginia.
	Viewing Maps of Virginia:
	• Make simple observations about what the symbols represent.
	• Identify landforms such as mountains.
	• Identify the Atlantic Ocean.
	• Identify water features on a map.
	• Illustrate why people settled near the rivers.
	• Use cardinal direction to describe how people traveled from one place to another.
	
	Constructing Maps:
	• Create a simple drawing of the classroom school or community.
	• Create/label a simple map of Virginia to show;
	  • where selected Virginians lived.
	  • the location of Washington, D.C. and Richmond.

STANDARD 1.1c

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

c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support understanding of Virginia history;

Essential Understandings	Experiences including but not limited to…
Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.	• Use a Venn diagram to organize information about goods and services in Virginia. • Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart. • Use a simple bar graph of seasonal temperatures to determine how the time of year affected the way people in Virginia met their basic wants. • Create a chart of Virginia symbols that includes the Virginia flag, the state capitol building, the state bird, and the state flower. Conduct a survey to see which symbol students find most meaningful. Graph the results of the survey. • Create a graphic organizer of jobs in Virginia from the past and the present.

STANDARD 1.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) asking appropriate questions to solve a problem;

Essential Understandings	Experiences including but not limited to…
Asking a variety of questions takes learning further and deepens our understanding. Asking questions involves making observations about the world and framing them as inquiries to solve a problem.	• Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. • Create interview questions to ask the early settlers of Virginia. • Use images of different locations in Virginia to generate questions about those pictures. • Ask questions about goods and services to determine what to choose and what to give up.

STANDARD 1.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting people, places, or events in Virginia history;

Essential Understandings	Experiences including but not limited to…
Comparing and contrasting examine similarities and differences among people, places, or events. Communities in Virginia have different physical and cultural characteristics.	• Create a class Venn diagram to compare the lives of famous Virginians. • View maps and images of different locations in Virginia to compare recreational activities. • Create a class Venn diagram to compare how different holidays are celebrated. • Create a class chart of how selected jobs have changed over time.

STANDARD 1.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) recognizing direct cause-and-effect relationships;

Essential Understandings	Experiences including but not limited to…
A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). Identifying cause-and-effect relationships helps us understand specific events in Virginia history. Cause-and-effect relationships can be observed in school, community, and state history.	• Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affect the way people meet basic wants such as the foods they eat, the clothing they wear, and the kinds of houses they build. • Describe how the relationship between Pocahontas and the Jamestown settlers affected the success of the Jamestown settlement. • Discuss how the traits of a good citizen affect classroom activities.

STANDARD 1.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) making connections between past and present;

Essential Understandings	Experiences including but not limited to…
Everyday life in Virginia today is different from everyday life long ago. People, events, and developments have brought changes to Virginia.	• Use stories and images about Jamestown to determine how life in the past was different from life today. • Discuss how jobs in Virginia have changed over time. • Use simple maps from the past and present to show how the boundaries of Virginia have changed over time. • Use maps from the past and the present to show how maps have changed over time. • Compare John Smith's map of Virginia to a map from the present. • Make connections between transportation methods used in early Virginia and in the present.

STANDARD 1.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to make informed decisions;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>Choices involve getting more of one thing by giving up something else.

All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies your wants.

Students make better choices when they consider the costs and benefits of their decisions.</td><td>Use a decision-making model to discuss the costs and benefits of the following:
• After reading a story from children’s literature, have the students talk about the benefits and costs of decisions made by characters in the story.
• After reading a story about Jamestown, have the students make a list of items they would decide to take to a new settlement.
• After discussing the traits of a good citizen, have the students decide what contributions they would like to make to their community and Virginia.

Sample Decision-Making Model

Decision to be made:
<table><tr><th>Benefits</th><th>Costs</th></tr><tr><td></td><td></td></tr></table></td></tr>
</table>

STANDARD 1.1i

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

i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and

Essential Understandings	Experiences including but not limited to…
Good citizens: • Collaborate to achieve shared goals. • Compromise to reach an agreement. • Participate in classroom activities to demonstrate respect for rules. People throughout Virginia's history have collaborated and compromised to achieve common goals and be successful as good citizens.	• Create a classroom chart of good citizenship rules to follow during classroom activities. • Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule. • Complete a simulation where some students are producers and some are consumers to exchange goods and services. • Identify the importance of classroom chores and determine a fair way to distribute responsibilities. • Work in groups to choose between several fruits for snack choices to demonstrate how people must choose something and give up something else when they cannot have everything they want.

STANDARD 1.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) developing fluency in content vocabulary and comprehension of oral, written and visual sources.

Essential Understandings	Experiences including but not limited to…
Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia history. Comprehending content vocabulary involves using and interacting with a variety of sources.	• Label images of patriotic symbols such as the Virginia flag, the state capitol building, the state bird, and the state flower to show patriotism and respect for the state. • Discuss the meaning of the Pledge of Allegiance. Create a short video of reciting the Pledge to demonstrate respect for the American flag and the United States. • Read a variety of fiction and nonfiction picture books about American holidays. • Describe what or who is honored and remembered on each American holiday. • Place pictures of the influential Virginians studied and where they lived on a map of Virginia.

STANDARD 1.~~1~~ 2a, b, c

The student will ~~interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future~~ demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including
a) the settlement of Virginia at Jamestown;
b) ~~the role of~~ famous Virginians such as George Washington and Thomas Jefferson who helped form ~~Virginia in forming~~ a new nation; and
c) ~~the role of~~ life in Virginia today, including food, clothing, shelter, transportation, and recreation.

Essential Understandings	Essential Knowledge
~~Past, present, and future times are different.~~ ~~Everyday life changes in different places and times.~~ ~~The sequence of events can be shown on a timeline.~~	~~**Terms to know**~~ ~~• 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~~ ~~• past: Things that have already happened~~ ~~• present: Things that are happening right now~~ ~~• future: Things that may happen someday~~ ~~Timelines show the sequence of events occurring in the past, present, and future.~~

	~~**PAST**~~	~~**PRESENT**~~	~~**FUTURE**~~
~~**Schools**~~	~~Small one-room buildings~~	~~Large buildings with many rooms~~	~~Virtual schools online~~
~~**Communities**~~	~~Smaller than today, fewer people~~	~~Larger than in past, more people~~	~~Larger than at present, virtual communities online~~
~~**Transportation**~~	~~Walking, riding on horses, riding in wagons~~	~~Riding in cars, buses, airplanes, trains, and space shuttles~~	~~Riding in electric and solar cars~~
~~**Family Life**~~	~~Handmade clothes, homemade games, family vegetable gardens~~	~~Store-bought clothes, electronic games, microwaveable food~~	~~Custom clothes, virtual games online~~

STANDARD 1.~~1~~ 2a, b, c

The student will ~~interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future~~ demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including
a) the settlement of Virginia at Jamestown;
b) ~~the role of~~ famous Virginians such as George Washington and Thomas Jefferson who helped form ~~Virginia in forming~~ a new nation; and
c) ~~the role of~~ life in Virginia today, including food, clothing, shelter, transportation, and recreation.

Essential Understandings	Essential Knowledge
Many people and events contributed to Virginia history. Virginia's diverse environment has impacted the way people interact with their surroundings.	Many different people and events helped shape Virginia's history. Virginia started at Jamestown over 400 years ago. Jamestown became the first permanent English settlement in North America. George Washington: He was born in Virginia. He was a leader who helped develop the country. He was the first president of the United States. He is known as the "Father of Our Country." He led the fight for freedom from England and helped establish a new country. Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He was a leader who helped develop a new country. Location, climate, and physical surroundings of Virginia affect the way people meet their basic wants today. This includes the • foods they eat • clothing they wear • types of houses they build. Communities in Virginia use various types of transportation to meet their needs. The geography of Virginia affects how people travel from one place to another and determines what is available for recreation.

STANDARD 1.~~2~~ 3a, b, c, d, e

The student will describe the stories of ~~American leaders~~ influential people in the history of Virginia and their contributions to our Commonwealth ~~country,~~ with emphasis on ~~George Washington~~, [Moved to SOL 1.3d] ~~Benjamin Franklin~~, [Moved to SOL 2.4b] ~~Abraham Lincoln~~, [Moved to SOL 2.4c] ~~George Washington Carver~~, [Moved to SOL 2.4f] and ~~Eleanor Roosevelt.~~

a) Powhatan;
b) Pocahontas;
c) Christopher Newport;
~~d) George Washington;~~ [Moved to SOL 1.2b]
~~e) Thomas Jefferson;~~ [Moved to SOL 1.2b]
~~f)~~d) Maggie L. Walker; and
~~g)~~e) Arthur R. Ashe, Jr.

Essential Understandings	Essential Knowledge
~~Important deeds were accomplished by people who became American leaders.~~	~~**Terms to know**~~ • ~~contribution: The act of giving or doing something~~ ~~**People to know**~~ • ~~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."~~ [Moved to SOL 1.2d] • ~~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.~~ [Moved to SOL 2.4b] • ~~Abraham Lincoln: He was born in a log cabin. He taught himself how to read. He became a president of the United States. He was known as "Honest Abe."~~ [Moved to SOL 2.4c] • ~~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~~. [Moved to SOL 2.4c] • ~~Eleanor Roosevelt: She was a leader for equal rights for all people. She volunteered for many organizations.~~

STANDARD 1.~~2~~ 3a, b, c, d, e

The student will describe the stories of ~~American leaders~~ influential people in the history of Virginia and their contributions to our Commonwealth ~~country,~~ with emphasis on ~~George Washington~~, [Moved to SOL 1.3d] ~~Benjamin Franklin~~, [Moved to SOL 2.4b] ~~Abraham Lincoln~~, [Moved to SOL 2.4c] ~~George Washington Carver~~, [Moved to SOL 2.4f] and ~~Eleanor Roosevelt.~~

a) Powhatan;
b) Pocahontas;
c) Christopher Newport;
~~d) George Washington;~~ [Moved to SOL 1.2b]
~~e) Thomas Jefferson;~~ [Moved to SOL 1.2b]
~~f)~~d) Maggie L. Walker; and
~~g)~~e) Arthur R. Ashe, Jr.

Essential Understandings	Essential Knowledge
Important contributions were made by influential people in Virginia history.	**Terms to know** • contribution: The act of giving or doing something **People to know** • Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes. • Pocahontas: She was an American Indian 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 American Indians. • Christopher Newport: He was an English explorer who brought additional people and supplies to the Jamestown settlement. • Maggie L. Walker: She was the first African American woman in the United States to establish a bank and become a bank president. • Arthur R. Ashe, Jr.: He was the first African American winner of a major men's tennis singles championship. He was a leader for civil rights and worked for equality for all people.

STANDARD 1.~~3~~ 4a, b, c

The student will ~~discuss~~ describe the lives of people associated with ~~Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July)~~ major holidays including
a) George Washington Day (Presidents' Day);
b) Independence Day (Fourth of July); and
c) Martin Luther King, Jr., Day.

Essential Understandings	Essential Knowledge
Major holidays are celebrated to remember certain important leaders and events of the past. Citizens have worked to defend American principles.	**Terms to know** • holiday: A day on which something or someone is honored or remembered **Holidays to know** • ~~Columbus Day: This is a day to remember Christopher Columbus, who is given credit for discovering America. It is observed in October.~~ • George Washington Day (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. • 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.

STANDARD 1.4 5a, b, c, d, e

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 shapes 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; and
e) constructing simple maps, including a title, map legend, and compass rose.

Essential Understandings	Essential Knowledge
Symbols and cardinal directions are used to determine where objects and places are located on maps and globes. The United States and Virginia can be identified by their shapes on maps and globes. The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.	**Terms to know** • 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, and west • title: The name or kind of a map • map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for • compass rose: A symbol that shows direction (north, east, south, and west) on a map **Symbols to identify on a map** • Land • Water • Cities • Roads The terms *north*, *east*, *south*, and *west* are used to determine location on simple maps. Virginia and the United States may be located by their shapes on maps and globes. The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.

STANDARD 1.~~5~~ 6a, b

The student will ~~construct a simple map of a familiar area, using basic map symbols in the map legend~~ develop a geographic understanding that
a) the location of Virginia determines its climate and results in four distinct seasons; and
b) the landforms of Virginia affect the places people live.

Essential Understandings	Essential Knowledge
~~A map is a drawing that shows what a place looks like from above and where it is located.~~ ~~People who make maps include a map legend.~~ ~~A map legend includes symbols that represent objects and places.~~ Virginia is located on the southeastern coast of the United States. Landforms of Virginia include hills, mountains, valleys and the coastal plain.	~~**Terms to know**~~ ~~• map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for~~ ~~Maps include symbols, which are pictures that stand for something else.~~ ~~Most maps have legends, which include the symbols that represent objects and places.~~ ~~Maps include the cardinal directions of north, east, south, and west.~~ **Terms to know** • climate: The kinds 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 • location: The place where a particular point or object exists on the surface of the Earth • landform: A shape or feature of the Earth's surface The climate of Virginia is mild. Virginia has four distinct seasons that include spring, summer, fall, and winter. Landforms affect where people build houses and communities. Location, climate, and physical surroundings affect the way people in Virginia meet their basic needs.

~~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.~~ **[Moved to SOL K.7a]**

Essential Understandings	Essential Knowledge
~~Geography includes the study of locations, climate, and physical surroundings.~~ ~~Location, climate, and physical surroundings affect the way people live.~~	~~**Terms to know**~~ ~~• location: Where people live~~ ~~• climate: The kinds 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~~ ~~Location, climate, and physical surroundings affect the way people in a community meet their basic needs. This includes the~~ ~~• foods they eat~~ ~~• clothing they wear~~ ~~• kinds of houses they build.~~ ~~Geography affects how people travel from one place to another and determines what is available for recreation.~~

STANDARD 1.7

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

Essential Understandings	Essential Knowledge
Goods and services satisfy people's ~~needs and~~ wants. People are consumers when they buy or use goods and services. People are producers when they make goods or provide services. Most people are both consumers and producers.	**Terms to know** • goods: Things people make or use to satisfy ~~needs and~~ wants • services: Activities that satisfy people's ~~needs and~~ wants • consumer: A person who uses or buys goods and services • producer: A person who makes goods or provides services

STANDARD 1.8

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

<table>
<tr><th>Essential Understandings</th><th>Essential Knowledge</th></tr>
<tr><td>People make choices because they cannot have everything they want.

A decision-making model helps people make choices.</td><td>

Terms to know:

- cost: what you give up when you decide to do something
- benefit: what satisfies your wants

People cannot have all the goods and services they want.

They must choose some things and give up others.

All decisions involve costs and benefits.

Students make better choices when they consider the costs and benefits of their decisions.

Sample Decision-Making Model

<table>
<tr><td colspan="2">Decision to be made:</td></tr>
<tr><td>Benefits</td><td>Costs</td></tr>
<tr><td></td><td></td></tr>
</table>

</td></tr>
</table>

STANDARD 1.9

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

Essential Understandings	Essential Knowledge
People can choose to spend or save money. To save money, people give up spending now in order to buy goods and services in the future.	**Terms to know** • money: Paper bills and coins used to pay for goods and services • savings: Money not spent now so it can be spent in the future People save to buy something later when they have enough money.

STANDARD 1.10a, b, c, d, e, f

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; and
f) participating in classroom decision making through voting.

Essential Understandings	Essential Knowledge
Good citizens show a variety of positive traits. Good citizens show respect to others even when they disagree. Rules are made so that everyone is treated fairly. Good citizens help make decisions in their classrooms by voting when the chance is provided.	**Students can demonstrate good citizenship by** • 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~~ themselves and others • participating in classroom decision making. **Reasons for rules** • To protect rights of people • To suggest good behavior • To keep people safe **Reasons for voting** • To voice your self-interest • To take part in the process

STANDARD 1.11

The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance~~;~~.
~~b) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty.~~ [Moved to SOL 2.13a]

Essential Understandings	Essential Knowledge
~~The United States has patriotic symbols and traditions.~~ Patriotic symbols and traditions honor the people and the history of the United States. The Pledge of Allegiance is said in recognition of the heritage of the United States of America.	**Terms to know** • ~~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 patriotic symbol of ~~flag representing~~ the United States • Pledge of Allegiance: A patriotic tradition that honors the people and the history of the United States. **Patriotic symbols of the United States** • American flag • ~~bald eagle~~ [Moved to SOL 2.13a] • ~~Washington Monument~~ [Moved to SOL 2.13a] • ~~Statue of Liberty~~ [Moved to SOL 2.13a] Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.

STANDARD 1.12a, b

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

a) ~~demonstrating respect for the American flag by learning about the Pledge of Allegiance~~ [Moved to SOL 1.11] identifying the Virginia flag, state capitol building, state bird, and state flower; and

b) ~~identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty~~ [Moved to SOL 2.13a] describing why people have symbols and traditions.

Essential Understandings	Essential Knowledge
Patriotic symbols and traditions honor the people and the history of Virginia.	**Terms to know** • 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 and state ~~**Patriotic symbols of the United States**~~ [Moved to SOL 2.13a] ~~• American flag~~ ~~• bald eagle~~ ~~• Washington Monument~~ ~~• Statue of Liberty~~ ~~Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.~~ [Moved to SOL 1.11] **Patriotic symbols of the Commonwealth of Virginia** • Virginia flag • State capitol building located in Richmond • Cardinal - the state bird • Dogwood - the state flower People use patriotic symbols and traditions to honor the people and the history of Virginia. A tradition is a way of doing things that can be passed down from adults to children.

STANDARD 1.13a, b, c

The student will ~~recognize~~ understand that ~~communities in~~ the people of Virginia
a) have state and local government officials who are elected by voters;
b) ~~benefit from people who volunteer in~~ make contributions to their communities; and
c) include people who have diverse ethnic origins, customs, and traditions, who are united as Americans by common principles.

Essential Understandings	Essential Knowledge
Communities in Virginia have state and local government~~s~~ officials who are elected by voters. ~~Volunteers help communities.~~ The people of Virginia contribute to their community by practicing the responsibilities of good citizens. ~~Communities in Virginia include people with different ethnic origins, customs, and traditions.~~ ~~Most Virginians contribute to their communities and are united as Americans by common principles.~~ The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.	~~Communities in Virginia have local governments that~~ ~~• are elected by the people~~ ~~• try to make the community a better place to live and work.~~ Voters in Virginia elect officials to make decisions for them in the state and local governments. People contribute to their community by practicing the responsibilities of good citizenship and volunteer to make communities better. ~~Most~~ Many Virginians make valuable contributions to their communities. ~~Volunteers work to make communities better.~~ Communities in Virginia include people of many ethnic origins who come from different places around the world. People celebrate American holidays and traditions in addition to their own cultural holidays and traditions. People in our communities are united as Americans by common principles and traditions, such as • celebrating Independence Day (Fourth of July) • pledging allegiance to the flag. • ~~voting in elections~~.

History and Social Science Standards of Learning
CURRICULUM FRAMEWORK ~~2008~~ 2015

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

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~,

~~The understandings are listed below the Standard of Learning statement. These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~

~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~

~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 2.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) identifying artifacts and primary and secondary sources to understand events in American history;

Essential Understandings	Experiences including but not limited to…
Identifying includes viewing and using information sources to draw conclusions. An artifact is an object or tool that tells us about the people from the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	• Use a picture of pottery to make observations, ask questions and draw conclusions about the life of the Powhatan, Lakota, and Pueblo people. • Use images of communication and/or transportation to describe important developments and innovations in United States history. • Display an early map of the United States and compare it to a current map of the United States. • Display pictures of people working in the past and present. Ask questions about how jobs and resources have changed over time. • View images of American symbols (Washington Monument and the Statue of Liberty) from long ago and compare them to images of today.

STANDARD 2.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using basic map skills to locate places on maps and globes to support an understanding of American history;

Essential Understandings	Experiences including but not limited to…
Maps help develop an awareness of where places are located in American history. Maps use directionality and symbols to identify or indicate a location. Geographic information obtained from maps supports an understanding of American history. Using simple maps develops an awareness of how places have changed from the past to the present in the United States.	• Use information found on a map to ask questions and draw conclusions about American history. • Use a United States map to discuss map elements such as directionality, and symbols. • Construct or label a simple map to show the location of select rivers, mountain ranges, and lakes in the United States. • Use a map or globe to compare how people adapt to the environment to satisfy their wants.

STANDARD 2.1c

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

c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support an understanding of American history;

Essential Understandings	Experiences including but not limited to…
Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in American history.	• Use a Venn diagram to organize information about transportation in the past and the present. Create a class Venn diagram to compare the information gathered. • Use images of historical figures in American history to sort by specified characteristics. • Create a chart about American Indian cultures that includes pictures or descriptions of their land, resources, food, shelter, or clothing. • Gather information about natural, human, and capital resources used during a school day. Create a class graph to determine which type of resource was used most often. • Create a diagram of how people have made contributions to their communities over time.

STANDARD 2.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) asking appropriate questions to solve a problem;

Essential Understandings	Experiences including but not limited to…
Asking a variety of questions takes learning further and deepens our understanding. Asking questions involves making observations about the world and framing them as inquiries to solve a problem.	• Ask questions before, during, and after reading about how the contributions of selected individuals impacted the lives of Americans. • Generate questions before voting to make class decisions. • Generate questions about an artifact or image to determine its purpose, use, and time period. • Use images of different locations in the United States to generate questions about problems the inhabitants faced. • Examine choices made by influential people in United States history and ask, “Why did they make this choice?” and “Was it a good decision?”

STANDARD 2.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting people, places, or events in American history;

Essential Understandings	Experiences including but not limited to…
Comparing and contrasting examine similarities and differences among people, places, or events. Communities in the United States have different physical and cultural characteristics.	• Create a class Venn diagram to compare the lives of famous Americans. • Create physical models that reflect the culture and geography of the homes of American Indian cultures and describe how they are similar and different. • Describe the similarities and differences between why we celebrate holidays in the United States such as Labor Day and Memorial Day. • Create a graphic organizer to compare how holidays in the United States are celebrated.

STANDARD 2.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) recognizing direct cause-and-effect relationships;

Essential Understandings	Experiences including but not limited to…
A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). Identifying cause-and-effect relationships helps us understand specific events in United States history. Cause-and-effect relationships can be observed in local, state, and national history.	• Create a flow chart to show how types of communication and transportation developed over time (letters, telegraph, telephone, cell phone). Discuss how each invention built upon what came before. • Use a cause-and-effect or flow chart to show how selected famous Americans caused the present to be different from the past. • Use information about the location, climate, and physical surroundings of different American Indian cultures to discuss how each of these affected their homes, occupations, and transportation. • Draw pictures to show how limited resources affect people's choices about producing and consuming goods and services. • Discuss how the traits of a good citizen affect classroom activities.

STANDARD 2.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) making connections between past and present;

Essential Understandings	Experiences including but not limited to…
Everyday life in the United States today is different from everyday life long ago. People, events, and developments have brought changes to the United States.	• Survey family members or school officials to determine how they celebrated different holidays when they were in elementary school. • Create or read a story where students predict how life in the United States today would be different without technology such as the Internet, cell phones, and computers. • Create or gather images that illustrate acts of bartering. Create or gather images of using money to make purchases. Discuss the similarities and differences between bartering and using money. • Create a flow chart to show how types of communication developed over time (letters -> telegraph -> telephone-> cell phone). • Compare selected famous Americans to identify common characteristics that helped them create change. • Use books, images, and Web sites to compare American Indians from long ago and today.

STANDARD 2.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to make informed decisions;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr>
<td>Choices involve getting more of one thing by giving up something else.

All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies your wants.

Students make better choices when they consider the costs and benefits of their decisions.

Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.</td>
<td>

Use a decision-making model to discuss the costs and benefits of the following:

Discuss decisions made by characters in children’s literature.
Decide which continent they would like to visit.
Create a proposed action to improve the school or community.

Create a product and participate in a market place simulation.

Sample Decision-Making Model
<table>
<tr><td colspan="2">Decision to be made:</td></tr>
<tr><th>Benefits</th><th>Costs</th></tr>
<tr><td></td><td></td></tr>
</table>
</td>
</tr>
</table>

STANDARD 2.1i

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

i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and

Essential Understandings	Experiences including but not limited to…
Good citizens: • Collaborate to achieve shared goals. • Compromise to reach an agreement. • Participate in classroom activities to demonstrate respect for rules. People throughout United States history have collaborated and compromised to achieve common goals and be successful as good citizens.	• Take part in the voting process to make classroom decisions. • Work in groups to determine actions that can improve the school and community. • Create illustrations of rules that show respecting and protecting the rights and property of others. • Identify the good citizenship skills of selected individuals who had an impact on the lives of Americans and how these skills impacted the contributions they made. • Identify how celebrating selected holidays is an example of practicing good citizenship skills.

STANDARD 2.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) defending positions orally and in writing, using content vocabulary.

Essential Understandings	Experiences including but not limited to…
Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about United States history. Comprehending verbal, written, and visual sources involves using and interacting with a variety of sources. Defending positions using content vocabulary involves the application of vocabulary to make an argument.	• Discuss the meaning of an individual's right to life, liberty, the pursuit of happiness and equality under the law. • Read a variety of texts about Rosa Parks, Jackie Robinson, Cesar Chavez, and Martin Luther King Jr.. Explain how their contributions have changed the lives of Americans. • View images of workers across the United States. Explain how people in the past and present made economic choices because resources, goods, and services were scarce.

STANDARD 2.~~1~~ 2

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~~ [Moved to SOL 3.2] demonstrate knowledge of the United States by describing important developments and innovations in United States history including communication and transportation.
~~a) the founding of the nation;~~
~~b) the struggle for equality; and~~
~~c) technological advances over time.~~

Essential Understandings	Essential Questions	Essential Knowledge
~~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?~~ ~~What inventions came from ancient China and Egypt?~~ ~~What examples of architecture from ancient China and Egypt still exist today?~~	~~**Terms to know**~~ [Moved to SOL 3.2] • ~~ancient: Long, long ago~~ • ~~architecture: The design of buildings~~ • ~~contribution: The act of giving or doing something~~ ~~**Contributions of ancient China and Egypt**~~

	~~**China**~~	~~**Egypt**~~
~~**Written language**~~	~~Characters, symbols~~	~~Hieroglyphics~~
~~**Inventions**~~	~~Kite, silk cloth, compass, fireworks~~	~~Paper made from papyrus, 365-day calendar, clock~~
~~**Architecture**~~	~~Great Wall~~	~~Pyramids~~

~~Many inventions of ancient China and Egypt are still used today.~~

STANDARD 2.~~1~~ 2

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~~ [Moved to SOL 3.2] demonstrate knowledge of the United States by describing important developments and innovations in United States history including communication and transportation.
~~a) the founding of the nation;~~
~~b) the struggle for equality; and~~
~~c) technological advances over time.~~

Essential Understandings	Essential Knowledge
~~Ancient people made contributions that affect the present world.~~ Innovations in the methods of communication and modes of transportation have changed the way that people live and work. Communities change over time for a variety of reasons.	**Terms to know** • community: A place where people live, work, and play • innovation: Something new or different • communication: A way of sending information to people • transportation: A way of moving people and things from one place to another • population: The number of people living in a community Over time in United States history, important developments and innovations in communication and transportation occurred. The way people live today is different from the way people lived long ago. New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time. Communication methods over time in United States history include • Telegraph • Telephone • Radio • Television • Cell phone • Internet Transportation modes over time in United States history include • Horses • Covered wagons • Steamboats • Railroad • Automobiles • Airplanes

STANDARD 2.~~2~~ 3a, b, c

The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on
a) the Powhatan of the Eastern Woodlands;
b) the Lakota of the Plains; and
c) the Pueblo peoples of the Southwest.

Essential Understandings	Essential Knowledge
American Indian peoples have lived in Virginia and in other regions of America for thousands of years. American Indians developed different cultures because they lived in different environments of North America. American Indians have made contributions to life in America and continue to make contributions in the present day.	**Terms to know** • culture: The beliefs, customs, and way of life of a group of people • region: Places that have common (the same) characteristics • environment: Surroundings **Comparison of three American Indian cultures of the past**

Region	Indians	Homes	Occupations	Transportation
Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes
Plains	Lakota	Teepees	Hunters, horsemen	Walked, used horses
Southwest	Pueblo	Multistory terraced buildings	Farmers, hunters	Walked

Contributions of American Indians
- Arts (pottery, weaving, carving)
- Knowledge of the environment
- Respect for nature
- Farming of corn and tobacco

Changes in American Indian cultures
- American Indian cultures have changed over time.
- Today, American Indians live and work in Virginia and the United States.

STANDARD 2.~~3~~ 4a, b, c, d, e, f, g, h, i, j

The student will ~~identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population~~ describe how the contributions of selected individuals changed the lives of Americans with emphasis on

a) Christopher Columbus;
b) Benjamin Franklin;
c) Abraham Lincoln;
~~d) Susan B. Anthony; [Moved to SOL USII.4e]~~ [Included in USII.4e Curriculum Framework]
~~e) Thomas Edison; [Moved to SOL VUS.8b]~~ [Included in VUS.8b Curriculum Framework]
~~f)~~d) George Washington Carver;
~~g)~~e) Helen Keller;
~~h)~~f) Thurgood Marshall;
~~i)~~g) Rosa Parks;
~~j)~~h) Jackie Robinson;
~~k)~~i) Cesar Chavez; and
~~l)~~j) Martin Luther King, Jr.

Essential Understandings	Essential Knowledge
~~Communities change over time for a variety of reasons.~~ Selected individuals in the past made contributions that changed the lives of Americans.	~~**Terms to know**~~ ~~• 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~~ ~~The way people live today is different from the way people lived long ago.~~ ~~New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.~~ **Contributions of Selected Individuals** • Christopher Columbus: He led the way for European exploration and colonization of the Americas. ~~He is given credit for discovering America.~~ • 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 the President of the United States who helped to free African American slaves. • 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. • Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf. • 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.

STANDARD 2.~~3~~ 4a, b, c, d, e, f, g, h, i, j

The student will ~~identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population~~ describe how the contributions of selected individuals changed the lives of Americans with emphasis on

a) Christopher Columbus;
b) Benjamin Franklin;
c) Abraham Lincoln;
~~d) Susan B. Anthony; [Moved to SOL USII.4e]~~ [Included in USII.4e Curriculum Framework]
~~e) Thomas Edison; [Moved to SOL VUS.8b]~~ [Included in VUS.8b Curriculum Framework]
~~f)~~d) George Washington Carver;
~~g)~~e) Helen Keller;
~~h)~~f) Thurgood Marshall;
~~i)~~g) Rosa Parks;
~~j)~~h) Jackie Robinson;
~~k)~~i) Cesar Chavez; and
~~l)~~j) Martin Luther King, Jr.

Essential Understandings	Essential Knowledge
~~Communities change over time for a variety of reasons.~~	**Contributions of Selected Individuals** • Rosa Parks: She was 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. • 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. • Cesar Chavez: He was a Mexican American who worked to improve conditions for farm workers. • 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.

STANDARD 2.5a, b, c, d, e, f, g, h

The student will describe why United States citizens celebrate major holidays including
a) Martin Luther King, Jr., Day;
b) George Washington Day (Presidents' Day)
~~b)~~c) Memorial Day;
d) Independence Day (Fourth of July);
~~c)~~e) Labor Day;
~~d)~~f) Columbus Day;
~~e)~~g) Veterans Day; and
~~f)~~h) Thanksgiving Day.

Essential Understandings	Essential Knowledge
~~Communities change over time for a variety of reasons.~~ United States citizens celebrate major holidays.	**Selected Holidays** • 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. • George Washington Day (Presidents' Day) This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February. • 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. • 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 on July 4th. • Labor Day: This is a day dedicated to appreciating the contributions of the working class and how they help build our country's strength. It is the first Monday of September. • Columbus Day: This is a day to remember Christopher Columbus, who led the way for European exploration and colonization of the Americas. ~~who is given credit for discovering America.~~ It is observed in October. • Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November. • Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.

STANDARD 2.~~5~~ 6a, b, c

The student will develop map skills by using globes and maps of the world and the United States to locate

a) ~~locating~~ ~~the equator,~~ the seven continents and the five oceans ~~on maps and globes~~;

b) the equator, the Prime Meridian and the four hemispheres; and ~~locating selected rivers (James River,~~ [Moved to SOL 2.6c] ~~Mississippi River,~~ [Moved to SOL 2.6c] ~~Rio Grande,~~ [Moved to SOL 2.6c] ~~Huang He,~~ [Moved to SOL 3.6b] ~~and Nile River~~ [Moved to SOL 3.6a]), ~~mountain ranges (Appalachian Mountains and Rocky~~ ~~Mountains~~ [Moved to SOL 3.6d]), ~~and lakes (Great Lakes)~~ [Moved to SOL 3.6d] ~~in the United States and other countries~~

c) major rivers, mountain ranges, lakes, and other physical features in the United States.

Essential Understandings	Essential Knowledge
~~People relate to their environment in different ways.~~ ~~The Powhatan lived in the Eastern Woodlands region.~~ ~~The Lakota lived in the Plains region.~~ ~~The Pueblo lived in the Southwest region.~~	~~**Terms to know**~~ • ~~climate: The kind of weather an area has over a long period of time~~ • ~~land: The solid surface of the Earth~~ • ~~environment: Surroundings~~ ~~China is located in Asia. Egypt is located in Africa. The United States is located in North America.~~

	~~**Climate**~~	~~**Land**~~
~~**China**~~	~~Seasons~~	~~Forests, hills, mountains, deserts~~
~~**Egypt**~~	~~Hot, dry~~	~~Nile River Valley, deserts, flooding~~
~~**Eastern Woodlands (Powhatan)**~~	~~Mild winters, hot, humid summers~~	~~Rivers, hills, mountains, coastland~~
~~**Plains (Lakota)**~~	~~Hot summers, harsh, cold winters~~	~~Plains, prairies, rolling hills~~
~~**Southwest (Pueblo people)**~~	~~Hot days, cold nights, little rainfall~~	~~High flatlands~~

STANDARD 2.~~5~~ 6a, b, c

The student will develop map skills by using globes and maps of the world and the United States to locate

a) ~~locating~~ ~~the equator,~~ the seven continents and the five oceans ~~on maps and globes~~;

b) the equator, the Prime Meridian and the four hemispheres; and ~~locating selected rivers (James River,~~ [Moved to SOL 2.6c] ~~Mississippi River,~~ [Moved to SOL 2.6c] ~~Rio Grande,~~ [Moved to SOL 2.6c] ~~Huang He,~~ [Moved to SOL 3.6b] ~~and Nile River~~ [Moved to SOL 3.6a]), ~~mountain ranges (Appalachian Mountains and Rocky~~ ~~Mountains~~ [Moved to SOL 3.6d]), ~~and lakes (Great Lakes)~~ [Moved to SOL 3.6d] ~~in the United States and other countries~~

c) major rivers, mountain ranges, lakes, and other physical features in the United States.

Essential Understandings	Essential Knowledge
Maps can be used to locate land and water features. Maps and globes help people study the Earth.	**Terms to know** • land: The solid surface of the Earth • continent: A large body of land on the Earth • equator: An imaginary line around the middle of the Earth that divides it into Northern and Southern Hemispheres • Prime meridian: An imaginary line that divides the Earth into the Eastern and Western Hemispheres • hemisphere: Half of a sphere (globe); created by the prime meridian or the equator **The seven continents** • North America, South America, Europe, Asia, Africa, Australia, and Antarctica **The five oceans** • The Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean **The four hemispheres** • Northern, Southern, Eastern, and Western **Selected rivers, mountain ranges, and lakes in the United States** • The James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes

STANDARD 2.~~5~~ 7a, b, c

The student will locate and describe ~~develop map skills by~~ the relationship between the environment and culture of

a) ~~locating the United States,~~ [Moved to SOL 2.6c] ~~China,~~ [Moved to SOL 3.6b] ~~and Egypt~~ [Moved to SOL 3.6a] ~~on world maps;~~ the Powhatan of the Eastern Woodlands;

b) ~~understanding the relationship between the environment and the culture of ancient China~~ [Moved to SOL 3.6b] ~~and Egypt~~ [Moved to SOL 3.6a]; the Lakota of the Plains; and

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

Essential Understandings	Essential Knowledge
~~People relate to their environment in different ways.~~ ~~The Powhatan lived in the Eastern Woodlands region.~~ ~~The Lakota lived in the Plains region.~~ ~~The Pueblo lived in the Southwest region.~~ In the past and present, American Indians respect and protect the environments that make up their homelands.	

	Climate	Land
~~China~~	~~Seasons~~	~~Forests, hills, mountains, deserts~~
~~Egypt~~	~~Hot, dry~~	~~Nile River Valley, deserts, flooding~~
Eastern Woodlands (Powhatan)	Mild winters, hot, humid summers	Rivers, hills, mountains, coastland
Plains (Lakota)	Hot summers, harsh, cold winters	Plains, prairies, rolling hills
Southwest (Pueblo people)	Hot days, cold nights, little rainfall	High flatlands

Ways people related to their environment

- ~~The ancient Chinese settled along the Huang He. They fished, farmed, and irrigated the land.~~
- ~~The ancient Egyptians farmed and irrigated the land near the Nile River.~~
- The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.
- The Lakota moved around the region to hunt for buffalo. They later used horses for transportation.
- The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay).

~~STANDARD 2.6~~

~~The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.~~ [Moved to SOL 1.5e]

~~Essential Understandings~~	~~Essential Knowledge~~
~~People who make maps include a title, map legend, and compass rose.~~ ~~A map is a drawing that shows what places look like from above and where they are located.~~ ~~A map legend includes symbols that represent objects and places.~~	**~~Maps include the following~~** • ~~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~~

STANDARD 2.8

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

Essential Understandings	Essential Knowledge
The three main types of resources are natural, human, and capital.	**Terms to know** • natural resources: Materials that come directly 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 **Examples of resources** • Natural: Water, soil, wood, coal • Human: Farmers, miners, builders, painters • Capital: Hammers, computers, trucks, lawn mowers, factory buildings

STANDARD 2.9

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

Essential Understandings	Essential Knowledge
People acquire goods and services through barter or through the exchange of money.	**Terms to know** • 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

STANDARD 2.10

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

Essential Understandings	Essential Knowledge
People are both producers and consumers. People must make economic choices because resources are limited (scarcity).	**Terms to know** • scarcity: Not being able to meet all wants at the same time because resources are limited • consumer: A person who uses goods and services • producer: A person who uses resources to make goods and/or provide services People must make economic choices because resources and goods and services are scarce.

STANDARD 2.~~10~~ 11a, b, c, d, e, f

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; and
f) explaining the purpose of rules and laws.

Essential Understandings	Essential Knowledge
A good citizen has a variety of responsibilities. A good citizen understands the need for rules and laws.	**Responsibilities of a good citizen** • 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 **Terms to know** • rules: Guidelines for how people should act or behave • laws: Important rules written and carried out by the government The purpose of rules and laws is to keep people safe and maintain order.

STANDARD 2.~~11~~ 12a, b, c, d

The student will ~~identify George Washington, [Moved to SOL 1.3d]~~[Moved to SOL 1.2b] ~~Abraham Lincoln,~~ [Moved to SOL 2.4c] ~~Susan B. Anthony,~~ [Moved to SOL 2.4d] [Included in USII.4e Curriculum Framework] ~~Helen Keller, [Moved to SOL 2.4g]~~ [Moved to SOL 2.4e] ~~Jackie Robinson, [Moved to SOL 2.4j]~~ [Moved to SOL 2.4h] ~~and Martin Luther King, Jr., [Moved to SOL 2.4l]~~ [Moved to SOL 2.4j] ~~as Americans whose contributions improved the lives of other Americans~~ understand that the people of the United States of America

a) make contributions to their communities;

b) ~~have federal, state, and local government officials who are elected by voters~~ ~~[Moved to SOL 3.12]~~vote in elections;

~~c) have a government to make laws, carry out laws, and decide if laws have been broken;~~ ~~[Moved to SOL 3.12]~~ [Moved to SOL 3.12b]

~~d)~~c) are united as Americans by common principles; and

~~e)~~d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.

Essential Understandings	Essential Knowledge
~~Individuals in the past have worked successfully to improve the lives of other Americans in the United States.~~ The people of the United States contribute to their community by practicing the responsibilities of good citizens.	~~**Famous Americans and their contributions**~~ • ~~George Washington: He led the fight for freedom from England and helped establish a new country~~. [Moved to SOL 1.2b] • ~~Abraham Lincoln: He was the President of the United States who helped to free African American slaves.~~ [Moved to SOL 2.4c] • ~~Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote~~. • ~~Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf~~. [Moved to SOL 2.4e] • ~~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~~. [Moved to SOL 2.4h] • ~~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~~. [Moved to SOL 2.4j] People contribute to their community by practicing the responsibilities of good citizens. Voters in the United States elect officials to make decisions for them in the national government. 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. 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.

STANDARD 2.~~12~~13a, b

The student will ~~understand that the people of Virginia~~ understand the symbols and traditional practices that honor and foster patriotism in the United States of America by

a) ~~have state and local government officials who are elected by voters; [Moved to SOL 1.12a]~~ [Moved to SOL 1.13a] explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and

b) ~~have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles [Moved to SOL 1.12e]~~[Moved to SOL 2.12c] learning the words to and meaning of the Pledge of Allegiance.

Essential Understandings	Essential Knowledge
~~Virginia cities and counties have elected state and local government officials.~~ ~~The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.~~ ~~The people of Virginia contribute to their community by practicing the responsibilities of good citizens.~~ ~~Americans are a people of diverse ethnic origins, customs, and traditions, who are united as Americans by common principles and traditions.~~ The United States has a national flag. The United States has a national pledge to the flag.	~~Voters in Virginia elect officials to make decisions for them in the state and local governments.~~ ~~The people living in Virginia have diverse ethnic origins, customs, and traditions and participate in and contribute to their communities.~~ ~~People contribute to their community by practicing the responsibilities of good citizens.~~ ~~While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.~~ ~~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.~~ **American Symbols** • American flag • Bald eagle • Washington Monument • Statue of Liberty The United States has a national pledge to the flag. "I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all."

History and Social Science Standards of Learning
CURRICULUM FRAMEWORK ~~2008~~ 2015

Grade Three: Introduction to History and Social Science Focus on Ancient World Cultures

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~,
~~The understandings are listed below the Standard of Learning statement. These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 3.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) identifying artifacts and primary and secondary sources to understand events in world cultures;

Essential Understandings	Experiences including but not limited to…
Identifying includes viewing and using information sources to draw conclusions. An artifact is an object or tool that tells us about the people from the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	• Use images to make observations, ask questions and draw conclusions about the contributions of ancient Greece and Rome. • Use a map of trade routes to determine the importance of human, natural, and capital resources in ancient Greece. • Use storytelling (oral traditions) to determine how people of Mali passed on stories and traditions from one generation to the next. • Use images of the regions of ancient China, ancient Egypt, ancient Greece, ancient Rome, and the West African empire of Mali to predict what goods and services might have been produced.

STANDARD 3.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using geographic information to support an understanding of world cultures;

Essential Understandings	Experiences including but not limited to…
Using geographic information helps develop an awareness of the relationship between time and place. The physical geography of a location had a direct impact on the lives of ancient people and how they adapted to their environment. Using geographic information involves asking questions and drawing conclusions about information found on a map.	Ask questions and draw conclusions about world cultures using information found on a map. Geographic Information • Variety of historical and cultural maps • Satellite images • Images/photographs • Physical and political maps • Digital maps Use a simple world map to identify where ancient civilizations were located (ancient Egypt, ancient China, ancient Greece, ancient Rome, and the West African empire of Mali). • Use images/photographs of the present day country to predict where people lived in ancient times. • Construct a map with a legend to show trade routes between ancient civilizations. • Describe how geography had a direct impact on the lives of the ancient people and describe how they adapted to their environment.

STANDARD 3.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;

Essential Understandings	Experiences including but not limited to…
Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions. Close examination and interpretation of data and images are essential to making informed decisions.	• Gather information about how students in the class demonstrate good citizenship. Create a class chart to show examples in each month of the school year. • Have students conduct surveys to determine which contributions from world cultures had the greatest influence on the United States. Graph the results. • Have students illustrate the land and contributions of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Use these pictures to create a chart or diagram that shows distinctions and connections between world cultures. • Survey family members to determine ways they help their community, country, and world. Create a web or simple bar graph to show the results. • Gather information about the natural, human, and capital resources of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Create a graphic organizer to illustrate the location of the resources in the ancient world cultures.

STANDARD 3.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) summarizing points and evidence to answer a question;

Essential Understandings	Experiences including but not limited to…
Asking questions involves making observations about the world and framing them as inquiries to solve a problem. Asking a variety of questions takes learning further and deepens our understanding. Summarizing points and evidence involves assembling information to craft an answer to a question.	When reading about ancient world cultures, have students support their thinking with evidence from the text. Evidence can include observations from images, articles, books, and reputable Web sites. • Generate a question about the relationship between the physical environment and economic activities in ancient Egypt or China. Summarize evidence to answer the question in a multimedia presentation or museum exhibit. • After viewing images of modern buildings featuring arches and columns, generate questions about the influence of ancient Greek and Roman architecture on buildings in America. Have students support their answers with specific observations from the images. • Examine maps of ancient cultures. Generate questions about change over time by viewing satellite images of modern-day Egypt, China, Greece, Rome, and Mali. Have students support their answers with specific observations from the images.

STANDARD 3.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;

Essential Understandings	Experiences including but not limited to…
Comparing and contrasting examine similarities and differences among people, places, or events. Being able to compare and contrast helps us to understand important similarities and differences between people or events.	• Create a Venn diagram to show the similarities and differences between two ancient cultures. • Compare and contrast an ancient community in Greece with a local community. • Create a T-chart that compares the different geographic features of two ancient cultures.

STANDARD 3.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) determining relationships with multiple causes or effects;

Essential Understandings	Experiences including but not limited to…
A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). Relationships can have multiple causes and effects.	• Explain the relationship between economic activities and physical characteristics of ancient Greece, i.e., many mountains led to farming on hillsides and the development of small, independent communities. • Explain how being a good citizen and encouraging others to be good citizens impact the community. • Draw conclusions about why ancient civilizations traded with each other.

STANDARD 3.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) explaining connections across time and place;

Essential Understandings	Experiences including but not limited to…
Everyday life in the world today is different from everyday life long ago. Time and place affect how people live. Knowledge of the past helps one understand the present and make decisions about the future.	• Explain how life was different for the people in the ancient world cultures of China, Egypt, Greece, Rome, and the West African empire of Mali based on the human, natural, and capital resources available to them. • Explain how contributions from ancient cultures have impacted life today. • Use maps and images to make connections between the geography of China and Egypt. • Use digital media, storyboards, or flow charts to show how ancient Greece influenced ancient Rome, and how both cultures influence the United States today. • Use images to compare the architecture in selected ancient world cultures. Use photographs of modern architecture to discuss how ancient architecture influences us today.

STANDARD 3.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to make informed decisions;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies your wants.

Choices involve getting more of one thing by giving up something else.

Students make better choices when they consider the costs and benefits of their decisions.

Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.</td><td>• Use a decision-making model to weigh the costs and benefits of the following:
  • Everyone keeps their own supplies or everyone shares their supplies.
  • Decisions made by characters in children’s literature related to the ancient civilizations.
• Work in small groups to decide whether to plan a class trip to Egypt or China.

Sample Decision-Making Model

Decision to be made:
<table><tr><th>Benefits</th><th>Costs</th></tr><tr><td></td><td></td></tr></table></td></tr>
</table>

STANDARD 3.1i

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

i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and

Essential Understandings	Experiences including but not limited to…
Good citizens: • Collaborate to achieve shared goals. • Compromise to reach an agreement. • Participate in classroom activities to demonstrate respect for rules.	• Participate in classroom activities to demonstrate respect for community rules and laws. • Make an economic choice (such as the best project materials to use or purchase), comparing both the opportunity cost and the monetary cost of choices with the benefits (compromising). • Work in groups to determine an action the class can take to serve the community, state, or nation (collaborating). • Participate in class simulations of direct and representative democracies while studying ancient Greece and Rome (practicing good citizenship skills while participating in classroom activities).

STANDARD 3.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) accessing a variety of media, including online resources.

Essential Understandings	Experiences including but not limited to…
Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about world cultures. Accessing a variety of media involves locating information in the classroom, the school, the community, and on the Internet.	• Use economic vocabulary such as specialization; natural, human, and capital resources; and producers, goods, and services to explain the relationship between the environment and resources in different parts of the world. • Use images of ancient world cultures to create a picture book to describe the geography of the area. • Listen to guest speakers discuss food, clothing, and music from their culture. Create a photo story about the benefits of diversity. • Create a list outlining the characteristics of a good citizen. Use images of classmates demonstrating the characteristics of good citizens.

STANDARD 3.2

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.

<table>
<tr><th>Essential Understandings</th><th>Essential Knowledge</th></tr>
<tr><td>~~The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.~~

~~The ancient Greeks and Romans have influenced the lives of people today.~~

Ancient people made contributions that affect the present world.</td><td>~~**Terms to know**~~
~~• 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 the people vote for (elect) a smaller group of citizens make the rules and laws for everyone~~
~~**Architecture**~~
~~The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today.~~
~~• Greece: The Parthenon (columns)~~
~~• Rome: The Colosseum and aqueducts (arches)~~
~~**The arts**~~
~~Mosaics, sculpture, and paintings are displayed on buildings.~~
~~**The government of the United States**~~
~~The government is based on ideas developed in ancient Greece and Rome.~~
~~• Greece: Birthplace of democracy (government by the people); a direct democracy~~
~~• Rome: Republican (representative) form of government; a representative democracy~~
~~**Sports**~~
~~Olympic games of today are modeled after the games of ancient Greece.~~
Terms to know
• ancient: Long, long ago
• architecture: The design of buildings
• contribution: The act of giving or doing something
Contributions of ancient China and Egypt
<table><tr><th></th><th>China</th><th>Egypt</th></tr><tr><td>**Written language**</td><td>Characters, symbols</td><td>Hieroglyphics</td></tr><tr><td>**Inventions**</td><td>Kite, silk cloth, compass, fireworks</td><td>Paper made from papyrus, 365-day calendar, clock</td></tr><tr><td>**Architecture**</td><td>Great Wall</td><td>Pyramids</td></tr></table>Many inventions of ancient China and Egypt are still used today.</td></tr>
</table>

STANDARD 3.~~1~~ 3

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

Essential Understandings	Essential Knowledge
The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports. The ancient Greeks and Romans have influenced the lives of people today.	**Terms to know** • direct democracy: A government in which people vote to make their own rules and laws • representative democracy: A government in which the people vote for (elect) a smaller group of citizens to make the rules and laws for everyone **Architecture** The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today. • Greece: The Parthenon (columns) • Rome: The Colosseum and aqueducts (arches) **The arts** Mosaics, sculpture, and paintings are displayed on buildings. • Greece: Pottery • Rome: Mosaics **The government of the United States** The government is based on ideas developed in ancient Greece and Rome. • Greece: Birthplace of democracy (government by the people); a direct democracy • Rome: Republican (representative) form of government; a representative democracy **Sports** Olympic games of today are modeled after the games of ancient Greece.

STANDARD 3.~~2~~ 4

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 Knowledge
Most of what we know about Mali's history comes from oral accounts that were handed down by Mali storytellers.	Africa was the home to several great empires. One of the most prosperous was the early West African empire of Mali. Many storytellers in Mali passed on stories and traditions from one generation to the next.
Mali was ruled by rich and powerful kings.	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.
Early Mali was a wealthy trading empire before Columbus sailed to America.	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 valuable natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold. Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.

~~STANDARD 3.3~~

~~The student will study the exploration of the Americas by~~

~~a) describing the accomplishments of Christopher Columbus,~~ [Moved to SOL 2.4a]~~ Juan Ponce de León, Jacques Cartier, and Christopher Newport~~[Moved to SOL 1.3c];

~~b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.~~

~~Essential Understandings~~	~~Essential Knowledge~~
~~The first explorers had different motivations, had different sponsors, and met different successes.~~ ~~Due to European explorations, American Indians experienced changes to their cultures and environment.~~	~~**Terms to know**~~ ~~• explorer: A person who travels seeking new discoveries~~ ~~• European: A person from one of the countries in Europe~~

~~Explorer~~	~~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 Western Hemisphere (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 a 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 America claim~~
~~Christopher Newport~~	~~England~~	~~To discover riches; to find a western sea 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~~

~~Impact of European exploration on American Indians~~

- ~~Deadly diseases were introduced.~~
- ~~Exploration later led to settlement.~~
- ~~The settlements led to relocation of the American Indians from their homeland.~~

STANDARD 3.5a, b, c

The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps

a) ~~locating Greece, Rome, and West Africa~~ at the beginning of their culture;

b) ~~describing the physical and human characteristics of Greece, Rome, and West Africa~~ during their period of greatest influence; and

c) today. ~~explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs~~.

Essential Understandings	Essential Knowledge
The size and location of ancient world cultures has changed over time. ~~People adapt to their environment in different ways.~~	~~**Terms to know**~~ • ~~characteristics: Different traits~~ ~~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.~~ ~~**Physical characteristics**~~ • ~~Ancient Greece: Located on a peninsula with many islands, mountains, and hills; surrounded by the Mediterranean Sea; had limited rich soil~~ • ~~Ancient Rome: Located next to a river; built on many hills; had limited rich soil~~ • ~~Empire of Mali: Located in West Africa near rivers and in a grassland region; had gold mines~~ ~~**Human characteristics**~~ • ~~Ancient Greece: Farmers, shipbuilders, traders~~ • ~~Ancient Rome: Farmers, road builders, traders~~ • ~~Empire of Mali: Farmers, miners, traders~~ ~~**Ways people adapted to their environments**~~ • ~~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 needed in Mali. Gold from Mali was traded for salt.~~

STANDARD 3.5a, b, c

The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps

a) ~~locating Greece, Rome, and West Africa~~ at the beginning of their culture;

b) ~~describing the physical and human characteristics of Greece, Rome, and West Africa~~ during their period of greatest influence; and

c) today. ~~explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs~~.

Essential Understandings	Essential Knowledge
The size and location of ancient world cultures have changed over time. ~~People adapt to their environment in different ways.~~	Viewing maps of ancient civilizations during different time periods provides an introduction to understanding the changes in the relationship between peoples, places, and environments. **Location of ancient world cultures at the beginning of their culture:** Ancient China was located in eastern Asia centered around the Huang He River. Ancient Egypt was located along the Nile River in northeast Africa. Ancient Greece was located on a peninsula with many islands surrounded by the Mediterranean Sea. Ancient Rome was located by a river on a peninsula in the Mediterranean Sea. The West African empire of Mali was located by a river in a grassland region in west Africa. **Location of ancient world cultures during their period of greatest influence:** Ancient China spread southward to the Yangtze River. Ancient Egypt spread southward along the Nile River and east and west along the Mediterranean coast. Ancient Greece spread throughout the eastern Mediterranean region. Ancient Rome spread throughout the Mediterranean region and most of western Europe. The West African empire of Mali spread westward to the Atlantic coast and north into the Sahara desert. **Location of ancient world cultures today:** China includes most of East Asia westward into the deserts of Central Asia. Egypt is located in the northeastern corner of Africa along the Nile River. Greece is located on a peninsula with many islands surrounded by the Mediterranean Sea. Rome is a city located in present day Italy. Mali is a country located in West Africa.

STANDARD 3.6a, b, c, d, e

The student will develop map skills by using globes and maps to locate and describe

a) ~~positioning and labeling the seven continents and five oceans to create a world map~~ major rivers, mountain ranges, and other geographic features of Africa;

b) ~~using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres~~ major rivers, mountain ranges, and other geographic features of Asia;

c) ~~locating the countries of Spain, England, and France~~ major rivers, mountain ranges, and other geographic features of Europe;

d) ~~locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas)~~ [Moved to SOL 2.4a], ~~Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia)~~ [Moved to SOL 1.3c] major rivers, mountain ranges, and other geographic features of North America; and

e) ~~locating specific places, using a simple letter-number grid system~~ major rivers, mountain ranges, and other geographic features of South America.

Essential Understandings	Essential Knowledge
~~There are seven continents and five oceans located in the world.~~ ~~The equator and the prime meridian divide the globe into four hemispheres.~~ ~~The four hemispheres are Northern, Southern, Eastern, and Western.~~ ~~A simple letter-number grid system on maps is used to locate places.~~	~~**Terms to know**~~ ~~• 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 it into the Northern and Southern Hemispheres~~ ~~• prime meridian: An imaginary line that divides the Earth into the Eastern and Western Hemispheres~~ ~~• regions: Places that have common characteristics~~ ~~The physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) may be located on a world map.~~ ~~The equator and the prime meridian are used to create the Northern, Southern, Eastern, and Western Hemispheres.~~ ~~England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.~~ ~~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.~~ ~~The letter (on the left) and number (at the bottom) coordinates of a grid system identify the approximate location of a place.~~

STANDARD 3.6a, b, c, d, e

The student will develop map skills by using globes and maps to locate and describe

a) ~~positioning and labeling the seven continents and five oceans to create a world map~~ major rivers, mountain ranges, and other geographic features of Africa;

b) ~~using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres~~ major rivers, mountain ranges, and other geographic features of Asia;

c) ~~locating the countries of Spain, England, and France~~ major rivers, mountain ranges, and other geographic features of Europe;

d) ~~locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas)~~ [Moved to SOL 2.4a], ~~Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia)~~ [Moved to SOL 1.3c] major rivers, mountain ranges, and other geographic features of North America; and

e) ~~locating specific places, using a simple letter-number grid system~~ major rivers, mountain ranges, and other geographic features of South America.

Essential Understandings	Essential Knowledge

The continents of Africa, Asia, Europe, North America, and South America have unique geographic features.	**Major rivers, mountain ranges, and other geographic features of Africa**
	• Nile River
	  • The Nile River is the longest river in the world.
	• Atlas Mountains
	  • The Atlas Mountains separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert.
	• Sahara Desert
	  • The Sahara Desert is the largest hot desert in the world.
	
	Major rivers, mountain ranges, and other geographic features of Asia
	• Huang He River
	  • The Huang He River flows through much of China.
	• Himalaya Mountains
	  • The Himalaya Mountains are home to some of highest peaks on Earth.
	• Gobi Desert
	  • The Gobi Desert is Asia's largest desert.
	
	Major rivers, mountain ranges, and other geographic features of Europe
	• Mediterranean Sea
	  • The Mediterranean Sea is an intercontinental sea situated between Europe to the north, Africa to the south, and Asia to the east.
	• Alps Mountains
	  • The Alps are the largest mountain system in Europe.
	• Italian Peninsula
	  • The Italian Peninsula is a boot-shaped peninsula in southern Europe extending into the Mediterranean Sea.

STANDARD 3.6a, b, c, d, e

The student will develop map skills by using globes and maps to locate and describe

a) ~~positioning and labeling the seven continents and five oceans to create a world map~~ major rivers, mountain ranges, and other geographic features of Africa;

b) ~~using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres~~ major rivers, mountain ranges, and other geographic features of Asia;

c) ~~locating the countries of Spain, England, and France~~ major rivers, mountain ranges, and other geographic features of Europe;

d) ~~locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas)~~ [Moved to SOL 2.4a], ~~Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia)~~ [Moved to SOL 1.3c] major rivers, mountain ranges, and other geographic features of North America; and

e) ~~locating specific places, using a simple letter-number grid system~~ major rivers, mountain ranges, and other geographic features of South America.

Essential Understandings	Essential Knowledge

The continents of Africa, Asia, Europe, North America, and South America have unique geographic features.	**Major rivers, mountain ranges, and other geographic features of North America**
	• Mississippi River/Rio Grande
	  • The Mississippi River is one of the longest rivers in North America.
	  • The Rio Grande marks a part of the boundary between Mexico and the United States.
	• Rocky Mountains/ Appalachian Mountains
	  • The Rocky Mountains are located in western North America and extend from Canada to New Mexico.
	  • The Appalachian Mountains are located in eastern North America and extend from Canada to Alabama.
	• Great Lakes
	  • The Great Lakes are a series of interconnected freshwater lakes located in northeastern North America.
	
	Major rivers, mountain ranges, and other geographic features of South America
	• Amazon River
	  • The Amazon River is the second longest river in the world.
	• Andes Mountains
	  • The Andes Mountains are the longest continental mountain range in the world.
	• Rainforest
	  • The Amazon rainforest is the largest tropical rainforest in the world and includes many types of plants and animals.

STANDARD 3.7

The student will ~~read and construct maps, tables, graphs, and/or charts~~ <u>describe how people in ancient world cultures adapted to their environment.</u>

Essential Understandings	Essential Knowledge
~~Maps, tables, graphs, charts, and pictures can be read and constructed to gather and display information.~~ ~~Maps are used to display information geographically.~~ <u>People in ancient world cultures adapted to their environment in different ways.</u>	~~Maps, tables, graphs, charts, and pictures are visual aids used to gather, display, and classify geographic information.~~ ~~**Parts of a map**~~ ~~• Map title~~ ~~• Map legend~~ ~~• Compass rose~~ ~~Maps may include a compass rose with the intermediate directions of northeast, southeast, northwest, and southwest.~~ <u>Human activities develop in response to physical environments. When the environment does not meet human needs, people adapt to meet those needs.</u> <u>**Ways people in ancient world cultures adapted to their environments**</u> <u>Ancient China:</u> • <u>Farmed in fertile soil along the rivers</u> • <u>Fished in the river and seas</u> • <u>Mined natural resources</u> <u>Ancient Egypt:</u> • <u>Farmed in fertile soil along the Nile River</u> • <u>Created irrigation systems</u> • <u>Traded along the Mediterranean coast</u> <u>Ancient Greece:</u> • <u>Limited farming due to mountains</u> • <u>Traded across the Mediterranean Sea</u> • <u>Built ships to fish and trade in the Mediterranean Sea</u> <u>Ancient Rome:</u> • <u>Limited farming due to mountains</u> • <u>Traded across the Mediterranean Sea</u> • <u>Built roads to connect to land in western Europe and Africa</u> <u>West African empire of Mali</u> • <u>Mined gold</u> • <u>Traded gold for salt from the Sahara Desert</u> • <u>Farmed and raised animals on the grasslands</u>

STANDARD 3.8

The student will ~~explain how producers in ancient Greece, Rome, and the West African empire of Mali used~~ demonstrate an understanding of different cultures and their ~~economic interdependence between cultures by examining the impact of~~ natural ~~resources~~, human ~~resources~~, and capital resources in the production of goods and services.

Essential Understandings	Essential Knowledge
Resources are used to produce goods and services. Producers of goods and services are influenced by natural, human, and capital resources. ~~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.~~ ~~Mali used human and capital resources to mine gold (natural resource).~~	**Terms to know** • natural resources: Materials that come directly from nature (e.g., 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 Ancient China was located on a large land mass. The land consisted of forests, hills, mountains, and deserts. The people of ancient China farmed, fished, mined, made pottery, and traded goods. Ancient Egypt was located along the Nile River in northeast Africa. Most of the land was desert. Rich soil was along the Nile River. The people of ancient Egypt farmed, fished, made crafts, and traded goods. Ancient Greece was located on a peninsula with mountains and hills and was surrounded by many islands and the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed. Ancient Rome was located next to a river. Rich soil for farming was limited. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed. The West African empire of Mali was located in Africa. Gold was a natural resource. The people of Mali traded gold for salt.

STANDARD 3.9

The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

Essential Understandings	Essential Knowledge
People and regions specialize because they cannot produce everything they want. People trade for things they ~~need and~~ want but do not have.	Specialization occurs when people focus on the production of selected goods and services. People and regions often specialize in the production of certain goods and services. Specialization encourages trade because people want goods and services that they do not have. People trade when individuals or groups benefit from the trade.

STANDARD 3.10

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 Knowledge
People make choices because they cannot have everything they want. All choices require giving up something else (opportunity cost).	**Terms to know** • economic choice: The choice of or decision among alternatives or possibilities • opportunity cost: The next best choice that is given up when an economic choice is made Economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with the benefits. **Economic choices**

Choices	Choice made	Choice 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 3.11a, b, c, d, e, f

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; and
f) explaining the purpose of rules.

Essential Understandings	Essential Knowledge
~~Government protects the rights and property of individuals.~~ ~~Government exists at the local (community), state (Virginia), and national (United States) levels.~~	~~**Terms to know**~~ ~~• community: A place where people live, work, and play~~ ~~• rules: What people must or must not do~~ ~~• laws: Important rules written and carried out by government~~ ~~• government: A group of people who makes laws, carries out laws, and decides if laws have been broken~~ ~~The purpose of rules and laws is to keep people safe and maintain order.~~ ~~The purpose of government is to make laws, carry out laws, and decide if laws have been broken.~~ ~~Governments are necessary because they develop the laws and protect the rights and property of individuals.~~
A good citizen has a variety of responsibilities that contribute to society as a whole.	**Terms to know** • rules: Guidelines for how people should act or behave • laws: Important rules written and carried out by government **Responsibilities of a good citizen** • 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 The purpose of rules and laws is to keep people safe and maintain order.

STANDARD 3.12a, b, c

The student will recognize the importance of government in the 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; and

c) explaining that government protects the rights and property of individuals.

Essential Understandings	Essential Knowledge
Government protects the rights and property of individuals. Government exists at the local (community), state (Virginia), and national (United States) levels.	**Terms to know** • community: A place where people live, work, and play • laws: Important rules written and carried out by government • government: A group of people who makes laws, carries out laws, and decides if laws have been broken The purpose of ~~rules and~~ laws is to keep people safe and maintain order. The purpose of government is to make laws, carry out laws, and decide if laws have been broken. Governments are necessary because they develop the laws and protect the rights and property of individuals.

~~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~~; [Included in the Curriculum Framework for 3.13]

~~b) identifying the contributions of George Washington;~~ ~~[Moved to SOL 1.3d]~~ [Moved to SOL 1.2b] ~~Thomas Jefferson;~~ ~~[Moved to SOL 1.3e]~~ [Moved to SOL 1.2b] ~~Abraham Lincoln;~~ [Moved to SOL 2.4c] ~~Rosa Parks;~~ ~~[Moved to SOL 2.4i]~~ [Moved to SOL 2.4g] ~~Thurgood Marshall;~~ ~~[Moved to SOL 2.4h]~~ [Moved to SOL 2.4f] ~~Martin Luther King, Jr.;~~ ~~[Moved to SOL 2.4l]~~ [Moved to SOL 2.4j] ~~and Cesar Chavez;~~ ~~[Moved to SOL 2.4k]~~ [Moved to SOL 2.4i]

~~c) recognizing that Veterans Day~~ ~~[Moved to SOL 2.5e]~~ [Moved to SOL 2.5g] ~~and Memorial Day~~ ~~[Moved to SOL 2.5b]~~ [Moved to SOL 2.5c] ~~honor people who have served to protect the country's freedoms;~~

~~d) describing how people can serve the community, state, and nation.~~ [Included in the Curriculum Framework for 3.13]

Essential Understandings	Essential Knowledge
~~Some basic principles held by American citizens include the rights to life, liberty, and the pursuit of happiness; and equality under the law.~~ ~~Citizens have worked to defend American principles.~~	**~~Basic principles~~** ~~• 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.~~ ~~Many people worked to defend the basic principles that formed the foundation of a republican form of government.~~ **~~Citizens who defended basic principles~~** • ~~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~~. [Moved to SOL 1.2b] • ~~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~~. [Moved to SOL 1.2b] • ~~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.~~ [Moved to SOL 2.4c] • ~~Rosa Parks: She was 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~~. [Moved to SOL 2.4g] • ~~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.~~ [Moved to SOL 2.4f] • ~~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~~. [Moved to SOL 2.4j] • ~~Cesar Chavez: He was a Mexican-American who worked to improve conditions for farm workers.~~ [Moved to SOL 2.4i]

~~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~~; [Included in the Curriculum Framework for 3.13]

~~b) identifying the contributions of George Washington; [Moved to SOL 1.3d]~~ [Moved to SOL 1.2b] ~~Thomas Jefferson; [Moved to SOL 1.3e]~~ [Moved to SOL 1.2b] ~~Abraham Lincoln;~~ [Moved to SOL 2.4c] ~~Rosa Parks; [Moved to SOL 2.4i]~~ [Moved to SOL 2.4g] ~~Thurgood Marshall; [Moved to SOL 2.4h]~~ [Moved to SOL 2.4f] ~~Martin Luther King, Jr.; [Moved to SOL 2.4l]~~ [Moved to SOL 2.4j] ~~and Cesar Chavez; [Moved to SOL 2.4k]~~ [Moved to SOL 2.4i]

~~c) recognizing that Veterans Day~~ [~~Moved to SOL 2.5e~~] [Moved to SOL 2.5g] ~~and Memorial Day~~ [~~Moved to SOL 2.5b~~] [Moved to SOL 2.5c] ~~honor people who have served to protect the country's freedoms;~~

~~d) describing how people can serve the community, state, and nation.~~ [Included in the Curriculum Framework for 3.13]

Essential Understandings	Essential Knowledge
~~Veterans Day is the recognition of and respect for Americans who served in the military~~ ~~Memorial Day is the recognition of Americans who died in wars while they were serving their country.~~ ~~There are many ways that people can serve their community, state, and nation.~~	**~~Days to remember~~** • ~~Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November. [Moved to SOL 2.5g]~~ • ~~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. [Moved to SOL 2.5c]~~ ~~Some of the ways that people can serve their community, state, and nation include~~ • ~~being a volunteer~~ • ~~getting involved in community projects~~ • ~~serving as a government official~~ • ~~joining the military~~ • ~~voting.~~

STANDARD 3.~~12~~ 13

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 Knowledge
The American people come from diverse ethnic and national origins and are united as Americans by basic American principles. Being an American is defined by the shared basic principles of the republican form of government. There are many ways that people can serve their community, state, and nation	**Terms to know** • Republican form of government: A representative democracy 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. **Benefits of diversity** • Food • Clothing • Music Some of the ways that people can serve their community, state, and nation include • being a volunteer • getting involved in community projects • serving as a government official • joining the military • voting

History and Social Science Standards of Learning
CURRICULUM FRAMEWORK ~~2008~~ 2015

Virginia Studies

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~,
~~The understandings are listed below the Standard of Learning statement. These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have – what they should be able to do – to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

~~STANDARD VS.1a, 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) 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, as applicable, in the "Essential Skills" column of each chart for Virginia Studies, with the exception of skill "h." 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 listed above will be assessed on the Standards of Learning test. Teachers should incorporate these skills into instruction throughout the year.~~

STANDARD VS.1a

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by

a) ~~identifying~~ analyzing and interpreting artifacts and primary and secondary sources ~~documents~~ to understand events in Virginia history;

Essential Understandings	Experiences including but not limited to…
An artifact is an object or tool that tells us about the people from the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere. Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.	• Use an object or artifact from colonial Virginia to make observations and draw conclusions about how it was used. • Use an image of American Indians in Virginia to make observations, ask questions and draw conclusions about their daily life in early Virginia. • View an early map of Virginia and a current map of Virginia to make comparisons about past and present. • Read and analyze documents (letters, diary entries, speeches, proclamations, etc.) from Virginia history to determine historical significance.

STANDARD VS.1~~i~~b

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by

~~i~~b) analyzeing ~~and interpreting maps to explain relationships among landforms, water features, climatic characteristics, and historical events.~~ the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;

Essential Understandings	Experiences including but not limited to…
Analyzing involves identifying the important elements of geographic sources. Geographic information supports the process of inquiry into the nature of events in Virginia history. The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment. Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction	• Geographic information may be acquired from a variety of sources. Variety of sources • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Charts and graphs • Databases • Primary sources • Diagrams • Use information from a topographical map to locate and determine the characteristics of the five geographic regions Virginia. Create a symbol to represent each region. • Examine an early map of Virginia. Use a hand lens or magnifying glass to study the map symbols, features, words, and artistic elements used by the mapmaker. • Examine how early mapmakers constructed maps as they explored. Compare and contrast early maps to how maps are constructed today. • Analyze how the physical geography of Virginia had an impact on various cultural groups. • Analyze the impact of rivers on transportation, food supply, exploration, and location of settlements. Five Themes of Geography • Location- defined according to its position on the earth's surface. Where is it? • Place- locations having distinctive features that give them meaning and character that differs from other locations. What is it like? • Region- a unit on the earth's surface that has unifying characteristics. How are places similar or different? • Movement- the way people, products and information move from one place to another. How do people, goods, and ideas move from one location to another? • Human-Environment Interaction- the relationship between people and their environment. How do people relate to the physical world?

STANDARD VS.1c

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;

Essential Understandings	Experiences including but not limited to…
Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions. Close examination and interpretation of data and images are essential to making informed decisions.	• Use historical maps to analyze changes in population over time. • View an image of a battle in Virginia. Connect the geography illustrated in the image with the outcome of the battle. • Gather and sort images of segregation and integration. Use the images to create a chart to determine the distinction between the two concepts. • Create a timeline that shows important events in Virginia's history. Use the timeline to discuss themes such as conflict, equality, freedom, survival, and economic growth.

STANDARD VS.1d

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by

d) ~~draw conclusions and make generalizations~~ recognizing points of view and historical perspectives;

Essential Understandings	Experiences including but not limited to…
Point of view includes considering and thinking about different opinions expressed. Historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past. It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia's history.	Use a chart to record and organize thinking about different people living during an historical time period to determine their perspectives or points of view. Guiding questions for helping students understand multiple perspectives: • How do you think this person spent his or her days/nights? • Who might have been in this person's family? • What motivated this person to do his or her job or make decisions about his or her daily life? • What did this person need in order to be successful in life? Analyze and interpret primary source documents. • Share various letters and/or diary entries from Virginians. • Use the guiding questions above to help students gain the historical perspective and point of view of each author.

STANDARD VS.1e

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by
~~c~~e) compare~~e~~ing and contrasting ideas and cultural perspectives ~~historical events~~ in Virginia history;

Essential Understandings	Experiences including but not limited to…
Being able to compare and contrast helps to understand important similarities and differences between people, places, events, and times in Virginia's history.	• Create a Venn diagram showing the similarities and differences between various cultural groups in Virginia. • Compare and contrast life in early Virginia to life in Virginia today. • Create a graphic organizer comparing and contrasting the ideas of two leaders in Virginia history.

STANDARD VS.1f

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by
~~b~~f) ~~determine cause-and-effect relationships~~ determining relationships with multiple causes or effects in Virginia history;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).

People respond to and resolve conflicts in a variety of ways resulting in relationships that have many causes and differing outcomes.

Certain events in Virginia history have multiple causes and effects.

Diversity creates a variety of perspectives, contributions, and challenges.

Conflicts often have multiple causes and effects.</td><td>

Discuss reasons for English colonization in America (i.e., to increase wealth and power).
Create a T-chart that shows multiple reasons (causes) why settlers chose Jamestown as their site in 1607 and what happened as a result of those choices (effects).

Example:
<table>
<tr><th>Reason for site choices (cause)</th><th>Result of site choices (effect)</th></tr>
<tr><td>They believed the site had a good supply of fresh water.

Instructions told settlers to go inland to find a suitable place for their colony.</td><td>Many settlers died of disease due to lack of safe drinking water

Powhatan saw the settlers as invaders of their land</td></tr>
</table>

Create a graphic organizer of a specific event that may have multiple causes or effects.

Example:
<table>
<tr><td colspan="3">Event: Massive Resistance</td></tr>
<tr><th>Cause</th><th>Event</th><th>Effect</th></tr>
<tr><td rowspan="3">Brown v. Board of Education</td><td rowspan="3">Massive Resistance</td><td>Schools in Warren County, Charlottesville, and Norfolk closed rather than integrate</td></tr>
<tr><td>Virginia Supreme Court of Appeals overturned the school closing laws</td></tr>
<tr><td>After the end of Massive Resistance, a few students integrated the schools that had been closed.</td></tr>
</table>
</td></tr>
</table>

STANDARD VS.1g

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by
~~e~~g) ~~make~~ explaining connections across time and place;

Essential Understandings	Experiences including but not limited to…
The study of political, social, and economic patterns reveals continuity and change over time. Knowledge of the past helps one understand the present and make decisions about the future.	• Create a timeline to represent significant events in African American history from 1619 to the present. • Compare the daily life of the Powhatan people in 1607 to the life of state-recognized tribes today. • Create a graphic organizer outlining patterns of movement of early colonists in Virginia. Discuss reasons why early colonists moved from England to settle in Jamestown, and later migrated into western territories. • Create a graphic organizer of the documents that influenced the Constitution and Bill of Rights. Discuss the connections between the documents. Discuss how the Bill of Rights affects life today.

STANDARD VS.1h

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by
h) ~~explaining~~ using a decision-making model to identify costs and benefits of a specific choice made;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>Decision-making models help to inform economic decisions.

People use decision- making models to identify costs and benefits of specific choices.

A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.

A benefit is what satisfies your wants. Benefits are gained when an action is taken or a choice is made.

Effective decision making requires comparing the costs of alternatives with the benefits.</td><td>

Use a decision-making model to weigh the costs and benefits of the following:

Buy stock in the Virginia Company
Travel to Jamestown from England
Remain loyal to the British or fight for independence
Live in a rural or urban area
Decide the geographic region to live in

Choose a historical event. Determine the concern or issue. Use a decision making model to determine the costs and benefits. Develop and explain an alternative decision by comparing the costs and benefits of the event.

<table>
<tr><td colspan="2">Historical event:</td></tr>
<tr><th>Costs</th><th>Benefits</th></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td colspan="2">Actual decision made:</td></tr>
<tr><td colspan="2">Alternative decision:</td></tr>
</table>
</td></tr>
</table>

STANDARD VS.1i

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by

i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and

Essential Understandings	Experiences including but not limited to…

Good citizens:
• Collaborate to achieve shared goals.
• Compromise to reach an agreement.
• Participate in classroom activities to demonstrate respect for rules and laws.
 	
People throughout Virginia's history have collaborated and compromised to achieve common goals and be successful as good citizens.
	• Foster collaboration and compromise by developing class rules together as a class at the beginning of the year.
	• After studying the events that took place at the Constitutional Convention:
	  • Choose a side to debate a contemporary and relevant issue (healthier food in the cafeteria, etc.) or a decision made by the Virginia government (secession from the Union, Massive Resistance).
	  • Collaborate to present an argument and compromise on a final solution.
	• Work in small groups to determine an action the class can take to serve the community, state, or nation.
	• Participate in simulations of direct or representative democracies.

STANDARD VS.1j

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, economic decision making and responsible citizenship~~, including the ability to~~ by
~~h~~j) ~~evaluate and discuss issues~~ investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to…

Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.
 	
When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.
	• Investigate the characteristics of Virginia's five regions, including geographic features, products, industries, places of interest, etc. to create a travel brochure advertising each of the regions.
	• Create a chart outlining the costs and benefits of visiting different regions of Virginia.
	• Investigate an important event from Virginia's history. Create the front page of a newspaper with headlines and articles detailing the event. Sample events might include:
	  • Patrick Henry spoke out against taxation without representation
	  • The Treaty of Paris in 1783
	  • The first Battle of Bull Run (or Manassas)
	  • The sea battle between the Monitor and the Merrimack near Hampton Roads
	  • The surrender of Robert E. Lee to Ulysses S. Grant at Appomattox Court House
	  • Selected individuals and their contributions to Virginia
	  • Emerging industries in Virginia
	• Investigate a selected Virginian and create a biographical picture book (paper or electronic) with nonfiction text features (table of contents, images/captions, headings, bold words, glossary, etc.).
	• Develop a social media page about two selected Virginians debating an event in Virginia history.
	  • John Smith and Powhatan: Survival at Jamestown
	  • Leaders at Jamestown : Moving the capital from Jamestown to Williamsburg
	  • Thomas Jefferson and a member of British Parliament: Declaration of Independence
	  • Members of Virginia legislature: Virginia's role during the Civil War
	  • Railroad worker and coal miner: Growth of cities in Virginia
	  • Oliver Hill, Sr., and Harry F. Byrd: Massive Resistance

STANDARD VS.2a

The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

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

Essential Understandings	Essential Knowledge
Locations of places can be described in relative terms.	Relative location may be described by using terms that show connections between two places, such as *next to*, *near*, and *bordering*. **Bordering bodies of water** • Atlantic Ocean • Chesapeake Bay **Bordering states** • Maryland • West Virginia • Kentucky • Tennessee • North Carolina

STANDARD VS.2b

The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, 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 Knowledge
Geographic regions have distinctive characteristics. Virginia can be divided into five geographic regions.	**Terms to know** • Fall Line: The natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where waterfalls prevent further travel on the river **Geographic regions** • Coastal Plain (Tidewater) – Flat land – Location near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore) – East of the Fall Line • Piedmont (land at the foot of mountains) – Rolling hills – West of the Fall Line • Blue Ridge Mountains – Old, rounded mountains – Part of the Appalachian mountain system – Located between the Piedmont and the Valley and Ridge regions – Source of many rivers • Valley and Ridge – 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) – Located in Southwest Virginia – Only a small part of the plateau is located in Virginia.

STANDARD VS.2c

The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, 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, Rappahannock River, and Lake Drummond and the Dismal Swamp);

Essential Understandings	Essential Knowledge
Water features were important to the early history of Virginia. Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where the land rises sharply and waterfalls prevent further travel on the river. The four major rivers that flow into the Chesapeake Bay are separated by peninsulas. The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.	**Terms to know** • peninsula: A piece of land bordered by water on three sides **Water features** • Atlantic Ocean – Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean) • Chesapeake Bay – Provided a safe harbor – Was a source of food and transportation • James River – Flows into the Chesapeake Bay – Richmond and Jamestown located along the James River • York River – Flows into the Chesapeake Bay – Yorktown located along the York River • Potomac River – Flows into the Chesapeake Bay – Alexandria located along the Potomac River • Rappahannock River – Flows into the Chesapeake Bay – Fredericksburg located on the Rappahannock River Each river was a source of food and provided a pathway for exploration and settlement of Virginia. • Lake Drummond – Located in the Coastal Plain (Tidewater) region – Shallow natural lake surrounded by the Dismal Swamp • Dismal Swamp – Located in the Coastal Plain (Tidewater) region – Variety of wildlife ~~George Washington explored and surveyed the Dismal Swamp.~~ The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.

STANDARD VS.2d

The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;

Essential Understandings	Essential Knowledge
American Indians were the first people who lived in Virginia. American Indians lived in all areas of the state. There were three major language groups in Virginia.	Christopher Columbus called the people he found in the lands he explored "Indians" because he thought he was in the Indies (near China). Artifacts such as arrowheads, pottery, and other tools that have been found tell a lot about the people who lived in Virginia. American Indian identities have always been closely connected to the land. American Indians did not believe in land ownership. **Three major language groups of Virginia** • Algonquian languages were spoken primarily in the Tidewater region; the Powhatan were part of this group. • Siouan languages were spoken primarily in the Piedmont region; the Monacan were part of this group. • Iroquoian languages were spoken in Southwestern Virginia and in Southern Virginia near what is today North Carolina; the Cherokee were a part of this group.

STANDARD VS.2e

The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;

Essential Understandings	Essential Knowledge
Virginia's American Indians worked with the climate and the environment to meet their basic ~~needs~~ wants. Many American Indians lived in towns situated along the rivers, which made for good farming, good fishing, and easy travel. Virginia Indian cultures have changed over time.	**Climate in Virginia** The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation. Forests, which have a variety of trees, cover most of the land. Virginia's Indians are referred to as Eastern Woodland Indians. **Environmental connections** The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons. • Foods changed with the seasons. – In winter, they hunted birds and other animals and lived on stored foods from the previous fall. – In spring, they hunted, fished, and picked berries. – In summer, they grew crops (e.g., beans, corn, squash). – In fall, they harvested crops and hunted for foods to preserve and keep for the winter. • Animal skins (deerskin) were used for clothing. • Shelter was made from materials found around them. Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing. Today, most native peoples live like other Americans. Their cultures have changed over time.

STANDARD VS.2f

The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and

Essential Understandings	Essential Knowledge
Archaeology is another way to help people understand the past. Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.	Archaeologists study all kinds of material evidence left by people from the past. Werowocomoco was a large Indian town, located on the York River, used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607. Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the interactions of the English, Africans, and Indians in early Virginia.

STANDARD VS.2g

The student will demonstrate ~~knowledge~~ an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

g) ~~identifying and locating the current state-recognized tribes~~ describing the lives of American Indians in Virginia today.

Essential Understandings	Essential Knowledge
American Indian people have lived in Virginia for thousands of years. ~~Today, eleven† American Indian tribes in Virginia are recognized by the Commonwealth of Virginia.~~ Virginia Indians have contributed to the Commonwealth of Virginia and the nation.	American Indians, who trace their family histories back to well before 1607, continue to live in all parts of Virginia today. Virginia Indians live and work as modern Americans. They practice ancient traditions and crafts while incorporating new customs over time. The tribes maintain tribal museums and lands on which they hold public festivals called pow wows. The pow wow is a way of teaching American Indians and visitors about their culture, past and present. The current state-recognized tribes are located in regions throughout Virginia. Today, Virginia Indians maintain their strong cultural heritage. Virginia Indian cultural heritage continues through drumming, singing, dance, art, jewelry, clothing, crafts, pottery, and storytelling. Virginia Indians contribute to American society as active citizens who vote, hold office, and work in communities. ~~**The current state-recognized tribes are located in the following regions:**~~ ~~• Coastal Plain (Tidewater) region:~~ ~~— Cheroenhaka (Nottoway) Tribe†~~ ~~— Chickahominy Tribe~~ ~~— Eastern Chickahominy Tribe~~ ~~— Mattaponi Tribe~~ ~~— Nansemond Tribe~~ ~~— Nottoway Tribe†~~ ~~— Pamunkey Tribe~~ ~~— Patawomeck Tribe†~~ ~~— Rappahannock Tribe~~ ~~— Upper Mattaponi Tribe~~ ~~• Piedmont region:~~ ~~— Monacan Tribe~~

STANDARD VS.3a

The student will demonstrate ~~knowledge~~ an understanding of the first permanent English settlement in America by
a) explaining the reasons for English colonization;

Essential Understandings	Essential Knowledge
Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America. The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture.	**Reasons for English colonization in America** England wanted to establish an American colony to increase its wealth and power~~.~~ to compete with other European nations. • 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. **Jamestown** • Jamestown was primarily an economic venture. • The stockholders of the Virginia Company of London financed the settlement of Jamestown. • Jamestown, founded in 1607, became the first permanent English settlement in North America.

STANDARD VS.3b

The student will demonstrate ~~knowledge~~ an understanding of the first permanent English settlement in America by
b) describing ~~how~~ the economic and geograph~~y~~ic influence~~d~~s on the decision to settle at Jamestown;

Essential Understandings	Essential Knowledge
Location and physical characteristics influenced the decision to settle at Jamestown. The English believed the natural resources at Jamestown would benefit England.	When the settlers arrived in 1607, they founded Jamestown on a narrow peninsula bordered on three sides by the James River. Today, Jamestown is located on an island in the James River due to the erosion of the Jamestown peninsula. **Reasons for site choice** • Instructions from England told the settlers to go inland and find a suitable place for their colony. • The location could be easily defended from attack by sea (by the Spanish). • The water along the shore was deep enough for ships to dock. • They believed the site had a good supply of fresh water. Natural resources from Jamestown included timber and iron.

STANDARD VS.3c

The student will demonstrate ~~knowledge~~ an understanding of the first permanent English settlement in America by
c) ~~identifying~~ describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;

Essential Understandings	Essential Knowledge
The King of England had the power to grant charters allowing settlement in North America.	**Importance of Virginia charters** The King of England granted charters to the Virginia Company of London to • establish a settlement in North America • define the physical boundaries of the colony • extend English rights to the settlers.

STANDARD VS.3d

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

Essential Understandings	Essential Knowledge
As Jamestown grew, ~~its~~ Virginia's system of government evolved.	**System of government** In 1619, the governor of Virginia called a meeting of the General Assembly. The General Assembly included two representatives, called burgesses, from each of the divisions of Virginia, along with the governor's council and the governor. They met as one legislative body. (At that time, only certain free adult men had the right to take part.) The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English North America giving some settlers the opportunity to take part in controlling ~~control~~ their own government. **House of Burgesses** By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the Governor's Council as one of the two legislative bodies of the General Assembly.

STANDARD VS.3e

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

Essential Understandings	Essential Knowledge
~~Jamestown~~ Virginia became a more diverse colony by 1620.	Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or enslaved persons in Virginia is unknown. Africans arrived in Virginia ~~Jamestown~~ against their will in 1619. The arrival of Africans made it possible to expand the tobacco economy. The arrival of additional women in 1620 made it possible for more settlers to establish families and a permanent colony ~~settlement~~ in Virginia. ~~at Jamestown.~~

STANDARD VS.3f

The student will demonstrate ~~knowledge~~ an understanding 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; and

Essential Understandings	Essential Knowledge
The English settlers found life in ~~Jamestown~~ Virginia harder than they had expected.	**Hardships faced by the settlers** • The site they chose to live on was marshy and lacked safe drinking water. • A drought at the time of settlement reduced the amount of food available to everyone in Virginia. • The settlers lacked some skills necessary to provide for themselves. • Many settlers died of starvation and disease. **Changes that resulted in survival** • The arrival of ~~supply~~ ships bringing supplies and new settlers • The forced work program and strong leadership of Captain John Smith • The development of new settlements that spread away from the unhealthy environment of Jamestown • The emphasis on agriculture

STANDARD VS.3g

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

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

Essential Understandings	Essential Knowledge
The native peoples and the English settlers in Virginia ~~at Jamestown~~ established trading relationships and, for a while, had positive interactions.	Captain John Smith initiated trading relationships with the native peoples. The native peoples traded ~~mainly~~ food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry. The native peoples contributed to the survival of the Jamestown settlers in several ways. • Powhatan, chief of many tribes, provided leadership to his people and taught the settlers survival skills. • Pocahontas, daughter of Powhatan, served as a contact between the native peoples and the English. • The native peoples showed the settlers how to plant corn and harvest tobacco. Over time, the native peoples realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.

STANDARD VS.4a

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

Essential Understandings	Essential Knowledge
The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.	**Terms to know** • cash crop: A crop that is grown to sell for money rather than for use by the growers The economy of the Virginia colony depended on agriculture as the primary source of wealth. Tobacco became the most profitable agricultural product. • Tobacco was sold in England as a cash crop. **The successful cultivation of tobacco depended on a steady and inexpensive source of labor.** • African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations. • The Virginia colony became dependent on slave labor, and this dependence lasted a long time.

STANDARD VS.4b

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

b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans~~, and American Indians~~;

Essential Understandings	Essential Knowledge
The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there. Although it was a colony of England, Virginia developed a unique culture different from that of England.	**Culture of colonial Virginia** Whenever people settle an area, they change the ~~culture and~~ landscape to reflect their culture and customs. ~~beliefs, customs, and architecture.~~ Examples of architecture that reflect different cultures include • barns • homes • places of worship (e.g., churches). **Place names reflecting culture** • English – Richmond • American Indian – Roanoke **Settlement areas** • English and other Europeans settled primarily in the Coastal Plain (Tidewater) and the Piedmont regions. • Germans and Scots-Irish settled primarily in the Shenandoah Valley, which was along the migration route. • Africans were brought ~~settled~~ primarily ~~in~~ to the Coastal Plain (Tidewater) and the Piedmont regions to work in tobacco fields, where ~~tobacco agriculture~~ it required a great deal of labor. • Prior to the arrival of the settlers, American Indians lived throughout Virginia. After the settlers arrived, most were forced inland. Migration and living in new areas caused people to adapt old customs to their new environments.

STANDARD VS.4c

The student will demonstrate ~~knowledge~~ an understanding of life in the Virginia colony by
c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg ~~to Richmond~~;

Essential Understandings	Essential Knowledge
A variety of factors explain the reasons for moving Virginia's capital. ~~England became Great Britain in the early 1700s.~~	**Reasons why the capital was moved from Jamestown to Williamsburg** • Drinking water in Jamestown was contaminated by seepage of salt water. • Unhealthy living conditions caused diseases. • Fire destroyed wooden and brick buildings at Jamestown. • Williamsburg was an already established town. ~~**Reasons why the capital was moved from Williamsburg to Richmond**~~ ~~• The population was moving westward.~~ ~~• Richmond was a more central location.~~ ~~• Moving to Richmond increased the distance from the sea and possible attack by the British.~~

STANDARD VS.4d

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

Essential Understandings	Essential Knowledge
Money was not often used in the early Virginia colony. Because Virginia was agricultural, farmers could not pay for goods until their crops were harvested. This made credit important.	**Terms to know** • money: A medium of exchange (currency, which includes coins and paper bills) • barter: Trading or 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 someone • savings: Money put away to save or to spend at a later time Few people had paper money or coins to use to buy goods and services. Barter was commonly used instead of money. Tobacco was used as money. A tobacco farmer could use his tobacco to pay for goods and services. Farmers and other consumers could also buy goods and services on credit and pay their debts when their crops were harvested and sold. Colonial Virginia had no banks.

STANDARD VS.4e

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

Essential Understandings	Essential Knowledge
Resources found in colonial Virginia were used to produce the goods and services people needed. Everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.	People living in colonial Virginia depended on natural, human, and capital resources to produce the goods and services they needed. **Food** • Food choices were limited. • Meals were made of local produce and meats. **Housing** • Most people lived in one-room houses with dirt floors. • Some wealthy people (farmers) lived in large houses. **Clothing** • Women in households ~~Households~~ made ~~their own~~ clothes~~.~~ for family members. • Most clothing was made of cotton, wool, and/or leather. Most white Virginians made their living from the land as small farmers. A few owned large farms (plantations). Most enslaved African Americans worked tobacco, other crops, and livestock. Enslaved African Americans were denied basic rights. ~~had no rights.~~ ~~Many~~ Some free African Americans owned land ~~their own businesses and property~~ but were denied basic rights. ~~most rights.~~

STANDARD VS.5a

The student will demonstrate ~~knowledge~~ <u>an understanding</u> of the role of Virginia in the American Revolution by
a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;

Essential Understandings	Essential Knowledge
~~England became Great Britain in the early 1700s.~~ Conflicts developed between the colonies and Great Britain over how the colonies should be governed. The Declaration of Independence gave reasons for independence and ideas for self-government.	**The colonists and the British Parliament disagreed over how the colonies should be governed.** • 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 because they had no representation in Parliament. 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.

STANDARD VS.5b

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

b) identifying the various roles ~~played by~~ of American Indians, whites, enslaved African Americans, and free African Americans ~~and American Indians~~ in the Revolutionary War era including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;

Essential Understandings	Essential Knowledge
Virginians made significant contributions during the Revolutionary War era. Whites, enslaved African Americans, free African Americans, and American Indians had various roles during the American Revolution.	**Varied roles of American Indians, whites, enslaved African Americans, and free African Americans~~, and American Indians~~ in the Revolutionary War era** • Virginia patriots served in the Continental Army and fought for independence leading to the British surrender at Yorktown. • Some ~~Many~~ American Indians fought alongside the Virginia patriots, while others fought with the British. • Some Virginians were neutral and did not take sides, while other Virginians remained loyal to Great Britain. • Women took on more responsibilities to support the war effort. • Some enslaved African Americans supported the British who promised them freedom. ~~fought for a better chance of freedom.~~ • Some free African Americans fought for independence from Great Britain. **Contributions of Virginians during the Revolutionary War era** • George Washington provided military leadership by serving as commander-in-chief of the Continental Army. • Thomas Jefferson provided political leadership by expressing the reasons for colonial independence from Great Britain 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." • The Marquis de Lafayette, a French nobleman, volunteered his service to the Continental Army during the American Revolution. The king of France provided French troops, ships and money. The Marquis de Lafayette contributed to the victory at Yorktown. • ~~James Lafayette~~, ~~an~~ An enslaved African American from Virginia, James Lafayette, served as a spy during the Revolutionary War in the Continental Army. ~~and~~ He successfully requested his freedom after the war with the support of the Marquis de Lafayette.

STANDARD VS.5c

The student will demonstrate ~~knowledge~~ an understanding 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; and

Essential Understandings	Essential Knowledge
~~The Battle of Great Bridge was the first land battle fought in Virginia during the American Revolution.~~ ~~The actions of Jack Jouett prevented the capture of key members of the Virginia General Assembly.~~ The last major battle of the Revolutionary War was fought at Yorktown, Virginia.	~~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.~~ ~~Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then the governor of Virginia, that the British were coming to arrest him and members of the General Assembly.~~ The American victory at Yorktown resulted in the surrender of the British army in 1781, which led to the end of the war. While this victory did not end the war, it was the last significant military battle involving British forces and the Continental Army. The war ended with the Treaty of Paris in 1783.

STANDARD VS.5d

The student will demonstrate ~~knowledge~~ an understanding of the role of Virginia in the American Revolution by
d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

Essential Understandings	Essential Knowledge
A variety of factors explain the reasons for moving Virginia's capital. ~~England became Great Britain in the early 1700s.~~	**Reasons why the capital was moved from Williamsburg to Richmond** • The population was moving westward for more opportunities. • Richmond was a more central location. • Moving to Richmond increased the distance from the sea and possible attack by the British.

STANDARD VS.6a

The student will demonstrate ~~knowledge~~ <u>an understanding</u> 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 Knowledge
The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States.	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." James Madison, a Virginian, 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."

STANDARD VS.6b

The student will demonstrate ~~knowledge~~ an understanding 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 Thomas Jefferson as expressed in the Virginia Statute for Religious Freedom; and

Essential Understandings	Essential Knowledge
The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights.	The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion and freedom of the press. The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.

STANDARD VS.6c

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

c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.

Essential Understandings	Essential Knowledge
Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier.	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. • Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm. • The development of the cotton gin led to the opening of new lands in the south and attracted settlers from Virginia. • The mechanical reaper allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs. • Virginians migrated into western territories, looking for large areas of land and new opportunities. • As Virginians moved, they took their enslaved people, traditions, ideas, and cultures with them. • Many enslaved African Americans were sold to people who lived in other southern states. • Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.

STANDARD VS.7a

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

a) ~~identifying~~ explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;

Essential Understandings	Essential Knowledge
Because of economic differences between the North and South, they were unable to resolve their conflicts, and the South seceded from the United States. Virginians were divided about secession from the Union, which led to the creation of West Virginia.	**Differences between northern and southern states** • The economy in the northern part of the United States was more industrialized, while in the southern part, it was agricultural and relied more on slave labor. • Northern states wanted the new states created out of the western territories to be "free states," while the southern states wanted the new states to be "slave states." **Events leading to secession and war** • Nat Turner led a revolt against slavery ~~plantation owners~~ in Virginia. • Abolitionists campaigned to end slavery. • Harriet Tubman supported a secret route that escaped enslaved African Americans took; it became known as the "Underground Railroad." • John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a slave rebellion. He was captured and hanged. • After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the "Confederate States of America." Later, Virginia seceded and joined them. **Creation of West Virginia** • Conflict grew between the eastern counties of Virginia that relied on slavery and the western counties that did not favor slavery. • Many disagreements between the two regions of the state led to the creation of West Virginia.

STANDARD VS.7b

The student will demonstrate ~~knowledge~~ an understanding 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; and

Essential Understandings	Essential Knowledge
Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops. Virginians played a significant role in the Civil War.	**Major Civil War battles fought in Virginia** • 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 by the Confederacy near the end of the war. Fires were set by retreating Confederate forces to keep war supplies from approaching Union forces. • President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederacy), two iron-clad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw. • 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~~ an understanding of the issues that divided our nation and led to the Civil War by

c) describing the roles ~~played by~~ of American Indians, whites, enslaved African Americans, and free African Americans~~,~~ . ~~and American Indians.~~

Essential Understandings	Essential Knowledge
American Indians, whites, enslaved African Americans, and free African Americans ~~and American Indians~~ had various roles during the Civil War.	**Varied roles of American Indians, whites, enslaved African Americans, and free African Americans~~, and American Indians~~ during the Civil War** • Many American Indians did not take sides during the Civil War. • Most white Virginians supported the Confederacy. • The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army. • Many enslaved African Americans sought freedom by following the Union Army where many found work. Some women and men provided labor, and some men fought for the Union Army.. ~~fled to the Union army as it approached and some fought for the Union.~~ ~~• Some free African Americans felt their limited rights could best be protected by supporting the Confederacy.~~ • Some free African Americans joined the Union Army and Union Navy.

STANDARD VS.8a

The student will demonstrate ~~knowledge~~ an understanding of the reconstruction of Virginia following the Civil War by
a) identifying the effects of Reconstruction on life in Virginia;

Essential Understandings	Essential Knowledge
Virginians faced serious problems in rebuilding the state after the Civil War.	**Terms to know** • Reconstruction: The period following the Civil War in which Congress passed laws designed to help rebuild the country and bring the southern states back into the Union **Problems faced by Virginians during Reconstruction** • ~~Millions~~ Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs. • Virginia's economy was in ruins: – Money had no value. – Banks were closed. – Railroads, bridges, plantations, and crops were destroyed. – Businesses needed to be rebuilt. **Measures taken to resolve problems** • The Freedmen's Bureau was a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia. • Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops.

STANDARD VS.8b

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

b) identifying the effects of segregation and "Jim Crow" on life in Virginia for American Indians, whites, and African Americans~~, and American Indians~~; and

Essential Understandings	Essential Knowledge
The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back. "Jim Crow" laws had an effect on African Americans and American Indians.	**Terms to know** • segregation: The separation of people, usually based on race or religion • discrimination: An unfair difference in the treatment of people During Reconstruction, African Americans began to have power in Virginia's government, and black and white men ~~of all races~~ could vote and hold office. After Reconstruction, these gains were lost when "Jim Crow" laws were passed by southern states. "Jim Crow" laws legally established segregation, or separation of the races, and reinforced prejudices held by whites. **Effect of "Jim Crow" laws on the lives of African Americans and American Indians included** ~~Unfair poll taxes and voting tests were established to keep African American men from voting.~~ • experiencing unfair poll taxes and voting tests that were established to keep them from voting; • ~~African Americans found it very difficult to vote or hold public office.~~ difficulty voting or holding public office; • ~~African Americans were~~ being forced to use separate, poor-quality facilities and services, such as drinking fountains, restrooms, and restaurants; and • ~~African-American and white children attended~~ attending separate schools. • ~~"Jim Crow" laws had an effect on American Indians.~~ Segregation and discrimination had an impact on: • Housing • Employment • Health care • Political representation • Education

STANDARD VS.8c

The student will demonstrate ~~knowledge~~ an understanding 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 Knowledge
After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia's economy.	**Virginia began to grow in many ways after the Civil War and Reconstruction.** • 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 into cities. • Other parts of Virginia grew as other industries developed. Coal deposits were mined ~~discovered~~ in Tazewell County. • The need for more and better roads increased. • Tobacco farming and the manufacture of tobacco products became important Virginia industries.

STANDARD VS.9a

The student will demonstrate ~~knowledge~~ an understanding of Virginia during the twentieth century and beyond by ~~twentieth- and twenty-first-century 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 Knowledge
During the twentieth century and beyond ~~twenty-first centuries~~, Virginia changed from a rural, agricultural society to a more urban, industrialized society.	**During the early twentieth century, agriculture began to change.** • Mechanization (the tractor) and improvements in transportation changed farming. • ~~Old systems of farming were no longer effective.~~ • Crop prices were low. **Growth of Virginia's cities** • 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. During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region. In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology. ~~People have moved to Virginia from many other states and countries.~~ Virginia's population has become increasingly diverse as people have moved to Virginia from many other states and countries.

STANDARD VS.9b

The student will demonstrate ~~knowledge~~ an understanding of Virginia during the twentieth century and beyond by ~~twentieth- and twenty-first-century Virginia by~~

b) describing how national events affected Virginia and its citizens including women's suffrage and the Great Depression; ~~identifying the impact of Virginians, such as Woodrow Wilson~~ [~~Deferred to SOL USII.5c~~] [Included in Curriculum Framework USII.5c] ~~and George C. Marshall,~~ [~~Deferred to USII.8a Curriculum Framework~~] [Included in USII.8a Curriculum Framework] ~~on international events.~~

Essential Understandings	Essential Knowledge
~~Two famous Virginians, Woodrow Wilson and George C. Marshall, were important national and international leaders.~~	~~Woodrow Wilson was a twentieth-century president who wrote a plan for world peace.~~ ~~George C. Marshall was a military leader who created an economic plan to ensure world peace.~~
As Virginia became more urban and industrial, it became more connected with the rest of the United States and was greatly impacted by major national events. With the New Deal, the federal government began to take on a much larger role in the daily lives of Virginians.	The U.S. Constitution was amended in 1920 to give women the right to vote. Maggie L. Walker was an African American leader from Virginia who supported equal rights for women. The Great Depression was a period of worldwide harsh economic conditions during the 1930s. Many Virginians lost their jobs, farms, homes, and businesses. The federal government established New Deal programs to provide employment and ease many hardships.

STANDARD VS.9c

The student will demonstrate ~~knowledge~~ an understanding of Virginia during the twentieth century and beyond by ~~twentieth- and twenty-first-century Virginia by~~

c) ~~identifying~~ describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and

Essential Understandings	Essential Knowledge
After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens. As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.	**Terms to know** • segregation: The separation of people, usually based on race or religion • desegregation: ~~Abolishment~~ Legal end of racial segregation • integration: Full equality of people of all races in the use of public facilities and services **Desegregation and Massive Resistance in Virginia** • Barbara Johns, a 16-year-old high school junior in Farmville, Virginia, led a student strike against segregation in 1951. The case, *Davis v. Prince Edward*, became of one of the five cases reviewed by the U.S. Supreme Court when it declared segregation unconstitutional in *Brown v. Board of Education*. • The U.S. Supreme Court ruled in 1954 (*Brown v. Board of Education*) that "separate but equal" public schools were unconstitutional. • All public schools, including those in Virginia, were ordered to desegregate. • Virginia's government established a policy of Massive Resistance, which fought to "resist" the ~~integration~~ desegregation of public schools. • Some schools were closed to avoid ~~integration~~ desegregation. • The policy of Massive Resistance failed, and Virginia's public schools were finally integrated. • Harry F. Byrd, Sr., led the Massive Resistance Movement against the desegregation of public schools.

STANDARD VS.9d

The student will demonstrate ~~knowledge~~ an understanding of Virginia during the twentieth century and beyond by ~~twentieth- and twenty-first-century Virginia by~~

d) ~~identifying~~ describing the political, social, ~~and~~/or economic ~~contributions~~ impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Essential Understandings	Essential Knowledge
Many individuals from Virginia have had ~~made~~ a political, social, and/or economic ~~contributions~~ impact on ~~to~~ life in Virginia ~~in the twentieth and twenty-first centuries~~ during the twentieth century and beyond.	**Political, social, and~~/or~~ economic contributions made by the following citizens** • Maggie L. Walker was the first African American woman in the United States to establish a bank and become a bank president. • Harry F. Byrd, Sr., as governor of Virginia, was known for a "Pay As You Go" policy for road improvements, and he modernized Virginia state government. • Oliver W. Hill, Sr., a lawyer and civil rights leader, worked for equal rights of African Americans. He played a key role in the *Brown v. Board of Education* decision. • 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. • 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. • L. Douglas Wilder, as governor of Virginia, was the first African American to be elected a state governor in the United States.

STANDARD VS.10a

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

Essential Understandings	Essential Knowledge
Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution.	**The government of Virginia is divided into three branches.** • 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.

STANDARD VS.10b

The student will demonstrate ~~knowledge~~ an understanding of Virginia government, geography, and economics by
b) describing the major products and industries important to Virginia's economy; ~~of Virginia's five geographic regions;~~ and

Essential Understandings	Essential Knowledge
~~The state of Virginia can be divided into five geographic regions.~~ ~~Certain products and industries characterize each region.~~	~~**Selected examples of products and industries**~~ ~~• Coastal Plain (Tidewater)~~ ~~– Products: seafood, peanuts~~ ~~– Industries: shipbuilding, tourism, military bases~~ ~~• Piedmont~~ ~~– Products: tobacco products, information technology~~ ~~– Industries: federal and state government, farming, horse industry~~ ~~• Blue Ridge Mountains~~ ~~– Products: apples~~ ~~– Industries: recreation, farming~~ ~~• Valley and Ridge~~ ~~– Products: poultry, apples, dairy, beef~~ ~~– Industries: farming~~ ~~• Appalachian Plateau~~ ~~– Products: coal~~ ~~– Industries: coal mining~~

STANDARD VS.10b

The student will demonstrate ~~knowledge~~ an understanding of Virginia government, geography, and economics by
b) describing the major products and industries important to Virginia's economy; ~~of Virginia's five geographic regions;~~ and

Essential Understandings	Essential Knowledge
As is true in other states, Virginia's major industries and the goods and services produced, change over time depending on the request in the community where they are provided or the request in other states and countries. Available resources (natural, human and capital), as well as geography, are major factors in what is produced in the state. Major products and industries change over time as people and businesses buy different goods and services.	**Selected examples of products and industries important to Virginia's economy** Top products and services for Virginia include: • Architectural or engineering services • Banking and lending • Computer programming or systems design • Food products • Shipbuilding The service industry is important to Virginia's economy. Virginians earn income through jobs in • Private health care, computer programming or systems design, and engineering. • Government services including operation of public schools, hospitals and military bases. Manufacturing (making goods on a large scale using machinery) is also a top industry. Top manufactured products in Virginia include: • Ships • Tobacco products • Beverages (such as soft drinks) • Chemical goods • Motor vehicle parts and trucks Fertile soil and a favorable climate make agriculture an important industry in Virginia. • Chickens (broilers), beef, milk, turkeys, and hogs are Virginia's leading livestock products. • Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia's leading cash crops. Tobacco, once the basis of Virginia's economy, has been replaced by livestock and livestock products as the state's most valuable source of agricultural income. Access to deep water ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing and oyster harvests possible. Historically, the success of Appalachian coalfields is due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia's economy as businesses and individuals shift to other sources of energy.

STANDARD VS.10c

The student will demonstrate ~~knowledge~~ an understanding of Virginia 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 Knowledge
Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia. Industries in Virginia produce goods and services used throughout the United States.	Virginia's transportation system (highways, railroads, air transportation, shipping) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships. Virginia has a large number of communications and other technology industries. Tourism is a major part of Virginia's economy. Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy. Virginia has increased trade relationships with other countries.

History and Social Science Standards of Learning
CURRICULUM FRAMEWORK ~~2008~~ 2015

United States History to 1865

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~,
~~The understandings are listed below the Standard of Learning statement.~~ ~~These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

~~STANDARD USI.1a, 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) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;~~
~~b) make connections between the past and the present;~~
~~c) sequence events in United States history from pre-Columbian times to 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 consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.~~

~~The skills identified in this standard are cited, as applicable, in the "Essential Skills" columns of the charts throughout this curriculum framework, with the exception of skill "e." 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 listed above will be assessed on the Standards of Learning test, and teachers should incorporate these skills into instruction throughout the year.~~

STANDARD USI.1a

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by

a) ~~identify examining~~ analyzing and interpreting artifacts and primary and secondary sources ~~documents~~ to ~~increase~~ understand~~ing~~ events in United States history ~~to 1865~~;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.

An artifact is an object or tool that tells us about the people from the past.

A primary source is an artifact, document, image, or other source of information that was created at the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions..</td><td>Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.
<table>
<tr><td colspan="2">Title of Informational Source:</td></tr>
<tr><td>Key Elements</td><td>Evidence</td></tr>
<tr><td>Observation: what do you see?</td><td></td></tr>
<tr><td>Source: who created the source?</td><td></td></tr>
<tr><td>Context: what is the location of time and place?</td><td></td></tr>
<tr><td>Historical Perspective: whose point of view does it represent?</td><td></td></tr>
<tr><td>Analysis: what is the source’s impact on history?</td><td></td></tr>
</table></td></tr>
</table>

STANDARD USI.1~~g~~b

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by

~~g~~b) analyzing and interpreting geographic information to determine patterns and trends in United States history ~~distinguish between parallels of latitude and meridians of longitude~~;

Essential Understandings	Experiences including but not limited to…
Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions. Knowledge of geography and application of geographic skills enable one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment. Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction	• Geographic information may be acquired from a variety of sources. Variety of sources • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Charts and graphs • Databases • Primary sources • Diagrams • Analyze the relationship between physical and human geography. (Example: life in the New England, Mid-Atlantic, and Southern colonies) • Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends throughout United States history. • Examine maps of a location before and after a major conflict to discuss how the conflict impacted the social, political and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends and migrations of populations. Five Themes of Geography • Location- defined according to its position on the earth's surface. Where is it? • Place- locations having distinctive features that give them meaning and character that differs from other locations. What is it like? • Region- a unit on the earth's surface that has unifying characteristics. How are places similar or different? • Movement- the way people, products and information move from one place to another. How do people, goods, and ideas move from one location to another? • Human-Environment Interaction- the relationship between people and their environment. How do people relate to the physical world?

STANDARD USI.1c

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by

c) ~~sequence events in~~ interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history ~~from pre-Columbian times to 1865~~;

Essential Understandings	Experiences including but not limited to…
Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions. Close examination and interpretation of various data and images are essential to making informed decisions.	• Use historical maps to analyze changes in population over time. • Identify and sequence events that shaped colonial America. • Interpret and draw conclusions from political cartoons about westward expansion. • Compare an illustration of a historical event to a written account of the event. • Gather information from a variety of sources to show the impact of colonial settlement on American Indian homelands. • Interpret photographs of the Civil War. Discuss potential bias and the impact these pictures had on the public. • Use primary sources to interpret how inventions changed life in America.

STANDARD USI.1d

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

d) ~~interpreting ideas and events from different historical perspectives~~ using evidence to draw conclusions and make generalizations;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>Critical examination and evaluation of historical evidence is essential to understanding the past.

Drawing conclusions and making generalizations involves
• observing and considering all the facts, arguments, and information;
• considering what is already known;
• determining the certainty of multiple answers based upon the information presented; and
• predicting and adjusting predictions; questioning; restating main ideas and summarizing supporting details.</td><td>• Use media and images to evaluate sources for drawing conclusions and making generalizations.
• Draw conclusions about propaganda used during a time period.
• Make generalizations using political cartoons to explain historical events.

After reading about an historical event, use a chart to draw conclusions or make generalizations about a point of view.

Example:
<table>
<tr><td colspan="4">Event: Westward Expansion</td></tr>
<tr><td>Somebody</td><td>Wanted</td><td>But</td><td>So What?</td></tr>
<tr><td>Thomas Jefferson</td><td>to expand the United States into the territory west of the Mississippi River</td><td>the area was home to American Indians whose lifestyles varied.</td><td>The United States doubled in size producing a new understanding of the geography and resources. It also negatively impacted American Indians and caused a greater divide between the North and South.</td></tr>
</table></td></tr>
</table>

STANDARD USI.1e

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by
e) comparing and contrasting historical, cultural, and political perspectives in United States history;

Essential Understandings	Experiences including but not limited to…

Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.
 	
Being able to compare and contrast helps to understand important similarities and differences between people, places, events, and times in United States history.
	• Compare and contrast historical events using media, images, or text to gain historical, cultural, and political perspectives in United States history.
	  • Exploration (Britain, France, and Spain)
	  • Creation of the Constitution of the United States
	  • Expansion of slavery
	• Create a graphic organizer to analyze information about concepts or themes in multiple time periods:
	  • Conflict
	  • Expansion
	  • Movement
	  • Interaction
	• Create a graphic organizer to analyze information from different colonies to compare and contrast how people interacted with the environment.
	• Create a graphic organizer to compare and contrast the political perspectives of two leaders in United States history.

STANDARD USI.1f

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by

f) ~~analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events~~ determining relationships with multiple causes or effects in United States history;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).

People respond to and resolve conflicts in a variety of ways resulting in relationships that have many causes and differing outcomes.

Diversity includes a variety of perspectives, contributions, and challenges.

Certain events in United States history have multiple causes and effects.

Conflicts often have multiple causes and effects.</td><td>

Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
Create flow charts, story boards, and timelines to help students explore multiple causes and effects.

Example:
<table>
<tr><td colspan="3">Event: Surrender at Yorktown</td></tr>
<tr><th>Cause</th><th>Event</th><th>Effect</th></tr>
<tr><td>Strong colonial leadership</td><td rowspan="3">Surrender at Yorktown</td><td rowspan="3">End of the American Revolution</td></tr>
<tr><td>Additional support from France</td></tr>
<tr><td>Victory over Lord Cornwallis</td></tr>
</table>

Determine how the choices of selected people/groups impacted United States history.

Example:
<table>
<tr><td colspan="3">Event: Constitutional Convention</td></tr>
<tr><th>Cause</th><th>Event</th><th>Effect</th></tr>
<tr><td rowspan="3">Weakness of the Articles of Confederation</td><td rowspan="3">State delegates meet~~ing~~ in Philadelphia</td><td>Draft of a new constitution</td></tr>
<tr><td>Compromises over the structure and powers of the national and state government</td></tr>
<tr><td>Creation of a new government</td></tr>
</table>
</td></tr>
</table>

STANDARD USI.1g

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by
~~b~~g) ~~make~~ explaining connections across time and place;

Essential Understandings	Experiences including but not limited to…
Making connections includes understanding that people, events, and developments have brought changes to the United States. Everyday life in the United States today is different from everyday life long ago. Explaining includes justifying thinking with supporting details.	• Create a flow chart to make connections between the interests of the explorers and their impact on American Indians. Discuss how the relationship between the explorers and the American Indians changed over time. • Create a graphic organizer to outline how life for the people in early United States history changed over time based on the human, natural, and capital resources available. • Use digital media to create a graphic organizer that explains the impact of westward expansion on American Indians over time. • Create a timeline to show the political, social, and economic factors that shaped colonial America and how they continue to shape our nation today. • Use images to explain how the physical or cultural landscape of the United States changed after a major event. • Create a graphic organizer that ~~shows~~ compares the ~~growth of~~ technology used in the American Revolution with that used in ~~and~~ the Civil War and how ~~it~~ the changes impacted specific events.

STANDARD USI.1h

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by

h) ~~interpret patriotic slogans and excerpts from notable speeches and documents~~ using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences including but not limited to…

The decision making process involves seeing the problem from a variety of perspectives and considering the consequences.
 	
A cost is what you give up when you decide to do something.
 	
A benefit is what satisfies your wants.
 	
People manage their lives by making choices. They choose the alternative which seems best to them because it involves the least cost and the greatest benefit.
	• Use a decision-making model to weigh the costs and benefits of the following:
	  • Explore North America
	  • Create laws for the colonies
	  • Interact with American Indian culture groups
	  • Settle in a colonial region
	  • Join the war effort or remain loyal to Great Britain
	  • Move west after the American Revolution
	  • Ratify the new constitution
	
	• Choose a historical event. Determine the concern or issue. Use a decision making model to determine the cost and benefits. Develop and explain an alternative decision by compare the costs and benefits of the event.

Historical event	
Costs	**Benefits**
Actual decision made:	
Alternative decision	

STANDARD USI.1i

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by

i) ~~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 the ethical use of material or intellectual property; and

Essential Understandings	Experiences including but not limited to…
The research process requires the use of a variety of resources to ensure validity. In order to avoid plagiarism, credit must be given when using another person's idea, opinion, or theory. Sources should be authentic and valid. Responsible citizens demonstrate a respect for the rights of others.	Explore the ethical and legal issues related to the access and use of information by • properly citing authors and sources used in research; • validating Web sites; and • reviewing written drafts so that the language and/or thoughts of another are given credit. Exhibit the responsibilities of citizenship in the classroom by demonstrating: • when it is appropriate to listen and when to speak; • how to make necessary compromises; • how to work together to accomplish goals; and • how to conduct oneself in a respectful manner.

STANDARD USI.1j

1. The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by
~~e~~j) ~~evaluate and discuss issues~~ investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to…

People communicate through oral and written language.
 	
Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.
 	
Students present, listen critically, and provide evidence to support opinions by:
• distinguishing between fact and opinion;
• comparing and contrasting viewpoints;
• presenting a convincing argument;
• paraphrasing and summarizing what is heard;
• using language and vocabulary appropriate to audience, topic, and purpose; and
• organizing a presentation.
	• Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political and geographical relationships by
	  • exploring religious and economic decisions that led to the colonization of America;
	  • outlining and describing geographic factors that impacted battles during the American Revolution or the Civil War;
	  • describing and providing evidence to support sources of colonial dissatisfaction that led to the American Revolution;
	  • creating a digital map outlining the geographic and economic factors that influenced westward movement
	• Create a chart outlining the costs and benefits of visiting different regions of the United States.
	• Investigate an important event. Create the front page of a newspaper with headlines and articles detailing the event. The newspaper may include the following features:
	  • Articles summarizing the event
	  • Timeline detailing actions leading up to the event
	  • Quotes from participants
	  • Images of the event
	• Create a social media page or blog about an event from United States history. Take a position on the topic, and use a variety of sources as evidence to support the stance.
	  • French Explorer: Exploration of North America
	  • Member of British Parliament: Declaration of Independence
	  • American Indian: Manifest Destiny
	  • Resident of the Kansas territory: Kansas Nebraska Act

STANDARD USI.2a

The student will ~~use~~ <u>interpret</u> maps, globes, photographs, pictures, or tables to
a) locate the seven continents and five oceans;

Essential Understandings	Essential Knowledge
Continents are large land masses surrounded by water.	**Continents** • North America • South America • Africa • Asia • Australia • Antarctica • Europe* **Oceans** • Atlantic Ocean • Pacific Ocean • Arctic Ocean • Indian Ocean • Southern Ocean *Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.

STANDARD USI.2b

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

b) locate and describe ~~the location of the~~ major 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 Knowledge
Geographic regions have distinctive characteristics.	**Geographic regions' locations and physical characteristics** • Coastal Plain – Located along the Atlantic Ocean and Gulf of Mexico – Broad lowlands providing many excellent harbors • Appalachian ~~Highlands~~ Mountains – Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont – Old, eroded mountains (oldest mountain range in North America) • Canadian Shield – Wrapped around the Hudson Bay in a horseshoe shape – Hills worn by erosion and hundreds of lakes carved by glaciers • Interior Lowlands – Located west of the Appalachian Mountains and east of the Great Plains – Rolling flatlands with many rivers, broad river valleys, and grassy hills • Great Plains – Located west of the Interior Lowlands and east of the Rocky Mountains – Flat lands that gradually increase in elevation westward; grasslands • Rocky Mountains – 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 • Basin and Range – Located west of the Rocky Mountains and east of the Coastal Range ~~Sierra Nevadas and the Cascades~~ – Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America • Coastal Range – Located along the Pacific Coast, stretching from California to Canada – Rugged mountains and fertile valleys – Includes the Sierra Nevada and the Cascades

STANDARD USI.2c

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

c) locate ~~and identify the~~ major water features and explain their importan~~t~~ce to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and

Essential Understandings	Essential Knowledge
The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form borders, and create links to other areas.	**Major bodies of water** • Oceans: Atlantic, Pacific • Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River • Lakes: Great Lakes • Gulf: Gulf of Mexico **Trade, transportation, exploration, and settlement** • The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts 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~~.~~ prior to the Louisiana Purchase. • Inland port cities grew in the Midwest along the Great Lakes. • The Mississippi and Missouri rivers were used to transport farm and industrial products. They were links to United States ports and other parts of the world. • The Columbia River was explored by Lewis and Clark. • The Colorado River was explored by the Spanish. • The Rio Grande forms part of the border with Mexico. • The Pacific Ocean was an early exploration destination~~.~~ as a route to Asia. • The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America. • The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.

STANDARD USI.2d

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

Essential Understandings	Essential Knowledge
It is important to recognize key geographic features on maps, diagrams, and/or photographs. Landforms and water features set the stage for and influence the course of events in United States history.	**Key geographic features** • Water-related – Lakes – Rivers – Tributaries – Gulfs and bays • Land-related – Mountains – Hills – Plains – Plateaus – Islands – Peninsulas **Geographic features are related to** • patterns of trade • the locations of cities and towns • the westward (frontier) movement • agricultural and fishing industries.

STANDARD USI.3a

The student will apply social science skills to understand ~~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 in Virginia;

Essential Understandings	Essential Knowledge
Archaeology is the interpretation ~~recovery~~ of material evidence remaining from ~~the~~ past human activity. Archaeological discoveries of early Indian settlements have been made in southeastern Virginia.	Archaeologists study human behavior and cultures of the past through the recovery and analysis of artifacts. Scientists are not in agreement about when and how people first arrived in the Western Hemisphere. Cactus Hill is located on the Nottoway River in southeastern Virginia. Evidence that humans lived at Cactus Hill as early as 18,000 years ago makes it one of the oldest archaeological sites in North America.

STANDARD USI.3b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ how early cultures developed in North America by

b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and

Essential Understandings	Essential Knowledge
Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America.	American Indians lived in all areas of North America. • Inuit inhabited present-day Alaska and northern Canada. They lived in Arctic areas where the temperature is below freezing much of the year. • Kwakiutl homeland includes the Pacific Northwest coast, characterized by a rainy, mild climate. • Lakota people inhabited the interior of the United States, called the Great Plains, which is characterized by dry grasslands. • Pueblo tribes inhabited the Southwest in present-day New Mexico and Arizona, where they lived in desert areas and areas bordering cliffs and mountains. • Iroquois homeland includes northeast North America, called the Eastern Woodlands, which is heavily forested. Members of these tribes live in their homelands and in many other areas of North America today.

STANDARD USI.3c

The student will apply social science skills to understand ~~demonstrate knowledge of~~ how early cultures developed in North America by
c) describing how the American Indians used the resources in their environment.

Essential Understandings	Essential Knowledge
Geography and climate affected how the various American Indian groups met their basic needs. Resources influenced what was produced and how it was produced.	In the past, American Indians fished, hunted, and grew crops for food. They made clothing from animal skins and plants. They constructed shelters from resources found in their environment (e.g., sod, stones, animal skins, wood). **Types of resources** • Natural resources: Things that come directly from nature • Human resources: People working to produce goods and services • Capital resources: Goods produced and used to make other goods and services **Natural resources** The fish American Indians caught, wild animals they hunted, and crops they grew were examples of natural resources. **Human resources** People who fished, made clothing, and hunted animals were examples of human resources. **Capital resources** The canoes, bows, and spears American Indians made were examples of capital resources.

STANDARD USI.4a

The student will apply social science skills to understand ~~demonstrate knowledge of~~ European exploration in North America ~~and West Africa~~ and West Africa by

a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;

Essential Understandings	Essential Knowledge
Major European countries were in competition to extend their power into North America and claim the land as their own.	**Motivations for the explorations** • Economic—Gold, natural resources, and trade • Religious—Spread Christianity • Competitions for empire and belief in superiority of own culture **Obstacles to the explorations** • Poor maps and navigational tools • Disease and starvation • Fear of the unknown • Lack of adequate supplies **Accomplishments of the explorations** • Exchanged goods and ideas • Improved navigational tools and ships • Claimed territories (see countries below) **Regions of North America explored by Spain, France, and England** • Spain: Francisco Coronado claimed the Southwest of the present-day United States for Spain. • France: Samuel de Champlain established the French settlement of Québec. Robert La Salle claimed the Mississippi River Valley for France. • England: John Cabot explored eastern Canada. **Regions explored by Portugal** • The Portuguese made voyages of discovery along the coast of West Africa.

STANDARD USI.4b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ European exploration in North America ~~and West Africa~~ and West Africa by

b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and

Essential Understandings	Essential Knowledge
The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict.	**Cultural interaction** • Spanish – Conquered and enslaved American Indians – Brought Christianity to the New World – Established missions – Introduced ~~Brought~~ European diseases to American Indians • French – Established trading posts – Spread Christian religion • English – Established settlements on American Indian land and claimed ownership of land – Learned farming techniques from American Indians – Traded with American Indians • American Indians – Taught farming techniques to European settlers – Believed that land was to be used and shared but not owned **Areas of cooperation in economic interactions** • Europeans brought weapons and metal farm tools. • Trade • Crops **Areas of conflict** • Land • Competition for trade • Differences in cultures • Diseases • Language differences

STANDARD USI.4c

The student will apply social science skills to understand ~~demonstrate knowledge of~~ European exploration in North America ~~and West Africa~~ 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 Knowledge
Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. African people and African goods played an important role in European interest in world resources.	Ghana, Mali, and Songhai dominated West Africa one after another from 300 to 1600 A.D. Ghana, Mali, and Songhai were located in the western region of Africa, south of the Sahara Desert, near the Niger River. Ghana, Mali, and Songhai became powerful by controlling trade in West Africa. The Portuguese carried goods from Europe to West African empires, trading metals, cloth, and other manufactured goods for gold.

STANDARD USI.5a

The student will apply social science skills to understand ~~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 Knowledge
Colonies in North America were established for religious and economic reasons.	**Colonies and the reasons they were established** • Roanoke Island (Lost Colony) was established as an economic venture. • Jamestown Settlement, the first permanent English settlement in North America (1607), 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 to avoid religious persecution. • Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference. • Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.

STANDARD USI.5b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by

b) 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.~~ [Moved to SOL USI.5c]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Life in the colonies was shaped by the geographical features of the settlements.~~ ~~Economic specialization and interdependence existed among the colonies in the production of goods and services.~~	~~**Terms to know**~~ ~~• resources: natural, capital, or human~~ ~~• specialization: Focusing on one or a few products~~ ~~• interdependence: Two or more people depending on each other for goods and services~~ ~~Specialization caused the colonies to be interdependent.~~ ~~(See chart below.)~~

~~Essential Knowledge~~					
~~**Colonies**~~	~~**Resources**~~	~~**Geography and Climate**~~	~~**Specialization**~~	~~**Examples of Interdependence**~~	~~**Social/Political**~~
~~**New England**~~	~~Natural resources: e.g., timber, fish, deep harbors~~ ~~Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders~~ ~~Capital resources: e.g., tools, buildings~~	~~Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline~~ ~~Moderate summers, cold winters~~	~~Fishing, shipbuilding, naval supplies, metal tools and equipment~~	~~The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains.~~	~~Villages and churches were centers of life. Religious reformers and separatists~~ ~~Civic life: town meetings~~
~~**Mid-Atlantic**~~	~~Natural Resources: e.g., rich farmlands, rivers~~ ~~Human resources: e.g., unskilled and skilled workers, fishermen~~ ~~Capital resources: e.g., tools, buildings~~	~~Appalachian Mountains, coastal lowlands, harbors and bays~~ ~~Mild winters and moderate climate, wide and deep rivers~~	~~Livestock, grains, fish~~	~~The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.~~	~~Villages and cities, varied and diverse lifestyles, diverse religions~~ ~~Civic life: market towns~~
~~**Southern**~~	~~Natural resources: e.g., fertile farmlands, rivers, harbors~~ ~~Human resources: e.g., farmers, enslaved African Americans~~ ~~Capital resources: e.g., tools, buildings~~	~~Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers~~ ~~Humid climate with mild winters and hot summers~~	~~Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch)~~	~~The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.~~	~~Plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, Church of England~~ ~~Civic life: counties~~

STANDARD USI.5b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by

b) 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.~~ [Moved to SOL USI.5c]

Essential Understandings	Essential Knowledge
Geographic features impacted life in the colonies. The colonies consisted of different groups of people whose lives varied greatly depending on their social position.	**Terms to know** • resources: natural, capital, or human **Interactions of people and environment** *New England* • Geography and climate – Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline – Moderate summers, cold winters • Resources – Natural resources: e.g., timber, fish, deep harbors – Human resources: e.g., skilled craftsmen, fishermen, merchants and shipbuilders – Capital resources: e.g., tools, buildings • Social life – Village, school, and church as center of life – Religious reformers and separatists • Political and civic life – Town meetings *Mid-Atlantic* • Geography and climate – Appalachian Mountains, coastal plains harbors, rivers, rich farmlands – Moderate climate • Resources – Natural resources: e.g., rich farmlands, rivers – Human resources: e.g., unskilled and skilled workers, farmers, fishermen, and merchants – Capital resources: e.g., tools, buildings • Social life – Villages and cities – Diverse cultural backgrounds – Diverse religions • Political and civic life – Market towns

STANDARD USI.5b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by

b) 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.~~ [Moved to SOL USI.5c]

Essential Understandings	Essential Knowledge
	South • Geography and climate – Appalachian Mountains, Piedmont, Atlantic Coastal Plain, ~~good~~ harbors, rivers, and fertile farmland – Humid climate • Resources – Natural resources: e.g., fertile farmlands, rivers, harbors, forests – Human resources: e.g., farmers, enslaved African Americans, indentured servants – Capital resources: e.g., tools, buildings • Social life – Plantations, mansions, few cities, few schools – Church of England • Political and civic life – Counties

STANDARD USI.5c

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by
c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;

Essential Understandings	Essential Knowledge
Economic specialization and interdependence existed among the colonies in the production of goods and services. Specialization increases productivity. It also requires trade and increases interdependence.	**Terms to know** • specialization: Focus on producing one or a few products • interdependence: Two or more people depending on others **New England Colonies** Specialization: Fishing, shipbuilding, naval supplies, metal tools and equipment Examples of Interdependence: The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo. They depended on the Mid-Atlantic colonies for livestock and grains. **Mid-Atlantic Colonies** Specialization: Livestock, grains, fish Examples of Interdependence: The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, indigo, and forest products. They traded with the New England colonies for metal tools and equipment. **Southern Colonies** Specialization: Tobacco, rice, indigo, forest products (lumber, tar, pitch) Examples of Interdependence: The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.

STANDARD USI.5~~c~~d

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by
~~c)~~ d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and

Essential Understandings	Essential Knowledge
The colonies were made up of different groups of people whose lives varied greatly depending on their social position.	**Large landowners** • Lived predominately in the South • Relied on indentured servants and/or enslaved African Americans for labor • Were educated in some cases • Had rich social culture **Farmers** • Worked the land according to the region • Relied on family members for labor **Artisans** • Worked as craftsmen in towns and on plantations • Lived in small villages and cities **Merchants** • Worked to buy and sell goods to the colonists • Lived in towns and cities **Women** • Worked as caretakers, house-workers, and homemakers • Were not allowed to vote • Had few opportunities for getting an education **Free African Americans** • Were able to own land • Had economic freedom and could work for pay and decide how to spend their money • Were not allowed to vote **Indentured servants** • Were 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

STANDARD USI.5~~c~~d (continued)

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by
~~c)~~ d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and

Essential Understandings	Essential Knowledge
	Enslaved African Americans • 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 without any rights. • Were often born into slavery (Children of enslaved African Americans were born into slavery.)

STANDARD USI.5~~d~~e

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the factors that shaped colonial America by ~~d)~~ e) ~~identifying~~ explaining the political and economic relationships between the colonies and Great Britain.

Essential Understandings	Essential Knowledge
Great Britain established and attempted to maintain control over the colonies. ~~England became Great Britain in the early 1700s.~~	**Economic relationships** • Great Britain imposed strict control over trade. • Great Britain taxed the colonies after the French and Indian War. • The colonies traded raw materials for goods made in Great Britain. **Political relationships** • Colonists had to obey British laws, which were enforced by governors. • Colonial governors were appointed by the king or by the proprietor. • A colonial legislature made laws for each colony but was monitored by the colonial governor.

STANDARD USI.6a

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the causes and results of the American Revolution by
a) ~~identifying~~ explaining the issues of dissatisfaction that led to the American Revolution;

Essential Understandings	Essential Knowledge
As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.	**Great Britain's reasons for controlling the colonies** • Great Britain desired to remain a world power. • In the American colonies, Great Britain's desire to remain a world power resulted in a conflict with the French known as the French and Indian War. • Great Britain imposed taxes, such as the Stamp Act, to raise necessary revenue to pay the cost of the French and Indian War. **Great Britain's reasons for taxation** • To help finance the French and Indian War • To help finance the maintenance of British troops in the colonies **Sources of colonial dissatisfaction** • The colonies had no representation in Parliament. • Some colonists resented the power of the colonial governors. • Great Britain wanted strict control over colonial legislatures. • The colonies opposed the British taxes. • The Proclamation of l763, which followed the French and Indian War, restricted the western movement of settlers.

STANDARD USI.6b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the causes and results of the American Revolution by
b) ~~identifying~~ describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;

Essential Understandings	Essential Knowledge
New political ideas led to a desire for independence and a democratic government in the American colonies. The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.	Key philosophies in the Declaration of Independence were based upon ideas first expressed by European philosophers (e.g., John Locke). **Key philosophies in the Declaration of Independence** • People have "certain unalienable rights" (rights that cannot be taken away)—to life, liberty, the 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.

STANDARD USI.6c

The student will apply social science skills to understand ~~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 the Marquis de Lafayette; and

Essential Understandings	Essential Knowledge
Many individuals played important roles in shaping events of the American Revolution.	**Key individuals** • King George III: British king during the Revolutionary era • Lord Cornwallis: British general who surrendered at Yorktown • John Adams: ~~Championed~~ Promoted 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 the House of Burgesses; inspired colonial patriotism with his "Give me liberty or give me death" speech • Thomas Paine: Wrote the pamphlet, *Common Sense*, promoting American independence. • Benjamin Franklin: Prominent member of the Continental Congress; helped frame the Declaration of Independence; helped gain French support for American independence • The Marquis de Lafayette: A French nobleman who served in the Continental Army. He worked with the king of France to send French troops, ships and funds that assisted the colonists in the American Revolution and contributed to the victory at Yorktown. **Other important individuals** • Phillis Wheatley: Enslaved African American who wrote poems and plays supporting American independence and who eventually gained her freedom • Paul Revere: Patriot who made a daring ride to warn colonists of British arrival **Key events** • 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 Great Britain and to promote independence. • Battles at Lexington and Concord: The first armed conflicts of the Revolutionary War • Battle of Bunker Hill: First major battle of the war. • Approval of the Declaration of Independence: The colonies declared independence from Great Britain (July 4, 1776). • Battle of Saratoga: This American victory was the turning point in the war~~.~~ and led to French support for the patriot cause. • 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: Great Britain recognized American independence in this treaty.

STANDARD USI.6d

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the causes and results of the American Revolution by
d) explaining reasons why the colonies were able to defeat Great Britain.

Essential Understandings	Essential Knowledge
Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War.	**Colonial advantages** • Some colonists' defense of their own land, principles, and beliefs • Additional support from France • Strong leadership

STANDARD USI.7a

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the challenges faced by the new nation by
a) ~~identifying~~ explaining the weaknesses and the resulting outcomes of the government established by the Articles of Confederation;

Essential Understandings	Essential Knowledge
The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government.	**Articles of Confederation** • 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 branches Resulting Outcomes of the Articles of Confederation • First Constitution of the United States • The Northwest Ordinance (1787) – Outlined the process for admitting a new state to the Union – Outlawed slavery in the new territories

STANDARD USI.7b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the challenges faced by the new nation by
b) describing the historical development of the Constitution of the United States; and

Essential Understandings	Essential Knowledge
The development of the Constitution of the United States was significant to the foundation of the American republic. The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.	**Confederation to Constitution** • Weaknesses in the Articles of Confederation led to the effort to draft a new constitution. **The Constitutional Convention** • State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution. • George Washington was elected president of the Constitutional Convention. • James Madison became known as the "Father of the Constitution." • Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government. • The structure of the new national government included three separate branches of government: – Legislative (makes the laws) – Executive (carries out the laws) – Judicial (interprets the laws) • The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives. • The Constitution was signed at the end of the convention. **Ratification of the Constitution** • A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law. **The Bill of Rights** • Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson) • These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).

STANDARD USI.7c

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the challenges faced by the new nation by
c) describing the major accomplishments of the first five presidents of the United States.

Essential Understandings	Essential Knowledge
Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.	All of the first five presidents were Virginians except John Adams. **Accomplishments during the first five presidencies** • George Washington – Federal court system was established. – The Bill of Rights was added to the Constitution of the United States of America. – Plans were created 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. • John Adams – A two-party system emerged during his administration. • Thomas Jefferson – He bought Louisiana from France (Louisiana Purchase). – Lewis and Clark explored new land west of the Mississippi River. • James Madison – The War of l812 caused European nations to gain respect for the United States. • James Monroe – He introduced the Monroe Doctrine warning European nations not to interfere in the Western Hemisphere.

STANDARD USI.8a

The student will apply social science skills to understand ~~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 Knowledge
Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.	**New territories added to the United States after 1801** • Louisiana Purchase – 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 and the Oregon Territory from the Mississippi River to the Pacific Ocean. • Florida – Spain gave Florida to the United States through a treaty. • Texas – Texas was added to the United States after it became an independent republic. • Oregon – The Oregon Territory was divided by the United States and Great Britain. • California – War with Mexico resulted in California and the southwest territory becoming part of the United States.

STANDARD USI.8b

The student will apply social science skills to understand ~~demonstrate knowledge of~~ westward expansion and reform in America from 1801 to 1861 by

b) ~~identifying~~ explaining how ~~the~~ geographic and economic factors ~~that~~ influenced the westward movement of settlers;

Essential Understandings	Essential Knowledge
Westward migration was influenced by geography and economic opportunity.	**Geographic and economic factors that influenced westward movement** • 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

STANDARD USI.8c

The student will apply social science skills to understand ~~demonstrate knowledge of~~ westward expansion and reform in America from 1801 to 1861 by

c) explaining the impact of westward expansion on American Indians;

Essential Understandings	Essential Knowledge
American Indians clashed with United States settlers and the United States government during westward expansion.	**Impact on the American Indians** • The discovery of gold on American Indian land in the southern United States eventually led to the removal of the Cherokee Indians in Georgia. (1828) • American Indian Removal Act (1830) authorized the federal government to negotiate treaties with eastern tribes exchanging their lands for land in the West • *Cherokee Nation vs. Georgia* – Supreme Court Decision (1831) upheld the Cherokee rights to their land. • "Trail of Tears" (1839) – As part of the American Indian removal policy, the Cherokee nation and other tribes were forced to give up their lands east of the Mississippi River and to relocate to an area in present-day Oklahoma.

STANDARD USI.8~~c~~d

The student will apply social science skills to understand ~~demonstrate knowledge of~~ westward expansion and reform in America from 1801 to 1861 by
~~c)~~ d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and

Essential Understandings	Essential Knowledge
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 of the South.	**Terms to know** inventor: A person who is the first to think of or make something entrepreneur: A person who organizes resources to bring a new or better good or service to market in hopes of earning a profit **New technologies and their impact on society** • 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, an enslaved African American, and Cyrus McCormick worked to invent the reaper. McCormick was an entrepreneur who brought the reaper to market. The reaper increased the productivity of the American farmer. • The steamboat was improved by the entrepreneur Robert Fulton. It eventually provided faster river transportation connecting Southern plantations and farms to Northern industries and Western territories. • The steam locomotive provided faster land transportation.

STANDARD USI.8~~d~~ e

The student will apply social science skills to understand ~~demonstrate knowledge of~~ westward expansion and reform in America from 1801 to 1861 by
~~d)~~ e) explaining the main ideas of the abolitionist and women's suffrage movements.

Essential Understandings	Essential Knowledge
The abolitionists worked to end slavery. The women's suffrage movement helped women gain equal rights.	**Abolitionist movement** • Most abolitionists demanded immediate freeing of the slaves. • Abolitionists believed that slavery was wrong. – Morally wrong – Cruel and inhumane – A violation of the principles of democracy • Abolitionist leaders included both men and women. – Harriet Tubman led hundreds of enslaved African Americans to freedom along the Underground Railroad. – William Lloyd Garrison wrote the *Liberator* newspaper and worked for the immediate emancipation of all enslaved African Americans. – Frederick Douglass wrote the *North Star* newspaper and worked for rights for African Americans and women to better their lives. **Women's suffrage movement** Seneca Falls Convention • In the *Declaration of Sentiments*, supporters ~~Supporters~~ declared that "All men and women are created equal." • Supporters believed that women were deprived of basic rights: – Denied the right to vote – Denied educational opportunities, especially higher education – Denied equal opportunities in business – Limited in the right to own property • The movement was led by strong women who began their campaign before the Civil War and continued after the war had ended. – Isabella (Sojourner) Truth, a former enslaved African American, was a nationally known advocate for equality and justice. – Susan B. Anthony was an advocate to gain voting rights for women and equal rights for all. – Elizabeth Cady Stanton played a leadership role in the women's rights movement.

STANDARD USI.9a

The student will apply social science skills to understand ~~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 Knowledge
Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.	**Issues that divided the nation** • Slavery – 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. – Much of America's economy revolved around the institution of slavery. • Cultural issues – The North was mainly an urban society in which people held jobs in cities. – 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. • Economic issues – The North was more of a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition. – The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added. • Constitutional issues – A major conflict was states' rights versus strong central government.

STANDARD USI.9b

The student will apply social science skills to understand ~~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 Knowledge
The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection. The North believed that the nation was a union that could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation.	**Issues that divided the nation** • 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. **Compromises attempting to resolve differences** • Missouri Compromise (1820): Missouri entered the Union as a slave state; Maine entered the Union as a free state. • Compromise of l850: – California entered the Union as a free state. – Southwest territories would decide the slavery issue for themselves. – Stricter fugitive slave law was enacted – Slave trade banned in Washington, D.C. • Kansas-Nebraska Act: People in each state would decide the slavery issue ("popular sovereignty"). **Southern secession** • Following Lincoln's election, ~~the~~ many southern states seceded from the Union. • Confederate forces attacked Fort Sumter in South Carolina, marking the beginning of the Civil War. • Lincoln and many Northerners believed that the United States was one nation that could not be separated or divided. • Most Southerners believed that the states had freely created and joined the union and could freely leave it.

STANDARD USI.9c

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the causes, major events, and effects of the Civil War by
c) ~~identifying~~ locating on a map the states that seceded from the Union and those that remained in the Union;

Essential Understandings	Essential Knowledge
Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.	**States that seceded from the Union** • Alabama • Arkansas • Florida • Georgia • Louisiana • Mississippi • North Carolina • South Carolina • Tennessee • Texas • Virginia **States that remained in the Union** • Border states (slave states) Delaware – Maryland Kentucky – Missouri • Free states – California – Connecticut – Illinois – Indiana – Iowa – Kansas – Maine – Massachusetts – Michigan – Minnesota – New Hampshire – New Jersey – New York – Ohio – Oregon – Pennsylvania – Rhode Island – Vermont – West Virginia* – Wisconsin *Note: Western counties of Virginia that refused to secede from the Union

STANDARD USI.9d

The student will apply social science skills to understand ~~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 Knowledge
Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict.	**Roles of Civil War leaders** • Abraham Lincoln – 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 – Was president of the Confederate States of America • Ulysses S. Grant – Was general of the Union army that defeated Lee • Robert E. Lee – 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 – Was a skilled Confederate general from Virginia • Frederick Douglass – Was ~~an~~ a former enslaved African American who promoted African American involvement in the Civil War. ~~escaped to the North and became an abolitionist~~

STANDARD USI.9e

The student will apply social science skills to understand ~~demonstrate knowledge of~~ the causes, major events, and effects of the Civil War by
e) ~~using maps to explain~~ describing critical developments in the war, including ~~locating~~ the location of major battles; and

Essential Understandings	Essential Knowledge
Location and topography were critical elements influencing important developments in the Civil War, including major battles.	**Major battles and events** • The firing on Fort Sumter, S.C., began the war. • The first Battle of Manassas (Bull Run) in northern Virginia was the first major battle. • The signing of the Emancipation Proclamation made "freeing the slaves" the new focus of the war. Many freed African Americans joined the Union army. • The Battle of Vicksburg in southern Mississippi divided the South; the North controlled the Mississippi River. • The Battle of Gettysburg in southern Pennsylvania 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. **Influence of location and topography on critical developments in the war** • 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 apply social science skills to understand ~~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 African American soldiers), women, and enslaved African Americans.

Essential Understandings	Essential Knowledge
Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure.	**General effects of the war** • Family members were often pitted against one another, as were friends against friends. • As the war went on, 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. **Effects of the war on African Americans** • African Americans fought in the Union army. Some African Americans accompanied Confederate units in the field. • The Confederacy used enslaved African Americans as ship workers, laborers, cooks, and camp workers. • The Union moved to enlist African American sailors and soldiers during 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, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the war.

History and Social Science Standards of Learning
Curriculum Framework ~~2008~~ 2015

United States History: 1865 to the Present

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~, ~~The understandings are listed below the Standard of Learning statement.~~ ~~These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~

~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~

~~This column enumerates the fundamental intellectual abilities that students should have – what they should be able to do – to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

~~STANDARD USII.1a, 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 1865 to the present;~~

~~b) make connections between the past and the present;~~

~~c) sequence events in United States history from 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 decisions and how people and nations responded to positive and negative incentives.~~

~~The various skills identified in this standard are cited, as applicable, in the "Essential Skills" columns of the charts throughout this curriculum framework, with the exception of skill "e." 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 listed above will be assessed on the test, and teachers should incorporate them into instruction throughout the year.~~

STANDARD USII.1a

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

a) analyzing and interpreting artifacts and primary and secondary sources ~~documents~~ to ~~increase~~ understanding events ~~and life~~ in United States history ~~from 1865 to the present~~;

Essential Understandings	Experiences including but not limited to……
Primary and secondary sources enable one to examine evidence closely and to place it in a broader context. An artifact is an object or tool that tells us about the people from the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere. Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.	Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.

Title of Informational Source	
Key Elements	Evidence
Observation: what do you see?	
Source: who created the source?	
Context: what is the location of time and place?	
Historical Perspective: whose point of view does it represent?	
Analysis: what is the source's impact on history?	

STANDARD USII.1b

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

b) ~~make connections between the past and the present~~ analyzing and interpreting geographic information to determine patterns and trends in United States history;

Essential Understandings	Experiences including but not limited to…
Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions. Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment. Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction	Geographic information may be acquired from a variety of sources. Variety of sources • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Charts and Graphs • Databases • Primary sources • Diagrams • Analyze the relationship between physical and human geography. • Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends throughout United States history. • Examine maps of a location before and after a major conflict to discuss how the conflict impacted the social, political and economic landscape of an area. • Use maps to explain how the location of resources influences the patterns, trends and migrations. Five Themes of Geography • Location- defined according to its position on the earth's surface. Where is it? • Place- locations having distinctive features that give them meaning and character that differs from other locations. What is it like? • Region- a unit on the earth's surface that has unifying characteristics. How are places similar or different? • Movement- the way people, products and information move from one place to another. How do people, goods, and ideas move from one location to another? • Human-Environment Interaction- the relationship between people and their environment. How do people relate to the physical world?

STANDARD USII.1c

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

c) ~~sequence events~~ ~~from 1865 to the present~~ interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;

Essential Understandings	Experiences including but not limited to…
Interpretation involves using information found on charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions. Close examination and interpretation of various data and images are essential to making informed decisions.	• Use historical maps to analyze changes in population over time. • Gather information to explain resettlement of the American Indian population. • Use primary source images to show how new inventions changed life in America. • Interpret photographs of the Civil Rights movement. Discuss potential bias the impact of these images had on the public and government actions.

STANDARD USII.1d

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

d) ~~interpreting ideas and events from different historical perspectives~~ using evidence to draw conclusions and make generalizations;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr>
<td>
Critical examination and evaluation of historical evidence are essential to understanding the past.

Drawing conclusions and making generalizations involve
• observing and considering all the facts, arguments, and information;
• considering what is already known;
• determining the certainty of multiple answers based upon the information presented; and
• predicting and adjusting predictions; questioning; restating main ideas and summarizing supporting details.
</td>
<td>
• Use media and images to evaluate sources for drawing conclusions and making generalizations.
• Draw conclusions about propaganda used during a time period.
• Make generalizations using political cartoons to explain historical events.

After reading about an historical event, use a chart to draw conclusions or make generalizations about a point of view.

Example:
<table>
<tr><td colspan="4">Event: Industrialization</td></tr>
<tr><td>Somebody</td><td>Wanted</td><td>But</td><td>So What?</td></tr>
<tr><td>Captains of Industry</td><td>to expand their businesses using lower-cost production and a growing labor force</td><td>these actions created unsafe working conditions.</td><td>Actions taken during the Progressive Movement gave rise to organized labor and workplace improvements.</td></tr>
</table>
</td>
</tr>
</table>

STANDARD USII.1e

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

e) ~~evaluate and debate issues orally and in writing~~ comparing and contrasting historical, cultural, and political perspectives in United States history.

Essential Understandings	Experiences including but not limited to…

Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of its people.
 	
Being able to compare and contrast helps to understand important similarities and differences between people, places, events, and times in United States history.
	• Compare and contrast a historical event using media, images, or text to gain an understanding of historical, cultural, and political perspectives.
	  • Images from the Great Depression: comparing and contrasting the Hoover and Roosevelt presidential response to the Great Depression
	  • Maps from World War II: comparing and contrasting areas invaded by European dictators
	  • Media clips from the Civil Rights Movement (1960s): comparing and contrasting opposing sides of the movement
	• Create a graphic organizer to analyze information about different movements in United States history.
	• Create a graphic organizer to compare and contrast the political perspectives of two leaders in United States history.
	• Use images to illustrate similarities and differences between the new technology at the beginning of the 20th century and the 21st century.

STANDARD USII.1f

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

f) ~~analyze and interpret maps that include major physical features~~ determining relationships with multiple causes or effects in United States history.

Essential Understandings	Experiences including but not limited to…
A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). People respond to and resolve conflicts in a variety of ways resulting in relationships that have many causes and differing outcomes. Diversity includes a variety of perspectives, contributions, and challenges. Certain events in United States history have multiple causes and effects. Conflicts often have multiple causes and effects.	• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States. • Create flow charts, story boards, and timelines to help students explore multiple causes and effects. • Determine how the choices of selected people/groups impacted United States history. Example: Event: Progressive Movement **Cause**: Harsh working conditions, Long working hours **Event**: Progressive Movement **Effect**: Child labor laws, Organized labor unions

STANDARD USII.1g

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

g) ~~use parallels of latitude and meridians of longitude to describe hemispheric location~~ explaining connections across time and place;

Essential Understandings	Experiences including but not limited to…
Making connections includes understanding that people, events, and developments have brought changes to the United States. Everyday life in the United States today is different from everyday life long ago. Explaining includes justifying thinking with supporting details.	• Create a graphic organizer to explain how industrialization changed life for the people during the early 20th century in the United States. • Use images to determine how the physical or cultural landscape changed in the United States after a major event such as industrialization, Harlem Renaissance, or World War II. • Create a timeline to explain how the role of women in the early 20th century has changed compared to today due to significant events in United States history. • Create a graphic organizer using a variety of images and documents to explain the development and uses of communication technology in the 20th and 21st century • Create a timeline that depicts the development of transportation in United States history from 1865 to the present.

STANDARD USII.1h

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis, ~~and~~ economic decision making, and responsible citizenship, ~~including the ability to~~ by

h) ~~interpret patriotic slogans and excerpts from notable speeches and documents~~ using a decision-making model to identify the costs and benefits of a specific choice made;

Essential Understandings	Experiences including but not limited to…
Decisions concerning the allocation and use of economic resources impact individuals and groups. Critical examination and evaluation of data is essential to drawing conclusion. The decision making process involves seeing the problem from a variety of perspectives and considering the consequences. Decision-making models serve several purposes: • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. Choices are based upon alternative which seem to be the best considering the least cost and greatest benefit.	• Analyze the costs and benefits of a decisions made in United States history. Determine the level of importance of each cost and benefit. Determine whether the cost or benefits have the greatest impact on the final decision. Sample decisions include: Cost-Benefit Analysis:

Historical event or decision: Mechanization of factories			
Costs	Level of Importance 1-5	Benefits	Level of Importance 1-5
Increased pollution		Employed various types of workers	
Increased amount of resources		Faster production	
Total		Total	

- Use a PACED decision-making model to evaluate decisions made in United States history by analyzing the alternatives, criteria, and the decision made.
  - Define the **P**roblem
  - List **A**lternatives
  - Select **C**riteria
  - **E**valuate the alternative
  - **D**ecision

Problem: Which of the following Amendments to the United States Constitution is most important?				
Criteria / Alternatives	Helped the most people	Best example of democracy	Changed American culture	Long lasting effects
13th Amendment				
14th Amendment				
15th Amendment				
19th Amendment				
Decision:				

STANDARD USII.1i

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by

i) ~~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 the ethical use of material or intellectual property; and

Essential Understandings	Experiences including but not limited to…
The research process requires the use of a variety of resources to ensure validity. In order to avoid plagiarism, credit must be given when using another person's idea, opinion, or theory. Sources should be authentic and valid. Responsible citizens demonstrate a respect for the rights of others.	Explore the ethical and legal issues related to the access and use of information by • properly citing authors and sources used in research; • validating Web sites; and • reviewing written drafts so that the language and/or thoughts of another are given credit. Exhibit the responsibilities of citizenship in the classroom by demonstrating: • when it is appropriate to listen and when to speak; • how to make necessary compromises; • how to work together to accomplish goals; and • how to conduct oneself in a respectful manner.

STANDARD USII.1j

The student will demonstrate skills for historical thinking, ~~and~~ geographical analysis~~,~~ economic decision making and responsible citizenship, ~~including the ability to~~ by
j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to…

Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.
 	
When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.
	• Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political and geographical relationships by
	  • exploring economic and social issues that led to the growth of cities;
	  • outlining and describing geographic factors and new technologies that helped and hindered westward movement;
	  • describing and providing evidence to support the United States' role in the Cold War;
	  • creating a digital map outlining the social and economic factors that influenced the Suffrage Movement in the early 20th Century and the fight for equal rights for women during the period following World War II.
	• Investigate people and the social impact of government intervention during
	  • The Civil Rights Act of 1866
	  • Workplace reforms of the Progressive Movement
	  • Roosevelt's New Deal
	• Investigate the social influence of political speeches by creating a social media page or blog and taking a stance to support or dispute points made in
	  • Lincoln's Gettysburg Address
	  • Sojourner Truth's "Ain't I a Woman"
	  • Wilson's Fourteen Points
	  • Treaty of Versailles
	  • Title IX
	  • President Reagan's "Tear Down this Wall"

STANDARD USII.2a

The student will use maps, globes, photographs, pictures, or tables for
a) explaining how physical features and climate influenced the movement of people westward.

Essential Understandings	Essential Knowledge
During the nineteenth century, people's perceptions and use of the Great Plains changed. Technological advances allowed people to live in more challenging environments.	**Physical features and climate of the Great Plains** • Flatlands that rise gradually from east to west • Land eroded by wind and water • Low rainfall • Frequent dust storms Because of new technologies, people saw the Great Plains not as a "treeless wasteland" but as a vast area to be settled. ~~**Inventions and adaptations**~~ ~~• Barbed wire~~ ~~• Steel plows~~ ~~• Dry farming~~ ~~• Sod houses~~ ~~• Beef cattle raising~~ ~~• Wheat farming~~ ~~• Windmills~~ • ~~Railroads~~ **Inventions** • Barbed Wire • Steel Plows • Windmills • Railroads **Adaptations** • Dry Farming • Sod Houses • Beef Cattle • Wheat Farming

STANDARD USII.2b

The student will use maps, globes, photographs, pictures, or tables for
b) explaining relationships among natural resources, transportation, and industrial development after 1865.

Essential Understandings	Essential Knowledge
Advances in transportation linked resources, products, and markets. Manufacturing areas were clustered near centers of population.	**Transportation resources** • Moving natural resources ~~(e.g., copper, lead)~~ to eastern factories, example (iron ore to steel mills) • ~~Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh)~~ • Transporting finished products to national markets • Factories were located near rivers and railroads to move resources and finished goods to markets **Examples of manufacturing areas** • Textile industry: New England • Automobile industry: Detroit • Steel industry: Pittsburgh • Meat Packing industry: Chicago

STANDARD USII.2c

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

c) locating the 50 states and the cities most significant to the ~~historical~~ development of the United States and explaining what makes those cities significant.

Essential Understandings	Essential Knowledge
A state is an example of a political region. States may be grouped as part of different geographic regions, depending upon the criteria used. Cities serve as centers of trade and have political, economic, and/or cultural significance.	**States grouped by geographic region** • Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania • Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas • Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota • Southwest: Texas, Oklahoma, New Mexico, Arizona • Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho • Pacific: Washington, Oregon, California • Noncontiguous: Alaska, Hawaii **Cities** • Northeast: New York, Boston, Pittsburgh, Philadelphia • Southeast: Washington, D.C., Atlanta, New Orleans • Midwest: Chicago, St. Louis, Detroit • Southwest: San Antonio, Santa Fe • Western (Rocky Mountains): Denver, Salt Lake City • Pacific: San Francisco, Los Angeles, Seattle • Noncontiguous: Juneau, Honolulu

STANDARD USII.3a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the effects of Reconstruction on American life ~~and how they changed the meaning of citizenship~~ by

a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship.

Essential Understandings	Essential Knowledge
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.	**Basic provisions of the Amendments** • The 13th Amendment bans slavery in the United States and all of its territories. • The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law. • The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude. Although ~~T~~these three amendments guarantee equal protection under the law for all citizens~~.~~, American Indians and women did not receive the full benefits of citizenship until later.

STANDARD USII.3b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the effects of Reconstruction on American life ~~and how they changed the meaning of citizenship~~ by

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

Essential Understandings	Essential Knowledge
The Reconstruction policies were harsh and created problems in the South. Reconstruction attempted to ~~give meaning to the freedom that former enslaved African Americans had achieved~~ define the means by which all Southerners could live together equally.	**Reconstruction policies and problems** • Southern military leaders could not hold office. • African Americans could hold public office. • African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops comprised mainly of northern soldiers for its enforcement. • Southern states adopted Black Codes to limit the economic and physical freedom of former slaves. • ~~Northern soldiers~~ Federal troops supervised the South. • The Freedmen's Bureau was established to aid former enslaved African Americans in the South. ~~• Southerners resented Northern "carpetbaggers," who took advantage of the South during Reconstruction.~~ ~~• Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.~~ • Southerners resented Northern "carpetbaggers," some of whom took advantage of the South during Reconstruction. **End of Reconstruction and its Impact** • Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876. • Federal troops were removed from the South. • Rights that African Americans had gained were lost through "Jim Crow" laws. • "Jim Crow" laws impacted the rights of American Indians.

STANDARD USII.3c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the effects of Reconstruction on American life ~~and how they changed the meaning of citizenship~~ by

c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

Essential Understandings	Essential Knowledge
The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.	**Abraham Lincoln** • Reconstruction plan calling for reconciliation • Preservation of the Union was more important than punishing the South **Robert E. Lee** • Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight • ~~Became president of Washington College, which is now known as Washington and Lee University~~ **Frederick Douglass** • Fought for adoption of constitutional amendments that guaranteed voting rights • Was a powerful voice for human rights and civil liberties for all

STANDARD USII.4a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ how life changed after the Civil War by
a) ~~identifying~~ examining the reasons for westward expansion, including its impact on American Indians.

Essential Understandings	Essential Knowledge
New opportunities and technological advances led to westward migration following the Civil War. Westward expansion had an impact on the lifestyle of the American Indian.	**Reasons for increase in westward expansion** • Opportunities for land ownership • Technological advances, including the Transcontinental Railroad • Possibility of obtaining wealth, created by the discovery of gold and silver • Desire for adventure • Desire for a new beginning for former enslaved African Americans **Impact on American Indians** • Opposition by American Indians to westward expansion (Battle of Little Bighorn, ~~Sitting Bull,~~ Geronimo) • Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé, Sitting Bull) • Reduced population through warfare (Battle of Wounded Knee), ~~and~~ disease, and reduced buffalo population ~~(Battle of Wounded Knee)~~ • Assimilation attempts and lifestyle changes ~~e.g., reduction of buffalo population~~ (American Indian boarding schools, Dawes Act) • Reduced ~~their~~ American Indian homelands through treaties that were broken

STANDARD USII.4b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ how life changed after the Civil War by
b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.

Essential Understandings	Essential Knowledge
Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups. ~~Population changes, growth of cities, and new inventions produced problems in urban areas.~~ Social and technological changes presented challenges in urban areas.	**Reasons for the increase in immigration** • Hope for better opportunities • Desire for religious freedom • Escape from oppressive governments • Desire for adventure **Reasons why cities grew and developed** • Specialized industries, including steel (Pittsburgh) and meat packing (Chicago) • Immigration to America from other countries • Movement of Americans from rural to urban areas for job opportunities Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements. **Efforts to solve immigration problems** • 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., Boss Tweed, jobs, housing) **Discrimination against immigrants** • Chinese • Irish • Jewish • Italian • Polish **Challenges faced by cities** • Tenements and ghettos • Political corruption (political machines)

STANDARD USII.4c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Discrimination against African Americans and minority groups continued after Reconstruction. "Jim Crow" laws institutionalized a system of legal segregation. African Americans differed in their responses to discrimination and "Jim Crow."	**Racial segregation** • Based upon race • Directed primarily against African Americans, but other groups also were kept segregated • American Indians were not considered citizens until 1924. **"Jim Crow" laws** • Passed to discriminate against African Americans • Made discrimination practices legal in many communities and states • Were characterized by unequal opportunities in housing, work, education, and government • Upheld by the Supreme Court in *Plessy vs Ferguson* **African American responses** • Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation • W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida Wells Barnett.

STANDARD USII.4d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 in response to industrialization.

Essential Understandings	Essential Knowledge
Between the Civil War and World War I, the United States was transformed from ~~an agricultural to an industrial nation.~~ primarily an agricultural society into one based on the manufacturing of goods and services. Inventions had both positive and negative effects on society.	**Inventions that contributed to great change and industrial growth** • Electric lighting and mechanical uses of electricity (Thomas Edison) • Telephone service ~~(Alexander Graham Bell)~~ • Railroads, which permitted large scale, long distance transport of goods **~~Reasons for the rise and prosperity of big business~~ Rise of Big Business led by Captains of Industry** • Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads; J.P. Morgan, banking) **Reasons for business growth** • National markets created by transportation advances • ~~Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads)~~ • Advertising • Lower-cost production (assembly line) • Lack of competition (monopolies and trusts) **~~Factors that resulted in growth of industry~~ Factors that promoted industrial growth in America** • Access to raw materials and energy sources • ~~Availability of~~ Large work force (due to immigration) • New inventions • Financial resources **Examples of big business** • Railroads • Oil • Steel • Coal **Postwar changes in farm and city life** • Mechanization (e.g., the reaper) reduced farm labor needs and increased production. • Industrial development in cities created increased labor needs. • Industrialization provided new access to consumer goods (e.g., mail order).

STANDARD USII.4e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ how life changed after the Civil War by

e) ~~describing~~ evaluating and explaining 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 Knowledge

The effects of industrialization and the Progressive Movement led to ~~the rise of organized labor and important workplace~~ reforms.	**Negative effects of industrialization**
	• Child labor
	• Low wages, long hours
	• Unsafe working conditions
	• Impact on the environment
	• Monopolies
	
	Rise of organized labor
	• Formation of unions: Growth of American Federation of Labor
	• Strikes: ~~Aftermath of~~ Homestead Strike, Pullman Strike, Triangle Factory Fire
	
	Progressive Movement workplace reforms
	• Improved safety conditions
	• Reduced work hours
	• Placed restrictions on child labor
	
	Women's suffrage
	• Increased educational opportunities
	• Attained voting rights
	  • Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.
	  • Susan B. Anthony, ~~and~~ Elizabeth Cady Stanton, Alice Paul, and Lucy Burns worked for women's suffrage.
	
	Temperance movement
	• Composed of groups opposed to the making and consuming of alcohol
	• Supported legislation to ban alcohol ~~the~~ (18th Amendment) ~~to the Constitution of the United States, prohibiting the manufacture, sale, and transport of alcoholic beverages~~

STANDARD USII.5a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
The United States emerged as a world power as a result of victory over Spain in the Spanish American War. Economic interests and public opinion often influence United States involvement in international affairs.	**Reasons for the Spanish American War** • Protection of American business interests in Cuba • American support of Cuban rebels to gain independence from Spain • Rising tensions between Spain and the United States as a result of the sinking of the *USS Maine* in Havana Harbor • Exaggerated news reports of events (yellow journalism) **Results of the Spanish American War** • 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.

STANDARD USII.5b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.	~~The Roosevelt Corollary to the Monroe Doctrine~~ ~~• asserted the United States' right to interfere in the economic matters of other nations in the Americas~~ ~~• claimed the United States' right to exercise international police power~~ • ~~advocated Big Stick Diplomacy (building the Panama Canal).~~ **Use of Big Stick Diplomacy** • Example: building the Panama Canal • Grew the United States Navy as a show of American power **Added the Roosevelt Corollary to the Monroe Doctrine** • Europe would remain across the Atlantic and America would police the Western Hemisphere • Asserted the right of the United States to interfere in the economic matters of other nations in the Americas

STANDARD USII.5c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the changing role of the United States from the late nineteenth century through World War I by

c) ~~explaining~~ evaluating and 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 Knowledge
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 twentieth century. ~~There were disagreements about the extent to which the United States should participate in world affairs.~~	**Reasons for United States involvement in World War I** • Inability to remain neutral • German submarine warfare: Sinking of the *Lusitania* • United States economic and political ties to Great Britain • The Zimmermann Telegram **Major Allied Powers** • British Empire • France • Russia (until 1917) • Serbia • Belgium • United States **Central Powers** • German Empire • Austro-Hungarian Empire • Bulgaria • Ottoman Empire **United States leadership as the war ended** • At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization. • ~~The United States decided not to join the League of Nations because the United States Senate failed to ratify the Treaty of Versailles.~~ • The United States Senate did not ratify the Treaty of Versailles because of a desire to resume prewar isolationism. The United States did not become a member of the League of Nations.

STANDARD USII.6a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the social, economic, and technological changes of the early twentieth century by

a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.

Essential Understandings	Essential Knowledge
Technology extended progress into all areas of American life, including neglected rural areas.	**Results of improved transportation brought about by affordable automobiles** • Greater mobility • Creation of jobs • Growth of transportation-related industries (road construction, oil, steel, automobile) • Movement to suburban areas **Invention of the airplane** • The Wright brothers **Use of the assembly line** • Henry Ford, automobile • Rise of mechanization **Communication changes** • Development of telephone (Alexander Graham Bell), increased availability of telephones • Development of the radio and broadcast industry • Development of the movies **Ways electrification changed American life** • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Electric lighting • Entertainment (e.g., radio) • Improved communications

STANDARD USII.6b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Reforms in the early twentieth century could not legislate how all people behaved. Economic conditions and violence led to the migration of people.	Prohibition was imposed by a constitutional amendment (18th) that made it illegal to manufacture, transport, and sell alcoholic beverages. **Results of prohibition** • Speakeasies were created as places for people to drink alcoholic beverages. • Bootleggers made and smuggled alcohol illegally ~~and promoted organized crime~~. • Organized crime developed • Repealed by the 21st Amendment. **Great Migration north and west** • 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 cities in the North and Midwest in search of better employment opportunities. • African Americans also ~~faced~~ experienced discrimination and violence in the North and Midwest.

STANDARD USII.6c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the social, economic, and technological changes of the early twentieth century by

c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance.

Essential Understandings	Essential Knowledge
The 1920s and 1930s were important decades for American art, literature, and music. The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.	**Cultural climate of the 1920s and 1930s** • Art: Georgia O'Keeffe, an artist known for urban scenes and, later, paintings of the Southwest • Literature: 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 • Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music **Harlem Renaissance** African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture. • Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art • Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots • Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer The popularity of these artists spread beyond Harlem to the rest of society.

STANDARD USII.6d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the social, economic, and technological changes of the early twentieth century by

d) ~~identifying~~ analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

Essential Understandings	Essential Knowledge
The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy. The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life. ~~The Great Depression had a widespread and severe impact on American life.~~ ~~Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression.~~	**Causes of the Great Depression** • People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed. • The Federal Reserve's poor monetary policies contributed to the collapse of the banking system ~~failed to prevent the collapse of the banking system.~~ • High tariffs discouraged international trade. • Many Americans had too much debt from buying consumer goods on installment plans. **Impact on Americans** • A large number of banks closed and other businesses failed. • One-fourth of workers were without jobs. • Large numbers of people were hungry and homeless. • Farmers' incomes fell to low levels. Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression. **Major features of the New Deal** • Social Security • Federal work programs • Environmental improvement programs • Farm assistance programs • Increased rights for labor

STANDARD USII.7a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the major causes and effects of American involvement in World War II by

a) ~~identifying~~ explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;

Essential Understandings	Essential Knowledge

Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.
 	
The rise of fascism threatened peace in Europe and Asia.
 	
As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.
	Causes of World War II
	• ~~Political instability and~~ Economic devastation in Europe resulting from World War I:
	  • Worldwide depression
	  • High war debt owed by Germany
	  • High inflation
	  • Massive unemployment
	• ~~Rise~~ Political instability marked by the rise of Fascism:
	  • Fascism is political philosophy in which total power is given to a dictator and individual freedoms are denied and nationalism and, often, racism are emphasized.
	  • 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.
	
	The Allies
	• Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.
	• Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).
	
	Gradual change in American policy from neutrality to direct involvement
	• Isolationism (Great Depression, legacy of World War I)
	• Economic and military aid to Allies (lend-lease program)
	• Direct involvement in the war
	
	War in the Pacific
	• Rising tension developed between the United States and Japan because of Japanese aggression in East Asia and the Pacific region.
	• 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 USII.7b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge

Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.
 	
The Holocaust is an example of prejudice, ~~and~~ discrimination, and genocide taken to the extreme.
	Major events and turning points of World War II
	• Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.
	• Germany invaded France and captured 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 (Lend Lease).
	• 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.
	• American and other 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.
	
	The Holocaust
	• Anti-Semitism
	• Aryan supremacy
	• Systematic attempt to rid Europe of all Jews
	• Tactics:
	  • Boycott of Jewish stores
	  • ~~Threats~~ Discriminatory laws
	  • Segregation
	  • Ghettos
	  • Imprisonment and killing of Jews and others in concentration camps and death camps
	• Liberation by Allied forces of Jews and others who survived in concentration camps

STANDARD USII.7c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the major causes and effects of American involvement in World War II by

c) ~~describing~~ explaining and evaluating the impact of the war on the home front.

Essential Understandings	Essential Knowledge
World War II affected every aspect of American life. Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.	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. Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter). Americans at home supported the war by conserving and rationing resources (e.g., victory gardens, ration books, scrap drives). The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued. While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps in the United States.

STANDARD USII.8a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 and the Soviet Union as ~~a~~ superpowers, and the establishment of the United Nations.

Essential Understandings	Essential Knowledge
~~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.~~ The Allied victory in World War II led to the emergence of the United States and the Soviet Union as global super powers. The United States' involvement in World War II reshaped America's role in world affairs.	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~~ believed it was in its best interest to help rebuild Europe and prevent political and economic instability. **Rebuilding efforts** • 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. • 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. **Establishment of the United Nations** • 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 USII.8b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
~~Americans prospered due to an expanding economy stimulated by America's involvement in the war~~ The economic, social and political climate of the United States changed after World War II because of the development of new technologies, changes in mass media, and growth of mass markets.	**Reasons for rapid growth of the American economy following World War II** • With rationing of consumer goods over, businesses 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 full time 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 entered the labor force in large numbers.~~

STANDARD USII.8c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ examining the role of ~~America's military and veterans~~ the United States 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 Knowledge
The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security. ~~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.~~ ~~The tension between the free world and the communist world caused divisiveness at home and abroad.~~ The Cold War was the central organizing principle in ~~foreign~~ global affairs for over 40 years.	**Terms to know** • Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps **Origins of the Cold War** • 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 (Iron Curtain) • American policy of containment (to stop the spread of communism) • North Atlantic Treaty Organization (NATO) versus Warsaw Pact (defense alliances) **Major conflicts in the post-World War II era that reflected Cold War tensions** • South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate. • Disagreements arose between the United States and the Soviet Union over the status of Berlin, eventually leading to the construction of the Berlin Wall. • 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 of Cuba and the U.S. removed missiles from Turkey. • 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. • The Space Race was between United States and the Soviet Union to be the first to land a man on the moon. • The Arms Race was the stock piling nuclear weapons as a deterrent to nuclear war. **Collapse of communism in Europe** • Breakup of the Soviet Union into independent countries • Destruction of the Berlin Wall **New challenges** • Role of United States military intervention • Environmental challenges • Global issues, including trade, jobs, diseases, energy • Rise/emergence of China as a global economic and military power

STANDARD USII.8d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
~~Changing patterns in American society since the end of World War II~~ The United States experienced an economic boom and social transformation after World War II that changed the way most Americans lived and worked.	**Factors leading to changing patterns in United States society** • Strong economy (healthy job market, increased productivity, increased demand for American products) • Greater investment in education so Americans would have the ability to compete globally (National Defense Education Act) • The "Baby Boom," which led to changing demographics • Interstate highway system • Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home) • As economic prosperity continued and technology boomed, the next generation of women entered the labor force in large numbers. • ~~Role of Eleanor Roosevelt in expanding human rights~~ Expansion of human rights • African Americans' aspirations for equal opportunities **Policies and programs expanding educational and employment opportunities** • G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. • Harry S. Truman desegregated the armed forces. • Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.

STANDARD USII.8e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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.~~ evaluating and explaining the impact of international trade and globalization on American life.

Essential Understandings	Essential Knowledge
~~Between the end of~~ After World War II ~~and the present, the world has been marked by an~~ there was an increase in globalization, ~~and~~ international trade, and interdependence.	Globalization is the linking of nations through trade, information, technologies, and communication. Globalization involves increased integration of different societies. Interdependence involves a relationship between nations, countries, and societies depending on one another for goods, services, action, or influence. During the two decades following World War II, international trade expanded at a rapid pace. **Impact of globalization and international trade on American life** • Improvement of all communications (e.g., travel, telecommunications, Internet) • Availability of a wide variety of foreign-made goods and services • Outsourcing of jobs and decline of some American cities and industries • Rise of international corporations • Shift from manufacturing to a high-tech and service economy

STANDARD USII.9a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act, and the changing role of women on all Americans.

Essential Understandings	Essential Knowledge

~~The Civil Rights Movement resulted in legislation that ensured constitutional rights to all citizens of the United States regardless of race.~~
 	
The Civil Rights Movement of the twentieth century was committed to equal rights and fair treatment of African Americans, but resulted in social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.
 	
~~Women~~ Other activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality ~~for women, particularly in the workplace~~.
	Some effects of segregation
	• Separate educational facilities and resources ~~for white and African American students~~
	• Separate public facilities (e.g., restrooms, drinking fountains, restaurants)
	• Social isolation ~~of races~~
	
	Civil Rights Movement
	• Opposition to *Plessy v. Ferguson*: "Separate but equal"
	• *Brown v. Board of Education*: 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, boycotts
	• Expansion of the National Association for the Advancement of Colored People (NAACP)
	• Civil Rights Act of 1964 prohibited segregation in public places and banned employment discrimination based on race, color, religion, gender, or national origin.
	• Voting Rights Act of 1965 banned the use of literacy tests and provided for federal oversight of voter registration.
	
	Americans with Disabilities Act
	• The disability rights movement fought to right inequalities faced by people with disabilities.
	• The Americans with Disabilities Act (ADA)(1990) guarantees individuals with disabilities equal opportunities in employment, public accommodations, transportation, state and local government services, and telecommunications.
	• Individuals with Disabilities Education Act (IDEA) formerly Public Law 94.142: Federal law that entitles children and young adults access to a free and appropriate public education
	
	Changing role of women
	• Workplace disadvantages:
	  • Discrimination ~~against women~~ in hiring practices
	  • Lower wages for women than for men doing the same job
	• Improved conditions:
	  • National Organization for Women (NOW)
	  • Federal legislation to force colleges to give women equal athletic opportunities (Title 9)
	• The proposed 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.9b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the key domestic 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 Knowledge
~~After the World War II war, Americans turned their energies to the development of peacetime technologies.~~ ~~New technologies in communication, entertainment, and business have dramatically affected American life.~~ The period following World War II leading up to the early twenty-first century marked the "information age". New technologies in communication, entertainment, and business dramatically changed American life.	**Industries benefiting from new technologies** • Airline industry (jet engine) • Automobile industry and interstate highway system • Mining industry • Entertainment and news media industries • Exploration of space • Computer industry • Satellite systems, telecommunications ~~(pagers, cell phones, television)~~ • Internet, social media **Impact of new technologies on American life** • 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 improved the quality of life and encouraged population growth in certain areas of the country • Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games

STANDARD USII.9c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

c) ~~identifying~~ analyzing how representative citizens ~~from the time period who~~ have influenced America scientifically, culturally, academically, and economically.

Essential Understandings	Essential Knowledge
Representative citizens have contributed to and influenced America scientifically, culturally, academically, and economically.	Examples including but not limited to… ~~**Science**~~ ~~• Charles Drew: Medicine (plasma)~~ ~~• J. Robert Oppenheimer: Physics (Manhattan Project team)~~ ~~**Culture**~~ ~~• Frank Lloyd Wright: Architecture~~ ~~• Martha Graham: Dance~~ ~~**Academics**~~ ~~• Henry Louis Gates: History~~ ~~• Maya Angelou: Literature~~ ~~**Economics**~~ ~~• Bill Gates: Computer technology (Microsoft)~~ ~~• Ray Kroc: Franchising (McDonald's)~~ There have been contributions and influence of individuals during the second half of the twentieth and early twenty-first centuries who have changed America • Scientific advancements include medicine, technology, environment, and space • Cultural advancements include music, media, art, communication, technology, and architecture • Academics include contributions to a field of study • Economic advancements include banking, business, and industry

STANDARD USII.9d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

d) ~~examining~~ evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.

Essential Understandings	Essential Knowledge
American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries. Key domestic and international issues since World War II have helped to shape the United States government's relationship with its citizens and other nations.	**Foreign policy** • ~~Increase~~ Changes in terrorist activities • Varied ~~Conflicts~~ in ~~the Middle East~~ global conflicts • Changing relationships with nations **Immigration** • Changing immigration ~~patterns~~ policies ~~(e.g., Hispanic Americans, Asian Americans)~~ • More people ~~want~~ try to immigrate to the United States than are allowed by law. **Global environment** • Policies to protect the global environment • Debate over ~~Global~~ climate change • Conservation of water and other natural resources **Other issues** • Safety and security • Homeland Security Act • Energy issues (dependence on foreign oil) • World health issues (global pandemics)

History and Social Science Standards of Learning
Curriculum Framework ~~2008~~ 2015

Civics and Economics

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~, ~~The understandings are listed below the Standard of Learning statement. These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

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

~~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) formulate an informed, carefully reasoned position on a community issue;~~
~~h) select and defend positions in writing, discussion, and debate.~~

~~The various skills identified in this standard are cited, as applicable, in the "Essential Skills" columns of the charts throughout this curriculum framework, with the exception of skill "h." 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 listed above will be assessed on the test, and teachers should incorporate them into instruction throughout the year.~~

STANDARD CE.1a

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by

a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.

An artifact is an object or tool that tells us about the people from the past.

A primary source is an artifact, document, image, or other source of information that was created at the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Analyzing and interpreting includes identifying the important elements of information sources in order to make inferences and generalizations, and draw conclusions.</td><td>Use an analysis tool to analyze and interpret artifacts and primary and secondary sources.
<table>
<tr><td colspan="2">Title of Informational Source</td></tr>
<tr><td>Key Elements</td><td>Evidence</td></tr>
<tr><td>Observation: what do you see?</td><td></td></tr>
<tr><td>Source: who created the source?</td><td></td></tr>
<tr><td>Context: what is the location of time and place?</td><td></td></tr>
<tr><td>Historical Perspective: whose point of view does it represent?</td><td></td></tr>
<tr><td>Analysis: what is the source’s impact on history?</td><td></td></tr>
</table></td></tr>
</table>

STANDARD CE.1b

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;

Essential Understandings	Experiences including but not limited to…

Analysis includes identifying important trends based on demographic information and data sources.
 	
Demographic information is often used by governments and businesses in the development of policies and decisions.
	• Demographic information is presented in a variety of forms including:
	  • Election data
	  • Economic data
	  • Census data
	• Use data to determine how a current issue has changed over time and resulted in public policy actions such as immigration and civil rights
	• Determine how the role of the media changed over three different campaigns for an elected office. Analyze the political and economic trends that have influenced the media coverage.
	• Determine how the function of political institutions has changed over time due to the influence of public policy, demographics, and political ideals.
	• Examine the role of media over time and its impact on public policy.

STANDARD CE.1c

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
c) analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;

Essential Understandings	Experiences including but not limited to…
Close examination and interpretation of various data and images are essential to making informed decisions. The type of information being presented determines the organizational format.	Use a founding document; organize the information to illustrate the frequency a specific fundamental political principle is referenced. Draw conclusions and make inferences about the significance of that political principle. • Organize information to illustrate the number and location of small businesses in a city, town or county. Draw conclusions and make inferences about the reasons why those businesses are located in various areas, pinpointing specific political and economic reasons. • Chart the daily activities of the Governor of Virginia as reported by a newspaper, the executive branch Web site, or an Internet blogger. Organize the information to determine which role the governor fills most frequently.

STANDARD CE.1d

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
d) determining the accuracy and validity of information by separating fact and opinion and recognizing bias;

Essential Understandings	Experiences including but not limited to…
Not all primary and secondary sources are reliable and accurate. The context from the time period of the primary or secondary source can influence the information included. It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. Facts can be verified with evidence while opinions cannot. Bias: partiality in favor of or against one thing, person, or group compared with another.	Develop criteria or questions to evaluate a source. Consider the following for evaluating a source: • Timeliness of the information • Importance of the information • Source of the information • Reliability, truthfulness and correctness of the content • Reason the information exists Select an event or issue. Explore multiple sources that report the same event or issue. Examine the information to determine the accuracy and validity of the sources. • Presidential election • School Board election • Action taken by local district court • Legislation passed by the Virginia General Assembly • Expansion of an Internet company • Foreign acquisition of an American company • Trade agreement between the United States and another nation

STANDARD CE.1e

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
e) constructing informed, evidence-based arguments from multiple sources;

Essential Understandings	Experiences including but not limited to…

Analyzing various types of sources with multiple points of view produces an understanding of ideas, concepts, and actions of individuals or groups.
 	
Critical evaluation and analysis of multiple resources impacts knowledge formed.
 	
Constructing an informed argument involves questioning the sources.
 	
Evidence cited from multiple sources increases the validity of the argument.
	• Select an issue, and gather information from a variety of sources such as executive orders; founding documents; foreign policy; political or business Web sites; and social or political blogs to argue the costs and benefits of:
	  • local community action involving the local school board
	  • a state issue
	  • a national issue
	  • an international issue with local impact
	• Gather information from a variety of sources, assume a particular perspective from one time period, and write a newspaper opinion editorial persuading readers to adopt a chosen perspective.

STANDARD CE.1f

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
f) determining multiple cause-and-effect relationships that impact political and economic events:

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).

Relationships can have multiple causes and effects.

Determining relationships involves drawing conclusions about the causes and effects.

The relationships (interactions) between people places and ideas have an enduring influence on political and economic decision-making and events.

Diversity creates a variety of perspectives, contributions, and challenges.

Explaining includes justifying why the evidence credibly supports the claim.</td><td>

Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
Create flow charts, story boards, diagrams, or timelines to help students explore multiple causes and effects.

Example:
<table>
<tr><td colspan="3">Event: Addition of the Bill of Rights to the United States Constitution</td></tr>
<tr><th>Cause</th><th>Event</th><th>Effect</th></tr>
<tr><td>Debates between the Federalists and Anti-Federalists about the Constitution’s specific limits on government power.</td><td>Bill of Rights added to the United States Constitution</td><td>Guarantee of individual rights

Protections from state and federal infringements on individual rights</td></tr>
</table>

Determine how the choices of selected people/groups impacted United States history.

Example:
<table>
<tr><td colspan="3">Event: Election of 1920</td></tr>
<tr><th>Choice</th><th>Event</th><th>Effect</th></tr>
<tr><td>19th Amendment passed</td><td>Election of 1920</td><td>Total popular vote increased from 18.5 million to 26.8 million</td></tr>
</table>
</td></tr>
</table>

STANDARD CE.1g

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
g) taking informed action to address school, community, local, state, national, and global issues;

Essential Understandings	Experiences including but not limited to…
Taking informed action includes implementing steps to influence change. Individuals and groups can influence the actions of others. Individual and/or group actions can make a difference in the community at all levels.	Research a local, state, or national issue. Create a timeline or graphic organizer to illustrate how that issue has changed over time. Develop a plan of action that addresses the current status of the issue and its impact on the community. The plan can include but is not limited to: • The issue • Stakeholders involved • Action steps • Intended outcomes and potential impact on the community

STANDARD CE.1h

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
h) using a decision-making model to analyze, and explain the costs and benefits of a specific choice;

Essential Understandings	Experiences including but not limited to…
Decision-making models serve several purposes: • Make decisions for the future; • Better understand the choices people faced in the past; or • Analyze the outcomes of the decisions that people already made. Effective decision making requires weighing the expected costs and benefits and recommending solutions using a decision making model. Citizens manage their lives by making choices. Choices are based upon alternative that seems to be the best considering the least cost and greatest benefit.	• PACED Decision Grid: [Problem, Alternatives, Criteria, Evaluate, Decision]

Problem: Which of the following responsibilities of citizenship is most important (other than voting)?				
Criteria / **Alternatives**	Helps one with voting decisions;	Doesn't take much time;	Greatest impact;	Affects a lot of people;
Communicating with government officials				
Participating in political campaigns				
Keeping informed about current issues				
Respecting differing opinions in a diverse society				
Decision:				

• Cost-Benefit Analysis:

Should the Electoral College system be used to elect the President of the United States?			
Costs	**Level of Importance 1-5**	**Benefits**	**Level of Importance 1-5**
A candidate who has not earned a majority of the popular vote can become president.		Guarantees that states with small populations have some representation in the election process	
Discourages voter turnout with the winner-take-all scenario,		Large population states benefit because candidates make a special effort to win their electoral votes;	
Keeps third parties from having a greater influence in an election.		Winner-take-all nature gives the impression of a greater majority than the popular vote.	
Total		Total	

STANDARD CE.1i

The student will ~~develop the social studies skills~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship ~~requires, including the ability to~~ by
i) applying civic virtue and democratic principles to make collaborative decisions; and

Essential Understandings	Experiences including but not limited to…

Civic virtue is the cultivation of habits of personal living that are viewed to be important for the success of the community. Examples include but are not limited to:
• Voting
• Volunteering
• Organizing a community group
• Attending a city or school board meeting
 	
Collaboration is necessary in order to be an effective learner and citizen.
	• Promote collaboration with others both inside and outside the classroom.
	  • Socratic Seminar
	  • Two-Way Journaling
	  • Digital Media (Videoconferences, etc.)
	
	• Explore the ethical and legal issues related to the access and use of information by
	  • properly citing authors and sources used in research;
	  • validating Web sites; and
	  • reviewing written drafts so that the language and/or thoughts of another are given credit.
	
	• Peer Feedback: Provide one another with constructive feedback via the peer editing process with written assignments.
	
	• Reference Citations: Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others.

STANDARD CE.1j

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
j) defending conclusions orally and in writing to a wide range of audiences, using evidence from sources.

Essential Understandings	Experiences including but not limited to…
When presenting information in written and oral form, one must consider the purpose and point of view of the information, as well as the audience for which it is intended. Information can be acquired from various sources. Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions. Students present, listen critically, and provide evidence to support opinions by: • distinguishing between fact and opinion; • comparing and contrasting viewpoints; • presenting a convincing argument; • paraphrasing and summarizing what is heard; • using language and vocabulary appropriate to audience, topic, and purpose; and • organizing a presentation.	• Investigate the economic impact of littering in the local community. Determine the sources needed for the investigation. Develop a position about littering in the community. Gather and analyze the data. Prepare a presentation for the student government association to persuade the council to get involved and support the chosen position. • Investigate school transportation routes of the local school division. Research the past history of transportation in the local community. Determine the sources to gather information and data. Determine what issues or concerns there are for school transportation. Prepare a three-minute speech to deliver to the local school board about your concerns and offer possible solutions. • Survey campaign ads, both print and media, for candidates running for a local, state, or national office. Create a quick guide for voters to use when making decisions on Election Day. • Investigate a school issue that has a community impact. Prepare a three-minute speech to deliver to the civic league, school board, or school administration about your concerns and offer possible solutions.

STANDARD CE.2a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Fundamental political principles define and shape American constitutional government.	**Fundamental political principles** • Consent of the governed: ~~The people are the source of any and all governmental power.~~ Citizens give authority to the government in exchange for the protection of their rights. • Limited government: Government is not all-powerful and may do only those things the people have given it the power to do. • Rule of law: ~~The government and those who govern are bound by the law, as are those who are governed.~~ Rule of Law: Everyone, including government officials, must follow the law. • Democracy: In a democratic system of government, the people rule. • Representative government: In a representative system of government, the people elect public office holders to make laws and conduct government on the people's behalf.

STANDARD CE.2b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the foundations of American constitutional government by

b) ~~explaining the significance~~ examining and evaluating the impact of the Magna Carta, 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~~, and~~ on the Constitutions of Virginia and the United States, including the Bill of Rights;

Essential Understandings	Essential Knowledge

~~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.~~
 	
American constitutional government is founded on concepts articulated in earlier documents.
	Influence of earlier documents on the Constitution of the United States of America
	• The Magna Carta established for the first time the principle that everyone including the king was subject to the law, and gave Englishmen basic rights and freedoms.
	• The charters of the Virginia Company of London guaranteed the rights of Englishmen to the colonists.
	• The Virginia Declaration of Rights served as a model for the Bill of Rights of the Constitution of the United States of America.
	• The Declaration of Independence
	  • 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.~~ affirmed the idea that all people are created equal
	• The Articles of Confederation
	  • established the first form of national government for the independent states
	  • maintained that major powers resided with individual states
	  • created weak central government (e.g., no power to tax or enforce laws); led to the writing of the Constitution of the United States of America
	• The Virginia Statute for Religious Freedom stated freedom of religious beliefs and opinions.
	
	The Constitution of the United States of America, including the Bill of Rights,
	• established the structure of the United States government
	• guaranteed equality under the law with majority rule and the rights of the minority protected
	• affirmed individual worth and dignity of all people
	• protected the fundamental freedoms of religion, speech, press, assembly, and petition

STANDARD CE.2c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the foundations of American constitutional government by

c) ~~identifying~~ describing the purposes for the Constitution of the United States as stated in its Preamble ~~and evaluating how effective the statement has been through time~~; and

Essential Understandings	Essential Knowledge
The Preamble of a constitution sets forth the goals and purposes to be served by the government.	The Preamble to the Constitution of the United States of America expresses the reasons the constitution was written. **Purposes of United States government** • To form a more perfect union • To establish justice • To ensure domestic tranquility • To provide for the common defense • To promote the general welfare • To secure the blessings of liberty The Preamble to the Constitution of the United States of America begins, "We the People," thereby establishing that the power of government comes from the people.

STANDARD CE.2d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the foundations of American constitutional government by
d) ~~identifying~~ describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

Essential Understandings	Essential Knowledge

The constitutions of Virginia and the United States can be amended through processes outlined in the constitutions.
 	
The Virginia and United States constitutions have ~~has~~ been ~~rewritten~~ amended and revised several times.
	Constitution of the United States
	• The amendment process is complex.
	• To date, there are 27 amendments to the Constitution of the United States.
	• Amendment process:
	  • Proposal: action by Congress or convention of the states
	  • Ratification: by the states
	
	Constitution of Virginia
	• Amendment process:
	  • Proposal: action by General Assembly or convention of the states
	  • Ratification: by voters of Virginia

STANDARD CE.3a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
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.	The Fourteenth Amendment to the Constitution of the United States of America defines citizenship as follows: "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." **Means of obtaining citizenship** • By birth • By naturalization Immigration and naturalization, particularly in the twentieth century, have led to an increasingly diverse society. ~~To become a citizen through naturalization, a person must demonstrate knowledge of American history and principles and the ability to read, speak, and write words in ordinary usage in the English language.~~ To become a citizen through naturalization, a person must: • Be at least 18 years old • Be a legal resident of the U. S. for 3-5 or more years • Be of good moral character and be loyal to the United States • Be able to read, write, and speak basic English • Pass a Citizenship Test • Take the Oath of Citizenship at the Naturalization Ceremony

STANDARD CE.3b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
The Constitution of the United States of America establishes and protects the citizens' fundamental rights and liberties. Few rights, if any, are considered absolute.	**First Amendment freedoms** • Religion: Government may not establish an official religion, endorse an official religion, 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. ~~**Fourteenth Amendment**~~ ~~• Extends the due process protection to actions of the states~~ The Fifth and Fourteenth Amendments outline due process. **Fifth Amendment** • Protects a citizen from being held for committing a crime unless they have been charged by the police. The Fifth Amendment also guarantees due process where the state and the country have to respect a citizen's legal rights. **Fourteenth Amendment** • Declares no state may deprive persons born or naturalized in the United States equal protection of the laws

STANDARD CE.3c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
For government to be effective, citizens must fulfill their civic duties.	**Duties of citizens** Obey laws, including • Pay taxes • Serve in the armed forces, if called • Serve on a jury or as a witness in court, when summoned Citizens who choose not to fulfill these civic duties face legal consequences.

STANDARD CE.3d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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; and

Essential Understandings	Essential Knowledge
A basic responsibility of citizenship is to contribute to the common good.	Civic responsibilities are fulfilled by choice; they are voluntary. **Responsibilities of citizens** • Register and vote • Hold elective office • Communicate with government officials to influence government actions • Serve in voluntary, appointed government positions • Participate in political campaigns • Keep informed regarding current issues • Respect others' right to an equal voice in government

STANDARD CE.3e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
A democratic society requires the active participation of its citizens.	**Ways for citizens to participate in community service** ~~• Volunteer to support democratic institutions (e.g., League of Women Voters).~~ • Express concern about the welfare of the community as a whole (e.g., as related to environment, public health and safety, education). • Volunteer and 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).

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 thoughtful decision making; and
g) practicing service to the school and/or local community.

Essential Understandings	Essential Knowledge
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	**Personal traits of good citizens** • Trustworthiness and honesty • Courtesy and respect for the rights of others • Responsibility, accountability, and self-reliance • Respect for the law • Patriotism • Participation in the school and/or local community • Participation in elections as an informed voter Effective participation in civic life can include • formulating questions • analyzing information from a variety of sources • expressing a position • devising and implementing a plan • practicing thoughtful decision making in personal, financial, and civic matters (e.g., voting, civic issues)

STANDARD CE.5a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the political process at the local, state, and national levels of government by

a) describing the functions of political parties;

Essential Understandings	Essential Knowledge
Political parties play a key role in government and provide opportunities for citizens to participate in the political process.	**Functions of political parties** • Recruiting and nominating candidates • Educating the ~~electorate~~ people about campaign issues • Helping candidates win elections • Monitoring actions of officeholders

STANDARD CE.5b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the political process at the local, state, and national levels of government by

b) comparing and contrasting the similarities and differences of political parties;

Essential Understandings	Essential Knowledge
A two-party system characterizes the American political process. Although third parties rarely win elections, they can play an important role in public politics.	**Similarities between parties** • Organize to win elections • Influence public policies • Reflect both liberal and conservative views on the political spectrum • Define themselves in a way that wins majority support by appealing to the ~~political~~ center of the political spectrum **Differences between parties** • Stated in party platforms and reflected in campaigning **Third parties (ex. Green Party, Constitution Party, Libertarian Party, etc.)** • Introduce new ideas and/or press for a particular issue • Often take votes away from the two-major parties • Often revolve around a political personality (e.g., Theodore Roosevelt)

STANDARD CE.5c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Voters evaluate information presented in political campaigns to make ~~reasoned~~ informed choices among candidates. The media play an important role in the political process.	**Strategies for evaluating campaign speeches, literature, and advertisements for accuracy** • Separating fact from opinion • Detecting bias • Evaluating sources • Identifying propaganda **Mass media roles in elections** • Identifying candidates • Emphasizing selected issues • Writing editorials, creating political cartoons, publishing op-ed pieces, posting to social media and blogs • Broadcasting different points of view

STANDARD CE.5d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the political process at the local, state, and national levels of government by

d) ~~examining~~ evaluating and explaining the role of campaign contributions and costs;

Essential Understandings	Essential Knowledge
Running for political office ~~is~~ can be very expensive.	**Rising campaign costs** • 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 and Super PACs) • give issue-oriented special interest groups increased influence **Campaign finance reform** • Rising campaign costs have led to efforts to reform campaign finance laws. • Limits have been placed on the amount individuals may contribute to political candidates and campaigns; however, individuals, business, and unions can donate unlimited amounts to PACS and Super PACS (Citizen's United vs. Federal Elections Committee).

STANDARD CE.5e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the political process at the local, state, and national levels of government by

e) ~~describing~~ examining the history of and requirements for voter registration and ~~participation~~ participating in simulated local, state, and/or national elections; and

Essential Understandings	Essential Knowledge
Through legislation and constitutional amendments, different American citizens have been granted the right to vote at different times. Voting is a basic responsibility of citizenship. Voter registration is required before a citizen may vote. ~~The number of citizens who register and vote is related to how important election issues are to citizens.~~	**Legislation and constitutional amendments** • 15th Amendment • 19th Amendment • 23rd Amendment • 24th amendment • 26th Amendment • Voting Rights Act of 1965 Only citizens who register may participate in primary and general elections. **Qualifications to register to vote in Virginia** • Citizen of the United States • Resident of Virginia and precinct • At least 18 years of age by day of general election **How to register to vote in Virginia** • In person at the registrar's office~~, at the Division of Motor Vehicles, or at other designated sites~~ • By mail ~~in application~~ (application obtained from DMV, pubic libraries, state/local government offices, etc.) • ~~Register~~ Online Voter registration is closed 22 days before elections. **Factors in predicting which citizens will vote** • Education • Age • Income The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections. **Reasons why citizens fail to vote** • Lack of interest (in candidates or issues) • Failure to register • Belief that his or her vote does not count or will have no impact • No time or too busy Every vote is important. Students can participate in the democratic process by: • participating in campaigns • participating in classroom and online simulations

STANDARD CE.5f

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
The Electoral College process is used to select the president and vice president of the United States.	~~**Electoral College process**~~ ~~• A 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 densely populated states for campaigning, although candidates must pay attention to less populated states whose electoral votes may make the difference in tight elections.~~ ~~The number of electors of each state is based on the size of the state's Congressional representation, which is based on the state's population.~~ ~~The requirement for a majority vote to win in the Electoral College favors a two-party system.~~ The Electoral College casts the official vote for president and vice president. The number of electors of each state is based on each state's Congressional representation (the number of United States' Senators plus the number of Representatives in the House). **Electoral College Process** • Each political party chooses its slate of electors • After the popular vote, the electors cast their official votes • Most states have a "winner-take-all" system that awards all electors to the winning presidential candidate • Candidates need 270 electoral votes to win, which favors the two-party system The winner-take-all system leads to the targeting of densely populated states for campaigning, although candidates must pay attention to less populated states and swing states whose electoral votes may make the difference in tight elections. In most states, the party that wins the popular vote has its slate of electors cast the official vote for the president.

~~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.~~ [Moved to SOL CE.5e]

~~Essential Understandings~~	~~Essential Knowledge~~
~~All citizens can learn the importance of the individual's participation in the political process either through direct involvement in campaigns or through simulations.~~	~~Student participation in the democratic process can include~~ ~~• participating in campaigns~~ ~~• participating in classroom and online simulations.~~

STANDARD CE.6a

The student will apply social science skills to understand the American constitutional government at the national level by
a) describing the structure and powers of the national government;

Essential Understandings	Essential Knowledge
The Constitution of the United States defines the structure and powers of the national government. The powers held by government are divided between the national government in Washington, D.C., and the governments of the 50 states.	Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government. **The legislative branch** • Consists of the Congress, a bicameral legislature consisting of the House of Representatives (435 members, based upon populations of the states) and the Senate (100 members—two per state) • Makes the laws of the nation • Approves the annual budget • Confirms presidential appointments • Raises revenue through taxes and other levies • Regulates interstate and foreign trade • Declares war **The executive branch** • Headed by the president of the United States, the chief executive officer of the nation • Executes the laws of the land • Prepares the annual budget for congressional action • Appoints cabinet officers, ambassadors, and federal judges • ~~Administers the federal bureaucracy~~ Oversees executive agencies and departments **The judicial branch** • Consists of the federal courts, including the Supreme Court, the highest court in the land • The Supreme Court exercises the power of judicial review. • The federal courts try cases involving federal law and questions involving interpretation of the Constitution of the United States.

STANDARD CE.6b

The student will apply social science skills to understand 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 Knowledge

The powers of the national government are separated among the three branches of the government ~~in ways that~~ to limit any one branch from abusing its power.	**Separation of powers**
	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.
	
	Checks and balances
	Each of the three branches of the national government limits the exercise of power by the other two branches.
	
	The legislative branch
	• The Congress checks the president when legislators
	  • override presidential vetoes
	  • impeach and convict a president
	  • approve the budget
	  • approve presidential appointments
	• The Congress checks the courts when legislators
	  • confirm or refuse to confirm federal judges/justices
	  • impeach and convict judges/justices
	
	The executive branch
	• The president checks Congress when the president
	  • proposes legislation
	  • prepares an annual budget for Congress to approve
	  • call special sessions of Congress
	  • vetoes legislation Congress has passed
	• The president checks the courts when the president
	  • appoints judges/justices
	  • grants pardons and reprieves
	
	The judicial branch
	• The courts check Congress when judges/justices declare acts of Congress to be unconstitutional.
	• The courts check the president when judges/justices declare executive actions to be unconstitutional.

STANDARD CE.6c

The student will apply social science skills to understand the American constitutional government at the national level by
c) explaining and/or simulating the lawmaking process; and

Essential Understandings	Essential Knowledge
~~Officials who are elected to serve in the national legislature make laws.~~ National laws are made by Congress. ~~All citizens can learn the importance of the individual's participation in the policymaking process through direct participation and simulations.~~ Citizens learn the lawmaking process and impact public policy through direct participation and/or simulation. The lawmaking process requires collaboration and compromise.	**Legislative powers** • Expressed: Specifically listed in the Constitution of the United States • Implied: Used to carry out expressed powers **The lawmaking process in Congress** • Introducing a bill ~~by a Senator or Representative~~ in house • Working in committees • Debating the bill on the floor ~~of each house~~ • Voting on the bill ~~in each house~~ • Sending bill to the other house • Repealing the process in the "new" house • Sending the bill to the president ~~to sign into law~~ Elected officials in Congress write laws and take action in response to problems or issues. Individuals and interest groups help shape legislation. The formal powers of Congress are limited (denied powers) by the Constitution of the United States. ~~Citizens (including students) learn the importance of the legislative process through direct involvement and/or simulations.~~

STANDARD CE.6d

The student will apply social science skills to understand the American constitutional government at the national level by
d) describing the roles and powers of the executive branch.

Essential Understandings	Essential Knowledge
The executive branch plays a key role in the policymaking process. ~~Presidential power is broad in both domestic and foreign affairs,~~ Presidential power has grown in the years since the Constitution was ratified, but there are limits on what the president can and cannot do.	**Ways the executive branch influences policymaking** • ~~Proposing legislation in~~ Delivering an annual speech to Congress (State of the Union Address) • ~~Appealing directly to the people~~ Proposing legislation • Approving or vetoing legislation • Appointing officials who help carry out the laws • Issuing executive acts/orders • Appealing directly through the media and communications with citizens Cabinet departments, agencies, and regulatory groups ~~interpret and~~ execute the laws. The president exercises power as • chief of state: Ceremonial head of the government • chief executive: Head of the executive branch of government • chief legislator: Proposer of the legislative agenda • commander-in-chief: Head of the nation's armed forces • chief diplomat: ~~Architect of American foreign policy~~ American foreign policy leader • chief of party: Leader of the political party that controls the executive branch • chief citizen: Representative of all of the people ~~Presidential power has grown in the years since the Constitution was ratified.~~

STANDARD CE.7a

The student will apply social science skills to understand the American constitutional government at the state level by
a) describing the structure and powers of the state government;

Essential Understandings	Essential Knowledge
The form of government of the Commonwealth of Virginia is established by the Virginia Constitution. Legislative, executive, and judicial powers are separated at the state level of government.	The Virginia Constitution distributes power among the legislative, executive, and judicial branches of the state government. The legislative branch is the General Assembly, a bicameral legislature—the House of Delegates and the Virginia Senate—that meets annually for a fixed number of days. The executive power is exercised by the governor, who is elected for a four-year term of office. The governor appoints members of the cabinet, who oversee specific functions of government. The lieutenant governor and the attorney general are executive branch officers who are elected for a four-year term of office. The judicial power is exercised by a court system that consists of four levels of courts: • Supreme Court • Court of appeals • Circuit courts • District courts (including small claims courts and juvenile and domestic relations courts)

STANDARD CE.7b

The student will apply social science skills to understand 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 Knowledge
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. The expansion of the national government's powers into areas traditionally reserved to the states has altered the relationship of states to the national government.	The Constitution of the United States of America establishes a federal form of government in which the national government is supreme. The powers not given to the national government by the Constitution of the United States of America are reserved to the states. The Constitution of the United States of America denies certain powers to both the national and state governments. Some powers are shared between the national and state government (concurrent powers). **Primary responsibilities of each level of government** • National: Conducts foreign policy, regulates commerce, and provides for the common defense • State: Promotes public health, safety, education, and welfare Tensions exist when federal mandates require state actions without adequate funding.

STANDARD CE.7c

The student will apply social science skills to understand the American constitutional government at the state level by
c) explaining and/or simulating the lawmaking process; and

Essential Understandings	Essential Knowledge
Members of the Virginia General Assembly are elected to make state laws. ~~All citizens can learn the importance of the individual's participation in the policymaking process through direct participation and simulations.~~ Citizens learn the lawmaking process and impact public policy through direct participation and/or simulation. The lawmaking process requires collaboration and compromise.	**The lawmaking process in the Virginia General Assembly** • Introducing a bill in house • Working in committees • Debating the bill on the floor • Voting on the bill • Sending bill to the other house • Repeat process in the "new" house • Sending the bill to the governor Elected officials in the Virginia General Assembly write laws and take action in response to problems or issues. Individuals and interest groups help shape legislation. **The primary issues in the legislative process at the state level** • Education: To promote an informed and engaged citizenry (i.e., establish minimum standards for local schools) • Public health: To promote and protect the health of its citizens ~~(i.e., fund health benefits)~~ • Environment: To protect natural resources (i.e., improve water quality in the Chesapeake Bay) • State budget: To approve a biennial (two year) budget ~~prepared~~ proposed by the governor • Revenue: To levy and collect taxes

STANDARD CE.7d

The student will apply social science skills to understand 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 Knowledge
The executive branch of the Virginia state government enforces the laws and plays a key role in the policymaking process.	**Ways the executive branch influences policymaking** • Proposes biennial budget • Proposes legislation • Approves veto or line-item veto bills The governor of Virginia exercises the formal powers granted by the Virginia Constitution. In carrying out both the formal and informal powers of the office, the governor fills several roles, including • chief of state: Ceremonial head of the state government • chief legislator: Proposer of the legislative agenda • ~~chief administrator~~ • chief executive: Head of the executive branch of state government • party chief: Leader of the political party that controls the executive branch • commander-in-chief: Head of the armed forces of the Commonwealth • chief citizen: Representative of all of the Virginians Cabinet secretaries and departments, agencies, commissions, and regulatory boards • administer laws-and enforce laws • ~~enforce laws~~ • ~~regulate~~ create regulations to monitor aspects of business and the economy • provide services.

STANDARD CE.8a

The student will apply social science skills to understand the American constitutional government at the local level by
a) describing the structure and powers of the local government;

Essential Understandings	Essential Knowledge
The units of local governments in Virginia are ~~political subdivisions~~ created by the General Assembly. Local governments exercise legislative, executive, and judicial powers.	**Structure** The units of local government in Virginia are counties, towns, and cities. County • elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget • a manager may be hired by the elected legislative branch to oversee the operations of the local government • elected or appointed school board, which oversees the operation of the K–12 public schools in the county Town (incorporated) • elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget • a mayor is elected either by the voters or the town council members • a manager may be hired by the elected legislative branch to oversee the operations of the local government • located within counties and its citizens receive and pay for services from both the town and county Cities • elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget • a mayor is elected either by the voters or the city council members • a manager may be hired by the elected legislative branch to oversee the operations of the local government • elected or appointed school board, which oversees the operation of the K–12 public schools in the city Virginia local governments exercise defined and limited powers, including the power to • enforce state and local laws • promote public health • protect public safety • educate children • protect the environment • regulate land use • levy and collect taxes • In every county and city, state courts resolve judicial disputes. • The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.

STANDARD CE.8a

The student will apply social science skills to understand the American constitutional government at the local level by
a) describing the structure and powers of the local government;

Essential Understandings	Essential Knowledge
~~The units of local governments in Virginia are political subdivisions created by the General Assembly.~~	~~The units of local government in Virginia are counties, towns, and cities. Local governments exercise legislative, executive, and judicial powers.~~ ~~Each Virginia county has an elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget.~~ ~~Each Virginia county and city has an elected or appointed school board, which oversees the operation of the K–12 public schools in the county or city.~~ ~~Each Virginia incorporated town has an elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the town council members.~~ ~~Each Virginia city has an elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected either by the voters or the city council members.~~ ~~In Virginia counties, towns, and cities, a manager may be hired by the elected legislative branch to oversee the operations of the local government.~~ ~~In every Virginia locality, state 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.~~ ~~The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.~~ ~~Virginia local governments exercise defined and limited powers, including the power to~~ ~~• enforce state and local laws~~ ~~• promote public health~~ ~~• protect public safety~~ ~~• educate children~~ ~~• protect the environment~~ ~~• regulate land use~~ ~~• levy and collect taxes.~~

STANDARD CE.8b

The student will apply social science skills to understand the American constitutional government at the local level by
b) explaining the relationship of local government to the state government; and

Essential Understandings	Essential Knowledge
The authority of local governments in Virginia is derived from the state.	All powers of local governments in Virginia are given to them by the Constitution of Virginia and acts of the General Assembly. Not all counties and cities are given the same powers. Cities have charters listing their powers. Counties and cities assist in the local implementation of state laws and programs. Local government derives its funding from its ability to raise revenue in addition to money that the state provides.

STANDARD CE.8c

The student will apply social science skills to understand the American constitutional government at the local level by
c) explaining and/or simulating the lawmaking process.

Essential Understandings	Essential Knowledge
Counties, cities, and towns adopt and enforce ordinances to provide services for their residents. ~~All citizens can learn the importance of the individual's participation in the policymaking process through direct participation and simulations.~~ Citizens learn the lawmaking process and impact public policy through direct participation and/or simulation. The lawmaking process requires collaboration and compromise.	An elected board of supervisors ~~is the local legislative body in counties and~~ is responsible for passing laws (ordinances) ~~for the county~~ in counties. An elected council is the local legislative body in independent cities and incorporated towns. Individuals can have the greatest influence on the decisions made by local government officials by communicating with them about their opinions and preferences.

STANDARD CE.9a

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States 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 Knowledge
The United States has a dual court system which consists of state courts and federal courts. Federal courts have jurisdiction over federal laws. State courts have jurisdiction over state laws. The role of the judicial branch is to interpret laws.	Terms to Know • Jurisdiction: authority to hear a case • Original Jurisdiction: authority to hear a case first • Appellate Jurisdiction: authority to review a decision of a lower court • Felony: a serious crime • Misdemeanor: a smaller or less serious money? The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws. • U.S. Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction • U.S. Court of Appeals: Judges, no jury; appellate jurisdiction • U.S. District Court: Judge, with or without jury; original jurisdiction Virginia, like each of the other 49 states, has its own separate court system whose organization and jurisdiction are derived from Virginia's constitution and state laws. • Virginia Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction • Court of Appeals of Virginia: Judges, no jury; appellate jurisdiction to review decisions of circuit courts • Circuit court: Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts • General district court, and juvenile and domestic relations court: Judge, no jury; original jurisdiction for misdemeanors and civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases

STANDARD CE.9b

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
b) describing the exercise of judicial review;

Essential Understandings	Essential Knowledge
The power of judicial review is an important check on the legislative and executive branches of government.	The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the legislative and executive branches of government. This power is called "judicial review." *Marbury v. Madison* established the principle of judicial review at the national level. The Constitution of the United States of America is the supreme law of the land. State laws must conform to the Virginia and United States constitutions.

STANDARD CE.9c

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
c) comparing and contrasting civil and criminal cases; and

Essential Understandings	Essential Knowledge
Courts resolve two kinds of conflicts: civil and criminal.	**Criminal case** • 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. **Procedure for criminal cases** • A person accused of a crime may be arrested if the police have probable cause. • The case proceeds to an arraignment, a plea is entered, and an attorney may be appointed for the defendant. • The accused may be committed to jail or released on bail. • In a felony case, a preliminary hearing is conducted to see if there is probable cause. If probable cause is determined, a grand jury will determine if there is enough evidence to indict the accused. • In a misdemeanor case, there is no preliminary hearing or grand jury. A trial date is set instead. • A court date is set, and a trial is conducted. • A guilty verdict may be appealed. **Civil case** • In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation. **Procedure for civil cases** • The plaintiff files a complaint to recover damages or receive compensation. • Cases can be heard by a judge or a jury. • A ruling is issued. • Cases can be appealed.

STANDARD CE.9d

The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
d) explaining how due process protections seek to ensure justice.

Essential Understandings	Essential Knowledge
The right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States of America. Due process of law protects against unfair governmental actions and laws.	**Terms to know** • due process of law: The constitutional protection against unfair governmental actions and laws **Due process protections** • The 5th Amendment prohibits the national government from violating due process. • The 14th Amendment prohibits state and local governments from violating due process. The Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.

STANDARD CE.~~9a~~10a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
The media inform policymakers and influence public policy.	**Ways the media play an important role in setting the public agenda** • Focusing public attention on selected issues • Offering a forum in which opposing viewpoints are communicated • Holding government officials accountable to the public Government officials use the media to communicate with the public. **Strategies for evaluating media** • Separating fact from opinion • Detecting bias • Evaluating sources • Identifying propaganda

STANDARD CE.~~9b~~10b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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; and

Essential Understandings	Essential Knowledge
Individuals and interest groups influence public policy.	**Terms to know** lobbying: Seeking to influence legislators to introduce or vote for or against a bill **~~Ways i~~Individuals can influence public policy** • Participating in politics (voting, campaigning, seeking office) • ~~Expressing opinions (lobbying, demonstrating, writing letters)~~ • Joining interest groups **~~Ways~~ Individuals and interest groups influence public policy** • Identifying issues • Making political contributions • Lobbying government officials • Expressing opinions (lobbying, demonstrating, writing letters)

STANDARD CE.~~9c~~10c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Local governments may be required to formulate, adopt, and implement public policies in response to international issues and events.	International issues and events that would require policy decisions by local government officials could include the following: • Public health concerns in the event of a pandemic • Public safety in the event of an act of terrorism • Economic development policies in response to the emerging global economy • Policies to protect the environment (e.g., wildlife protection)

~~STANDARD CE.10a~~ [Moved to SOL CE.9a]

~~The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government 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 Knowledge
~~The judicial function is exercised in a dual court system, which consists of state courts and federal courts.~~	~~The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.~~ • ~~U.S. Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction~~ • ~~U.S. Court of Appeals: Judges, no jury; appellate jurisdiction~~ • ~~U.S. District Court: Judge, with or without jury; original jurisdiction~~ ~~Virginia, like each of the other 49 states, has its own separate court system whose organization and jurisdiction are derived from Virginia's constitution and state laws.~~ • ~~Virginia Supreme Court: Justices, no jury; appellate jurisdiction; limited original jurisdiction~~ • ~~Court of Appeals of Virginia: Judges, no jury; appellate jurisdiction to review decisions of circuit courts~~ • ~~Circuit court: Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts~~ • ~~General district court, and juvenile and domestic relations court: Judge, no jury; original jurisdiction for misdemeanors in civil cases generally involving lower dollar amounts and original jurisdiction in juvenile and family cases~~

~~STANDARD CE.10b~~ [Moved to SOL CE.9b]

~~The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by b) describing the exercise of judicial review.~~

~~Essential Understandings~~	~~Essential Knowledge~~
~~The power of judicial review is an important check on the legislative and executive branches of government.~~	~~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."~~ ~~*Marbury v. Madison* established the principle of judicial review at the national level.~~ ~~The Constitution of the United States of America is the supreme law of the land.~~ ~~State laws must conform to the Virginia and United States constitutions.~~

~~STANDARD CE.10c~~ [Moved to SOL CE.9c]

~~The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by c) comparing and contrasting civil and criminal cases.~~

~~Essential Understandings~~	~~Essential Knowledge~~
~~Courts resolve two kinds of legal conflicts – civil and criminal.~~	**~~Criminal case~~** • ~~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.~~ **~~Procedure for criminal cases~~** • ~~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, an attorney may be appointed for the defendant, and a plea is entered.~~ • ~~A court date is set, and a trial is conducted.~~ • ~~A guilty verdict may be appealed.~~ **~~Civil case~~** • ~~In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation.~~ **~~Procedure for civil cases~~** • ~~The plaintiff files a complaint to recover damages or receive compensation.~~ • ~~Cases can be heard by a judge or a jury.~~ • ~~Cases can be appealed.~~

~~STANDARD CE.10d~~ [Moved to SOL CE.9d]

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

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

~~Essential Understandings~~	~~Essential Knowledge~~
~~The right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States of America.~~	**~~Terms to know~~** • ~~due process of law: The constitutional protection against unfair governmental actions and laws~~ **~~Due process protections~~** • ~~The 5th Amendment prohibits the national government from acting in an unfair manner~~ • ~~The 14th Amendment prohibits state and local governments from acting in an unfair manner~~ ~~The Supreme Court has extended the guarantees of the Bill of Rights, based upon the due process clause.~~

STANDARD CE.11a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ how economic decisions are made in the marketplace by

a) ~~applying~~ explaining that because ~~the concepts~~ of scarcity, consumers, producers, and governments must make choices understanding that everyone's ~~resources,~~ choice has an opportunity cost~~, price, incentives, supply and demand,~~ [Moved to SOL CE.12a] ~~production, and consumption~~; and

Essential Understandings	Essential Knowledge
~~People make choices about how to use limited resources, decide the ownership of resources, and structure markets for the distribution of goods and services.~~ Because of scarcity, consumers, producers, and government decision-makers are forced to make choices. Whenever you make a choice you are actually making two choices. This is because whenever you choose to do one thing, you are also choosing *not* to do something else. What you choose not to do is your opportunity cost. All choices have opportunity costs.	The problem of scarcity faces all individuals and organizations, including businesses and governments. • We have unlimited wants but our resources are limited. • The goods and services we want exceed our ability to produce them. • Scarcity forces consumers, producers, and governments to make difficult choices. **Scarcity** is the inability to satisfy all wants at the same time. All resources and goods are limited. Limited goods and resources require that choices be made. **Resources** are factors of production that are used in the production of goods and services. Types of resources are natural, human, capital, and entrepreneurship. **Choice** is selection of an item or action from a set of possible alternatives. Individuals must choose or make decisions about desired goods and services because these goods and services are limited. **Opportunity cost** is what is given up when a choice is made~~—i.e., the highest valued alternative is forgone~~.. Opportunity cost is not all things given up, but the one thing that would have been chosen, i.e., the second best alternative. Individuals must consider the value of what is given up when making a choice ~~**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.~~ ~~**Incentives** are things that incite or motivate. Incentives are used to change economic behavior.~~ ~~**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.~~ **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. **Consumption** is the using of goods and services. Consumer preferences and price determine what is purchased and consumed.

STANDARD CE.11b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ how economic decisions are made in the marketplace by

b) comparing and contrasting how ~~the differences among~~ traditional, free market, command, and mixed economies decide how to allocate their limited resources.

Essential Understandings	Essential Knowledge
Every country must develop an economic system to determine how to use its limited productive resources. The key factor in determining the type of economy a country has is the extent of government involvement. The greater the amount of decision making that is left to the individual, the closer a system is to a free market system. The greater the amount of decision making that is left to a centralized authority, the closer the system is to a command system.	**The ~~three~~ basic questions of economics** • What will be produced? ~~• Who will produce it?~~ • How will it be produced? • For whom will it be produced? Each type of economy answers the three basic questions differently. ~~**Characteristics of major economic systems**~~ ~~• No country relies exclusively on markets to deal with the economic problem of scarcity.~~ **Traditional economy** • Economic decisions are based on custom and historical precedent. • People often perform the same type of work as their parents and grandparents, regardless of ability or potential. **Free market economy** • Private ownership of property/resources • Profit motive • Competition • Consumer sovereignty • Individual choice • Minimal government involvement in the economy **Command economy** • Central ownership (usually by government) of property/resources • Centrally-planned economy • Lack of consumer choice **Mixed economy** • Individuals and businesses are owners and decision makers for the private sector. • Government is owner and decision maker for the public sector. • Government's role is greater than in a free market economy and less than in a command economy. • Most economies today, including the United States, are mixed economies.

~~STANDARD 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 limited government, private property, profit, and competition~~. [Moved to SOL CE.12a]

Essential Understandings	Essential Knowledge
~~The United States economy is primarily a free market economy; but because there is some government involvement it is characterized as a mixed economy.~~ ~~Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs.~~	**~~Characteristics of the United States economy~~** • ~~Markets are generally allowed to operate without undue interference from the government. Prices are determined by supply and demand as buyers and sellers interact in the marketplace.~~ • ~~Private property: Individuals and businesses have the right to own real and 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.~~ • ~~Competition: Rivalry between producers and/or between sellers of a good or service usually results in better quality goods and services at lower prices.~~ • ~~Consumer sovereignty: Consumers determine through purchases what goods and services will be produced. Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector.~~

STANDARD CE.12a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the United States economy by

a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;

Essential Understandings	Essential Knowledge
~~There are three basic ways that businesses organize to earn profits.~~ ~~Entrepreneurs play an important role in all three types of business organizations.~~ The United States economy is primarily a free market economy; but is characterized as a mixed economy.	The United States economy has characteristics of a free market economy; but because it has some aspects of command and traditional economies it is characterized as a mixed economy. Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs. **Characteristics of the United States economy** A market exists whenever buyers and sellers exchange goods and services. • Free enterprise: Markets are generally allowed to operate without undue interference from the government. Prices are determined by supply and demand as buyers and sellers interact in the marketplace. • Private property: Individuals and businesses have the right to own real and personal property as well as the means of production without undue interference from the government. The government provides a structure to define and enforce such property rights. • Profit motive: Profit consists of earnings after all expenses have been paid. Individuals have the opportunity to create a business and earn profits. • Competition: Rivalry between producers and/or between sellers of a good or service usually results in better quality goods and services at lower prices. • Consumer sovereignty: Consumers determine through purchases what goods and services will be produced. • Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector.

STANDARD CE.12b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the United States economy by
b) describing how in a market economy supply and demand determine prices;

Essential Understandings	Essential Knowledge

Both buyers and sellers respond to price changes. When prices change, buyers change the quantity they are willing and able to buy and sellers change the quantity they are willing and able to bring to market.
 	
Neither supply nor demand alone can set the price.
	• Price
	  • determined by the interaction of supply and demand
	  • the amount of money exchanged for a good or service
	  • what and how a good/service is produced and who will consume those goods/services
	
	• Demand – The amount of a good or service that consumers are willing and able to buy at different prices during a given time period.
	  • Law of demand- Consumers will buy more of a good or service at lower prices and less at higher prices.
	  • Higher prices for a good or service provide incentives for buyers to purchase less of that good or service.
	  • Lower prices for a good or service provide incentives for buyers to purchase more of that good or service.
	
	• Supply – The amount of a good or service that producers are willing and able to offer for sale at each possible price during a given period of time.
	  • Law of Supply- Producers will produce more when they can sell at a high price and produce less at a low price.
	  • Higher prices for a good or service provide incentives for producers to make or sell more of a good or service.
	  • Lower prices for a good or service provide incentives for producers to make or sell less of a good or service.
	
	• Equilibrium price: At the point where supply and demand meet. Everyone who wants to sell at that price can sell. Everyone who wants to buy at that price can buy.

STANDARD CE.12~~a~~c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the United States economy by
~~a~~c) describing the types of business organizations and the role of entrepreneurship;

Essential Understandings	Essential Knowledge
There are three basic ways that businesses organize to earn profits. Entrepreneurs play an important role in all three types of business organizations.	**Basic types of business ownership** • 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 entity regardless of the number of owners. Owners share the profits. Owner liability is limited to the amount of their investment. **Entrepreneur** • A person who takes a risk to produce and sell goods and services in search of profit • May establish a business according to any of the three types of organizational structures Entrepreneurs increase competition by bringing new goods and services to market or delivering products in innovative ways. They often foster technological progress and economic growth.

STANDARD CE.12~~b~~d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the United States economy by
~~b~~d) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;

Essential Understandings	Essential Knowledge
Resources, goods and services, and money flow continuously among households, businesses, and markets in the United States economy.	The circular flow diagram is a way of visualizing and categorizing activity within an economy. ~~There are two exchanges going on with each transaction~~. Goods, services, and resources flow in one direction. Money flows in the opposite direction. **Economic flow (circular flow)** ~~• Individual and business saving and investment provide financial capital that can be borrowed for business expansion and increased consumption.~~ • ~~Individuals (households)~~ Consumers (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. • When consumers and businesses spend money, the income is used by households to purchase goods and services and by producers to purchase resources. • Governments use tax revenue from ~~individuals~~ consumers and businesses to provide public goods and services.

STANDARD CE.12~~c~~e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the United States economy by
~~c~~e) explaining how financial institutions channel funds from savers to borrowers; and

Essential Understandings	Essential Knowledge
~~Private financial institutions act as intermediaries between savers and borrowers that include households and business investors.~~ Private financial institutions help facilitate an exchange of money between savers and borrowers.	**Private financial institutions** • Include banks, ~~savings and loans~~, and credit unions • Receive deposits and make loans • Encourage saving and investing by paying interest on deposits • Help provide financial capital (money) to people/businesses to start or grow businesses

STANDARD CE.12~~d~~f

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the United States economy by
~~d~~f) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

Essential Understandings	Essential Knowledge
Virginia and the United States pursue international trade in order to increase wealth.	**Terms to know** global economy: Worldwide markets in which the buying and selling of goods and services by all individuals, nations, and businesses takes place **Reasons that states and nations trade** • To obtain goods and services they cannot produce or cannot 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 Virginia and the United States specialize in the production of certain goods and services, which promotes efficiency and growth. **Impact of technological innovations** • 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.

STANDARD CE.13a

The student will ~~demonstrate knowledge~~ apply social science skills to understand of the role of government in the United States economy by
a) examining competition in the marketplace;

Essential Understandings	Essential Knowledge
The government promotes and regulates marketplace competition.	**Ways the government promotes marketplace competition** • Establishing and enforcing antitrust legislation to discourage the development of monopolies • ~~Engaging in~~ Enacting policies that encourage global trade • Supporting business start-ups **Government agencies that regulate ~~business~~ and promote competition in the marketplace** • FCC (Federal Communications Commission) • ~~EPA (Environmental Protection Agency)~~ • SEC (Security Exchange Commission) • FTC (Federal Trade Commission) These agencies oversee the way individuals and companies do business.

STANDARD CE.13b

The student will ~~demonstrate knowledge~~ apply social science skills to understand the role of government in the United States economy by
b) explaining how and why government provides certain goods and services;

Essential Understandings	Essential Knowledge
Government provides certain goods and services that individuals and businesses acting alone cannot provide efficiently.	**Characteristics of most goods and services provided by government** • Provide benefits to many simultaneously • Would not likely be available if individuals had to provide them • Include such things as interstate highways, ~~postal service~~ public schools, and national defense Most economic decisions in the United States are made in the marketplace, but government also has a role in the economy - providing goods and services that markets fail to provide due to the characteristics of the good or service. **Ways governments pay for public goods and services** • Through tax revenue • Through borrowed funds • Through fees (e.g., park entrance fees) • Through fines

STANDARD CE.13c

The student will ~~demonstrate knowledge~~ apply social science skills to understand 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~~ how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;

Essential Understandings	Essential Knowledge
~~The government taxes, borrows, and spends to influence economic activity.~~ Every level of government—federal, state, and local—requires revenue to pay for goods and services provided by the government. Taxes and fees levied on individuals and businesses are the major source of this revenue. Local, state, and federal governments determine how best to use and allocate the money they collect.	In the United States, governments collect several different types of revenue or taxes from individuals and businesses. • The income tax is a main source of revenue for the federal government. • Income taxes and sales tax are key sources of revenue for state governments. • Property and sales taxes are key sources of revenue for most local governments. **Income tax:** Payments made by individuals and corporations based on income received **Sales tax**: A tax consumers pay on many items they purchase. It is a percentage of the sale price. **Property tax**: A tax levied on land and buildings. Property tax may also be levied on personal property, such as boats or cars. Federal government revenue pays for services such as national defense and homeland security, some medical expenditures (such as Medicare), payments to Social Security recipients, and interest payments on the national debt. Most state and local government revenue is spent on education, public health and welfare, road construction and repair, and public safety – including police and fire departments. ~~Government tax increases reduce the funds available for individual and business spending; tax decreases increase funds for individual and business spending.~~ ~~Increased government borrowing reduces funds available for borrowing by individuals and businesses; decreased government borrowing increases funds available for borrowing by individuals and businesses.~~ ~~Increased government spending increases demand, which may increase employment and production; decreased government spending reduces demand, which may result in a slowing of the economy.~~ ~~Increased government spending may result in higher taxes; decreased government spending may result in lower taxes.~~ ~~The 16th Amendment to the Constitution of the United States of America authorizes Congress to tax personal and business incomes.~~

STANDARD CE.13d

The student will ~~demonstrate knowledge~~ apply social science skills to understand the role of government in the United States economy by
d) explaining ~~how~~ the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;

Essential Understandings	Essential Knowledge
The Federal Reserve System is our nation's central bank.	As the central bank of the United States, the Federal Reserve System • has the duty to maintain the value of the national currency (dollar) • regulates banks to ensure the soundness of the banking system and the safety of deposits • manages the amount of money in the economy to try to keep inflation low and stable • acts as the federal government's bank The Federal Reserve System consists of a Board of Governors and 12 federal reserve banks. The chairperson is appointed by the President and approved by the Senate.

STANDARD CE.13e

The student will ~~demonstrate knowledge~~ apply social science skills to understand the role of government in the United States economy by

e) describing how governments regulate to ~~the~~ protect~~ion of~~ consumers, labor, the environment, competition in the marketplace, ~~rights~~ and property rights; and

Essential Understandings	Essential Knowledge
The United States government passes laws and creates agencies to protect consumer rights and property rights, competition in the marketplace, labor, and the environment.	~~Individuals have the right of private ownership, which is protected by negotiated contracts that are enforceable by law.~~ A property right is a legal claim of ownership. Government helps define and enforce property rights Property ownership is protected by negotiated contracts that are enforceable by law. This process helps beneficial exchanges take place. Government agencies establish regulations that protect public health and safety, and promote competition. Consumers may take legal action against violations of consumer rights. Some government agencies that protect: Consumers: • CPSC- Consumer Product Safety Commission • FDA- Food and Drug Administration Labor: • OSHA- Occupational Safety and Health Administration • EEOC- Equal Employment Opportunity Commission Environment: • EPA- Environmental Protection Agency

STANDARD CE.13f

The student will ~~demonstrate knowledge~~ apply social science skills to understand 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~~ explaining the role of government currency and analyzing the purpose of a money economy.

Essential Understandings	Essential Knowledge
~~Money is defined as anything that is generally accepted as a method of payment.~~ Money is anything that is generally accepted as a method of payment for goods and services. Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	When the United States government issues coins and currency, people accept it in exchange for goods and services because they have confidence in the government. ~~Government issues money to facilitate this exchange.~~ Money acts as a medium of exchange, making trade easier. Money acts as a store of value, making it easier to save and invest. Money acts as a measure of value, making it easier to compare the value of goods and services. The three types of money generally used in the United States are • coins • currency • deposits in bank accounts that can be accessed by checks and debit cards

STANDARD CE.14a, b, c, d, e, f

The student will ~~demonstrate knowledge of~~ apply social science skills to understand personal finance and career opportunities by

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

Essential Understandings	Essential Knowledge
An awareness of personal talents, interests, and aspirations is needed to select a career. Attitudes and behaviors that support a strong work ethic enhance career success. There is a correlation among skills, education, and income. Changes in technology influence the abilities, skills, and education needed in the work force.	Human capital refers to the combination of a person's education, knowledge, skill, experience, health, training and talent. People develop their human capital through formal and informal education. People who have invested in their own human capital have the potential to produce more, earn more and choose a career that is satisfying to them. Career planning starts with self-assessment. Employers seek employees who demonstrate the attitudes and behaviors of a strong work ethic. Higher skill and/or education levels generally lead to higher incomes. Supply and demand also influence job income. Employers seek individuals who have kept pace with technological changes by updating their skills. Technological advancements create new jobs in the workplace. Technology and information flows permit people to work across international borders. This structure creates competition from foreign workers for United States jobs but also may create opportunities for United States workers to work for companies based in other countries. 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.

History and Social Science Standards of Learning Curriculum Framework ~~2008~~ 2015

World Geography

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~, ~~The understandings are listed below the Standard of Learning statement. These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

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The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD WG.1a

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) synthesizing evidence from artifacts and primary and secondary sources to obtain ~~geographical~~ information about the world's countries, cities, and environments;

Essential Understandings	Experiences including but not limited to…
Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content. Primary and secondary sources enable one to examine evidence closely and to place it in a broader context. An artifact is an object or tool that tells us about the people from the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	Geographic information may be acquired from a variety of sources. **Informational Sources: Various factors contribute to determine whether a source is primary or secondary** • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Databases • Primary sources • Diagrams Examine and analyze information about cities, countries, regions, and environments. Use the information gathered to gain a new and deeper understanding of the inhabitants, resources, land and water usage, transportation methods, and communications. Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of the of economic development.

STANDARD WG.1b

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) ~~apply the concepts of location, scale, map projection, or orientation~~ using geographic information to determine patterns and trends to understand world regions;

Essential Understandings	Experiences including but not limited to…
Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions. Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. The physical geography of a location had a direct impact on the lives of people in world regions and how they adapted to their environment. Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction	Geographic information may be acquired from a variety of sources. Variety of sources • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Charts and Graphs • Databases • Primary sources • Diagrams • Analyze the relationship between physical and human geography. • Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends . • Examine maps of a location before and after a major conflict to discuss how the conflict impacted the social, political and economic landscape of the region. • Use maps to explain how the location of resources influences the patterns, trends and migration of the population. Five Themes of Geography • Location- defined according to its position on the earth's surface. Where is it? • Place- locations having distinctive features that give them meaning and character that differs from other locations. What is it like? • Region- a unit on the earth's surface that has unifying characteristics. How are places similar or different? • Movement- the way people, products and information move from one place to another. How do people, goods, and ideas move from one location to another? • Human-Environment Interaction- the relationship between people and their environment. How do people relate to the physical world?

~~STANDARD WG.1b~~

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~
b) ~~apply the concepts of location, scale, map projection, or orientation~~

Essential Understandings	Essential Knowledge

~~Latitude and longitude define absolute location.~~
 	
~~Relative location describes the spatial relationships between and among places.~~
 	
~~Areas can be represented using a variety of scales.~~
 	
~~The amount of detail shown on a map is dependent on the scale used.~~
 	
~~A directional indicator (e.g., compass rose) identifies map orientation.~~
 	
~~Maps, unlike the globe, distort spatial relationships.~~
	~~**Concepts**~~
	• ~~Scale~~
	• ~~Absolute location~~
	  • ~~Latitude~~
	  • ~~Longitude~~
	• ~~Relative location~~
	• ~~Orientation~~
	• ~~Map distortion~~
	• ~~Map projections~~
	  • ~~Mercator~~
	  • ~~Robinson~~
	  • ~~Polar~~

STANDARD WG.1c

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

~~c) develop and refine mental maps of world regions.~~ [Moved to SOL WG.3e] creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;

Essential Understandings	Experiences including but not limited to…
Interpretation involves the process of explaining or translating information. Interpretation begins with observation of data and then requires students to extract significant information embedded within data in order to draw conclusions.	• Interpret a variety of thematic maps to draw conclusions about a region or country. • Gather information depicting characteristics of a world region from a variety of sources to create a chart or graph depicting characteristics of the world region. • Gather information about the push and pull factors of a region. Create a chart differentiating between economic, political and social factors.

STANDARD WG.1c

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

~~c) develop and refine mental maps of world regions.~~ [Moved to SOL WG.3e] creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions.

Essential Understandings	Essential Knowledge
~~Mental maps are based on objective knowledge and subjective perceptions.~~ ~~People develop and refine their mental maps through both personal experience and learning.~~ ~~Mental maps serve as indicators of how well people know the spatial characteristics of certain places.~~	~~**Uses of mental maps**~~ ~~• Carry out daily activities (e.g., route to school, for shopping)~~ ~~• Give directions to others~~ ~~• Understand world events~~ ~~**Ways mental maps can be developed and refined**~~ ~~• 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)~~

STANDARD WG.1d

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) ~~create and compare political, physical, and thematic maps~~ evaluating sources for accuracy, credibility, bias, and propaganda;

Essential Understandings	Experiences including but not limited to…
It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. The context from the time period of the primary or secondary source can influence the information included. Facts can be verified with evidence while opinions cannot. Bias: partiality in favor of or against one thing, person, or group compared with another.	Develop criteria or questions to evaluate a source. Consider the following for evaluating a source: • Timeliness of the information • Importance of the information • Source of the information • Reliability, truthfulness and correctness of the content • Reason the information exists Select a current issue or regional concern. Explore multiple sources that report the same event, issue or concern. Examine the information to determine the accuracy and validity of the sources: • War conflict • Immigration • Environmental issues • Geographic boundaries

STANDARD WG.1d

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) ~~create and compare political, physical, and thematic maps~~ evaluating sources for accuracy, credibility, bias, and propaganda.

Essential Understandings	Essential Knowledge
~~A map is a visual representation of geographic information.~~	~~**Standard ways that maps show information**~~ ~~• Symbols~~ ~~• Color~~ ~~• Lines~~ ~~• Boundaries~~ ~~• Contours~~ ~~**Types of thematic maps**~~ ~~• Population (e.g., distribution and density)~~ ~~• Economic activity~~ ~~• Resource~~ ~~• Language~~ ~~• Ethnicity~~ ~~• Climate~~ ~~• Precipitation~~ ~~• Vegetation~~ ~~• Physical~~ ~~Political~~

STANDARD WG.1e

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) ~~analyze and explain how different cultures~~ useing maps and other visual images to ~~reflect their own interests and ambitions~~. [Moved to WG.3d] compare and contrast historical, cultural, economic, and political perspectives;

Essential Understandings	Experiences including but not limited to…

The skill of comparing and contrasting perspectives involves breaking down information and then categorizing it into similar and dissimilar pieces.	• Select an environmental issue, such as recycling, air pollution, water scarcity, etc.
	  • Gather information from a variety of sources such as executive orders; foreign policy outlines; political, business, or environmental Web sites; or social or political blogs with an environmental focus.
	  • Compare and contrast varying perspectives of the issue to gain an understanding of historical, cultural, political, and regional perspectives.
	  • The impact on the inhabitants of the region.
	  • Policies to regulate, encourage, or discontinue activities.
	• Create a post for a social media platform highlighting an issue of environmental concern or benefit.

STANDARD WG.1e

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) ~~analyze and explain how different cultures~~ useing maps and other visual images to ~~reflect their own interests and ambitions~~. [Moved to WG.3d] compare and contrast historical, cultural, economic, and political perspectives.

Essential Understandings	Essential Knowledge
~~Maps and other visual images reflect changes over time.~~	**~~Knowledge~~** • ~~Map of Columbus's time~~ • ~~Map of the world today~~ • ~~GIS (Geographic Information Systems)~~ **~~Place names~~** • ~~Formosa, Taiwan, Republic of China~~ • ~~Palestine, Israel, West Bank, Gaza~~ **~~Boundaries~~** • ~~Africa: In 1914; in the 1990s~~ • ~~Europe: Before World War II; after World War II; since 1990~~ • ~~Russia and the former Soviet Union~~ • ~~Middle East: Before 1948; after 1967~~ **~~Perspectives of place names~~** • ~~Arabian Gulf vs. Persian Gulf~~ • ~~Sea of Japan vs. East Sea~~ • ~~Middle East vs. North Africa and Southwest Asia~~ **~~Disputed areas~~** • ~~Korea~~ • ~~Western Sahara~~ • ~~Former Yugoslavia~~ ~~Kashmir~~

STANDARD WG.1f

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) explaining indirect cause-and-effect relationships to understand geospatial connections.

Essential Understandings	Experiences including but not limited to…

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can be multiple causes and effects.
 	
An indirect cause-and-effect relationship usually takes time to establish. They are many times unforeseen, unplanned, or connected to the main causes and effects.
 	
Explaining includes justifying why the evidence credibly supports the claim.
 	
Diversity creates a variety of perspectives, contributions, and challenges.
	• A process for explaining indirect cause-and-effect relationships:
	  • Choose an established effect and brainstorm causes.
	  • Categorize the causes into direct or indirect causes.
	  • Describe direct and indirect items separately.
	  • Compare and contrast direct and indirect causes.
	  • Identify the most important difference between the direct and indirect causes.
	  • Draw conclusions about the impact on people, places, and events
	  • Discuss, defend, and refine conclusions.
	• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structures of:
	  • a region
	  • standard of living/quality of life
	  • developing/developed countries
	• Create flow charts, story boards, and timelines to help students explore multiple causes and effects.
	• Determine how the choices of selected people/groups impact:
	  • a region
	  • standard of living/quality of life
	  • developing/developed countries
	• Examine both intended and unintended consequences of an event:
	  • What was the context for the event to take place?
	  • What actions were taken?
	  • What was the result of these actions?

STANDARD WG.1g

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) analyzing multiple connections across time and place;

Essential Understandings	Experiences including but not limited to…

Analyzing includes identifying the important elements of a topic.
 	
Analytical thinking is further strengthened when connections are made between two or more topics.
	• Research a regional issue. Create a timeline or graphic organizer to illustrate how that issue has changed over time. Organize significant historical events and people that have influenced the issue. Issues may include:
	  • Movement
	  • Region
	  • Human environment
	  • Interactions
	  • Location and place
	• Identify how cultures change to reflect:
	  • Advancements
	  • Conflicts
	  • Diversity
	  • Movements and migrations
	  • Human environment interactions

STANDARD WG.1h

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

Essential Understandings	Experiences including but not limited to…
Decision-making models serve several purposes: • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. Decision making- involves determining relevant and irrelevant information. Effective decision-making models: • compare the expected costs and benefits of alternative choices; • identify the costs and benefits of specific choices made. Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.	• PACED Decision Grid: [Problem, Alternatives, Criteria, Evaluate, Decision]

Problem: Rural Brazilian residents making a choice to migrate			
Criteria / Alternatives	Income	Family impact	Transportation
Remain in the countryside			
Move to mega cities			
Remain in the countryside and commute to mega cities			
Decision:			

• Cost-Benefit Analysis:

What are the consequences of ethanol fuel subsidies?	
BEFORE THE CHOICE WAS MADE	
Expected costs	Expected benefits
higher monetary costs.	lower carbon dioxide emissions.
AFTER THE CHOICE WAS MADE - OUTCOME	
Unintended Consequences	Intended Consequences
Since ethanol is made from corn (in the U.S.), using it for fuel increased food prices, especially food for livestock. Furthermore, using more resources to grow corn leads to negative consequences for the environment, such as soil erosion, deforestation, and loss of biodiversity.	In Brazil and the United States, gasoline for cars now typically contains a certain percentage of ethanol. This decreases the emission of carbon dioxide from motor vehicles
Decision	

STANDARD WG.1i

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and

Essential Understandings	Experiences including but not limited to…

Plagiarism is the unauthorized use or theft of intellectual property.
 	
There are consequences of plagiarism according to the guidelines established by local school divisions and the law.
	• Promote collaboration with others both inside and outside the classroom.
	  • Socratic Seminar
	  • Two-Way Journaling
	  • Digital Media (Videoconferences, etc.)
	
	• Explore the ethical and legal issues related to the access and use of information by
	  • properly citing authors and sources used in research;
	  • validating Web sites; and
	  • reviewing written drafts so that the language and/or thoughts of another are given credit.
	
	• Peer Feedback: Provide one another with constructive feedback via the peer editing process with written assignments.
	
	• Reference Citations: Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others.

STANDARD WG.1i

The student will ~~use maps, globes, satellite images, photographs, or diagrams to~~ demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
i) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to…
Experiences in the classroom provide opportunities for students to read, think, speak, listen and write about social science content. The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions. The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating. Students take more ownership over investigating and researching when able to choose the type of product to produce. Student inquiry drives the design process. Specifically students: • Formulate a question to investigate; • Create a goal/hypothesis; • Conduct research and collaborate with teacher and peers; • Revisit and revise goal/hypothesis, if necessary; • Create product; and • Write a reflection on the process involved to arrive at product.	• Write a college admission essay for an archaeology program. Provide details in the essay about a specific region of interest. Discuss how the practice of archaeology has changed over time. • Create an online video presentation describing the interactions of humans with weather within a specific region at a specific point in time. • Create a gallery exhibit for the National Gallery of Art that illustrates the geography of a specific region at a specific point in time. Make recommendations of artifacts, documents, or displays to include. Provide a justification for each item. • Write a letter of support on behalf of the United States for a U.S. Ambassador of a region in turmoil due to movement and increases in the refugee population. The letter should acknowledge the social, political, economic and geographic conditions of the region, how the region has been impacted by the recent population increase, and the support the United States would be willing to provide. • Use interactive maps and satellite/aerial imagery of a region to write a proposal for a clean water organization working to provide clean water to residents of an impoverished region. The proposal should highlight the rights and responsibilities of the citizens and changes the region has experienced over time that have impacted the region's clean water.

STANDARD WG.2a

The student will analyze how ~~selected~~ physical and ecological processes shape ~~the~~ Earth's surface by
a) ~~identifying~~ explaining regional climatic patterns and weather phenomena and their effects on people and places;

Essential Understandings	Essential Knowledge
Climate is defined by certain characteristics. Climate patterns result from the interplay of common elements. Climatic regions have distinctive vegetation. Certain weather phenomena are unique to specific regions. Climate and weather phenomena affect how people live in different regions.	**Climatic characteristics** • Temperature • Precipitation • Seasons (hot/cold, wet/dry) **Climatic elements** • Influence of latitude • Influence of winds • Influence of elevation • Proximity to water • Influence of ocean currents **World climatic regions** • 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, icecap) **Vegetation regions** • Rain forest • Savanna • Desert • Steppe • Middle latitude forests • Taiga • Tundra

STANDARD WG.2a (continued)

The student will analyze how ~~selected~~ physical and ecological processes shape ~~the~~ Earth's surface by
a) ~~identifying~~ explaining regional climatic patterns and weather phenomena and their effects on people and places;

Essential Understandings	Essential Knowledge
	Weather phenomena • Monsoons: South and Southeast Asia • Typhoons: Western Pacific Ocean • Hurricanes: Atlantic Ocean and Eastern Pacific Ocean • Tornadoes: United States **Climate has an effect on** • 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; and

Essential Understandings	Essential Knowledge

Physical and ecological processes shape the Earth's surface.
 	
Humans both influence and are influenced by their environment.
	Physical and ecological processes
	• Earthquakes
	• Floods
	• Volcanic eruptions
	• Erosion
	• Deposition
	
	Human impact on environment
	• Water diversion/management
	  • Aral Sea
	  • Colorado River
	  • Dams: (e.g., Aswan High Dam, Three Gorges Dam, Itaipu Dam)
	  • Canals
	  • Reservoirs
	  • Irrigation
	• Landscape changes
	  • Agricultural terracing (e.g., in China, Southeast Asia)
	  • Polders (e.g., in The Netherlands)
	  • Deforestation (e.g., in Nepal, Brazil, Malaysia)
	  • Desertification (e.g., in Africa, Asia)
	• Environmental changes
	  • Acid rain (e.g., forests in Germany, Scandinavia, China, Eastern North America)
	  • Pollution (e.g., in Mexico City, Chernobyl; oil spills)
	  • Potential climate change including changes in sea level, temperature, and weather patterns,

STANDARD WG.2c

The student will analyze how ~~selected~~ physical and ecological processes shape ~~the~~ Earth's surface by
c) explaining how technology affects one's ability to modify the environment and adapt to the environment ~~it~~.

Essential Understandings	Essential Knowledge
Technology has expanded people's ability to modify and adapt to their physical environment.	**Influence of technology** • Agriculture (e.g., fertilizers, mechanization) • Energy usage (e.g., fossil fuels, nuclear, hydroelectric, wind, solar) • Transportation (e.g., road building, railways, suburbs, mass/rapid transit, airport expansion) • ~~Automobiles (e.g., parking lots, suburbs)~~ • ~~Airplanes (e.g., airport expansion, noise~~) **Environmental impact on humans** • Settlement patterns • Housing materials • Agricultural activity • Types of recreation • ~~Transportation patterns~~ Transportation patterns – Need for disaster planning

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 Knowledge

Regions are areas of Earth's surface that share unifying characteristics.
 	
Regions may be defined by physical or cultural characteristics.
 	
Regional labels may reflect changes in people's perceptions.
	Regions are used to simplify study and understanding of the world.
	
	Physical regions
	• Sahara
	• Taiga
	• Rain forest
	• Great Plains
	• Low Countries (Belgium, Netherlands, and Luxembourg)
	
	Examples of Cultural regions
	• Language
	  • Latin America
	  • Francophone world
	• Ethnic
	  • Chinatowns
	  • Kurdistan
	  • Arab
	• Religion
	  • Islam
	  • Buddhism
	  • Roman Catholic
	• Economic
	  • Wheat Belts
	  • European Union (EU)
	• Political
	  • North Atlantic Treaty Organization (NATO)
	  • African Union (AU)
	
	Regional labels reflecting changes in perceptions
	• Middle East
	• Sun Belt
	• Rust Belt

STANDARD WG.3b

The student will apply the concept of a region by
b) ~~explaining~~ describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;

Essential Understandings	Essential Knowledge

Regional landscapes are influenced by climate and underlying geology.
 	
Regional landscapes are influenced by the cultural, ~~economic~~, and political characteristics of their inhabitants.
 	
Regional landscapes are impacted by human/environmental interactions.
	Physical characteristics
	~~• Climate affects types of natural vegetation.~~
	• Landforms affect transportation, population distribution, and the locations of cities.
	• Water features and mountains act as natural political boundaries (e.g., Rio Grande, Pyrenees)
	
	Cultural characteristics
	• Architectural structures
	  • Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)
	  • Dwellings/Housing ~~(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~~
	  ~~• 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~~
	(Moved to the relevant culture region)
	
	Human interactions with environment (Moved from SOL WG.4)
	• Deforestation: Amazon Basin, Nepal, Malaysia
	• Acid rain: Black Forest
	• Decreased soil fertility: Aswan High Dam
	• Desertification: Africa and Asia

STANDARD WG.3b (continued)

The student will apply the concept of a region by
b) ~~explaining~~ describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;

Essential Understandings	Essential Knowledge

Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.	**Impact of physical elements**
	• Example: Major bodies of water
	  • Rio Grande: Forms boundary
	  • Ob River: Flows northward into Arctic Ocean
	  • Zambezi River: Provides water power
	  • Ganges and Brahmaputra rivers: Are flood hazards
	• Example: Mountains
	  • Rocky Mountains: Create rain shadows on leeward slopes
	  • Himalayas: Block moisture, creating steppes and deserts in Central Asia

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 Knowledge
Cultural difference and similarities can link or divide regions. People closely identify with the cultural characteristics of their region of origin.	**Language** • Arab world: Arabic • Hispanic America: Spanish • Brazil: Portuguese • Canada: French and English • Switzerland: Multiple languages • English: International language **Ethnic heritage** • Former Yugoslavia: Serbs, Croats, Bosnians, Albanians • Burundi and Rwanda: Hutus and Tutsis • United States, Switzerland: Multiple ethnicities united in one country • Korea, Japan: Predominantly single ethnicity • Cyprus: Greeks and Turks **Religion as a unifying force** • Hinduism • Buddhism • Judaism • Christianity • Islam **Religion as a divisive force** • 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 • Conflicts between Sunni and Shi'a

STANDARD WG.3d

The student will apply the concept of a region by

d) explaining how different cultures use maps and place names to reflect their regional perspectives; and [Moved from SOL WG.1e]

Essential Understandings	Essential Knowledge
Maps and other visual images reflect changes in perspective over time. People use maps to illustrate their perspective of the world.	**Knowledge** • Map of Columbus's time • Map of the world today • GIS (Geographic Information Systems) **Perspectives of the world** • Australians putting the South Pole at the top of the map • Asian maps centered on the Pacific Ocean • European and American maps centered on the Atlantic Ocean **Place names** • Taiwan, Republic of China • Palestine, Israel, West Bank, Gaza • Arabian Gulf vs. Persian Gulf • Sea of Japan vs. East Sea • Middle East vs. North Africa and Southwest Asia **Boundaries** • Africa: In 1914; in present day after independence in late 20th century • Europe: Before World War II; after World War II; since 1990 • Russia and the former Soviet Union • Middle East: Before 1948; after 1967 ~~**Disputed areas**~~ **(Moved to relevant culture region)** • ~~Korea~~ • ~~Western Sahara~~ • ~~Former Yugoslavia~~ • ~~Kashmir~~

STANDARD WG.3e

The student will apply the concept of a region by

e) developing and refining mental maps of world regions. [Moved from SOL WG.1c]

Essential Understandings	Essential Knowledge
Mental maps are based on objective knowledge and subjective perceptions. They help us carry out daily activities, give directions to others, and understand world events. People develop and refine their mental maps through both personal experience and learning. Mental maps serve as indicators of how well people know the spatial characteristics of certain places.	Mental maps: an individual's internalized representation of aspects of Earth's surface. **Ways mental maps can be developed and refined** • 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)

STANDARD WG.4a

The student will apply social science skills to evaluate the significance of natural, human, and capital resources by
a) comparing the distribution of major natural resources throughout world regions. [Moved from SOL WG.7a]

Essential Understandings	Essential Knowledge
Economic activity can be classified as primary, secondary, tertiary, or quaternary. Natural materials become resources if and when they become useful to humans. Natural, human, and capital resources influence human activity in regions. Resources are not distributed equally.	**Natural resources** • Renewable: Soil, water, forests • Nonrenewable: Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite) **Human resources** • Level of education • Skilled and unskilled laborers • Entrepreneurial and managerial abilities **Capital resources** • Availability of money for investment • Level of infrastructure • Availability and use of tools, machines, and technologies **Levels of economic activity** • Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining) • Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills) • Tertiary: Services (e.g., transportation, retail trade, information technology services) • Quaternary: Service sector concerned with collection, processing, and manipulation of information and capital (e.g., finance, administration, insurance, legal services) **Effects of unequal distribution of resources** • Interdependence of nations, trading in goods, services, and capital resources • Uneven economic development; dependence on outside assistance • Energy producers and consumers • Imperialism/Colonialism • Conflict over control of resources **Natural resources determine economic activity.** – fertile soil and availability of water lead to agriculture – natural resources and availability of human resources lead to industry Students should connect the availability of natural resources with the economic activities for each culture region.

STANDARD WG.4b

The student will apply social science skills to evaluate the significance of natural, human, and capital resources by
b) showing the influence of resources on patterns of economic activity and land use; and [Moved from SOL WG.7a]

Essential Understandings	Essential Knowledge
The location of resources influences economic activity and patterns of land use.	**Patterns of land use** • Economic activities that require extensive areas of land (e.g., commercial agriculture) vs. those that require a limited areas (e.g., subsistence farming) • Land uses that are compatible with each other (open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential)

STANDARD WG.4c

The student will apply social science skills to evaluate the significance of natural, human, and capital resources by
c) evaluating perspectives regarding the use of resources. [Moved from SOL WG.7b]

Essential Understandings	Essential Knowledge
The value of resources has changed over time. Technology has a great impact on the availability and the value of resources.	**Changes in use of energy resources and technology over time** • Wood (deforestation) • Coal (pollution, mining problems, competition with oil and gas) • Petroleum (transportation, environmental considerations) • Nuclear (contamination, waste) • Solar, wind (cost, aesthetics)

~~STANDARD WG.4~~

~~The student will locate and analyze~~ ~~physical, economic, and cultural characteristics of world regions: Latin America~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Essential Understandings~~	~~Essential Knowledge~~

~~The development of a region is influenced by many factors, including physical, economic, and cultural characteristics.~~
 	
~~The interaction of humans with their environment affects the development of a region.~~
 	
~~Different criteria may be used to determine a country's relative importance.~~
 	
~~Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.~~ **[Moved to SOL WG.3b]**
	~~(See charts on the following 11 pages for specific information concerning physical, economic, and cultural characteristics of world regions.)~~
	
	~~Human interaction with environment~~ [Moved to SOL WG.3b]
	• ~~Deforestation: Amazon Basin, Nepal, Malaysia~~
	• ~~Acid rain: Black Forest~~
	• ~~Decreased soil fertility: Aswan High Dam~~
	
	~~Criteria for determining relative importance~~ [Moved to WG.
	• ~~GDP (Gross Domestic Product)~~
	• ~~Land size~~
	• ~~Population size~~
	• ~~Resources~~
	
	~~Impact of physical elements~~ [Moved to SOL WG.3b]
	• ~~Example: Major bodies of water~~
	  • ~~Rio Grande: Forms boundary~~
	  • ~~Ob River: Flows northward into Arctic Ocean~~
	  • ~~Zambezi River: Provides water power~~
	  • ~~Ganges and Brahmaputra rivers: Are flood hazards~~
	• ~~Example: Mountains~~
	  • ~~Rocky Mountains: Create rain shadows on leeward slopes~~
	~~Himalayas: Block moisture, creating 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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~

~~**Latin America and the Caribbean**~~
• ~~Mexico and Central America~~
  • ~~Mexico~~
  • ~~Belize~~
  • ~~Guatemala~~
  • ~~El Salvador~~
  • ~~Honduras~~
  • ~~Nicaragua~~
  • ~~Costa Rica~~
  • ~~Panama~~
• ~~South America~~
  • ~~Colombia~~
  • ~~Venezuela~~
  • ~~Guyana~~
  • ~~Suriname~~
  • ~~French Guiana~~
  • ~~Ecuador~~
  • ~~Peru~~
  • ~~Bolivia~~
  • ~~Brazil~~
  • ~~Paraguay~~
  • ~~Argentina~~
  • ~~Uruguay~~
  • ~~Chile~~
• ~~Caribbean~~
  • ~~Cuba~~
  • ~~Haiti~~
  • ~~Jamaica~~
  • ~~Dominican Republic~~
  • ~~Puerto Rico (U.S.)~~
	~~**Latin America and the Caribbean**~~
	• ~~Major mountain ranges: Andes, Sierra Madres~~
	• ~~Wildlife migration patterns (e.g., Monarch butterflies)~~
	• ~~Rain forests~~
	• ~~Coastal desert: Atacama~~
	• ~~Reversed seasons south of the equator~~
	• ~~Amazon River Basin~~
	• ~~Grasslands: *pampas, llanos*~~
	• ~~Tropical climates predominate.~~
	• ~~Volcanoes and earthquakes~~
	• ~~Archipelagoes~~
	• ~~Vertical zonation *(tierra caliente, tierra templada, tierra fria)*~~
		~~**Latin America and the Caribbean**~~
		• ~~Diverse economies~~
		• ~~Subsistence farming~~
		• ~~Plantation agriculture~~
		• ~~Slash-and-burn agriculture~~
		• ~~Cash crops and food crops~~
		• ~~Haciendas~~
		• ~~Cattle ranges, gauchos~~
		• ~~Deforestation~~
		• ~~Destruction of rain forests~~
		• ~~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)~~
			~~**Latin America and the Caribbean**~~
			• ~~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~~
			
			~~***Cultural heritage***~~
			• ~~Music: African influences, calypso, steel drum bands, reggae~~
			• ~~Traditional dances~~
			• ~~Spanish, Portuguese languages~~
			
			~~***Cultural landscape***~~
			• ~~Pyramids, cathedrals~~
			• ~~Haciendas, *ejidos* (communal land)~~
			• ~~Machu Picchu~~
			• ~~Tikal~~
			
			~~***Cities as centers of culture and trade***~~
			• ~~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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~

~~**Europe**~~
~~Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)~~
• ~~GDP~~
  • ~~Norway~~
  • ~~Switzerland~~
  • ~~Luxembourg~~
• ~~Land size~~
  • ~~Ukraine~~
  • ~~France~~
  • ~~Spain~~
• ~~Population~~
  • ~~Germany~~
  • ~~United Kingdom~~
  • ~~Italy~~
  • ~~France~~
	~~**Europe**~~
	~~Part of large landmass called Eurasia~~
	• ~~Peninsulas~~
	  • ~~Iberian~~
	  • ~~Italian~~
	  • ~~Scandinavian~~
	  • ~~Jutland~~
	  • ~~Balkan~~
	• ~~Islands~~
	  • ~~Great Britain~~
	  • ~~Ireland~~
	  • ~~Sicily~~
	  • ~~Iceland~~
	• ~~Fjords~~
	• ~~Mountains~~
	  • ~~Alps~~
	  • ~~Pyrenees~~
	• ~~North European plain~~
	• ~~Rivers~~
	  • ~~Danube~~
	  • ~~Rhine~~
	  • ~~Seine~~
	  • ~~Volga~~
	• ~~Seas~~
	  • ~~Adriatic~~
	  • ~~Aegean~~
	  • ~~Mediterranean~~
	  • ~~Baltic~~
	  • ~~Black~~
	  • ~~North~~
	• ~~Oceans~~
	  • ~~Atlantic~~
	  • ~~Arctic~~
		~~**Europe**~~
		• ~~Mountain regions: Tourism, recreation, mineral resources~~
		• ~~Areas threatened by air and water pollution~~
		  • ~~Forests (Black Forest)~~
		  • ~~Cities (Venice)~~
		  • ~~Rivers (Rhine, Danube, Seine)~~
		• ~~Development of industrial and transportation centers near mineral deposits (e.g., coal and iron ore)~~
		  • ~~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 (*chernozem*)~~
		• ~~Well-developed infrastructure~~
		• ~~The Chunnel~~
		• ~~Differences in Western and Eastern European industrial development due to differing economic systems in prior years~~
		• ~~European Union~~
		• ~~Trade important; interdependence~~
		• ~~Large role of government in some economies (Sweden, Denmark)~~
			~~**Europe**~~
			• ~~Birthplace of Industrial Revolution~~
			• ~~Many ethnic groups with different languages, religions, customs~~
			• ~~Sporadic conflict among groups (wars, revolutions)~~
			• ~~Birthplace of western culture: 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)~~
			
			~~***Cultural landscape***~~
			• ~~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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~

	~~**Europe (continued)**~~
	• ~~Strait of Gibraltar~~
	• ~~Varied climate regions: Tundra to Mediterranean~~
	• ~~Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates~~
		~~**Europe (continued)**~~
		• ~~Replacement of communism with capitalism in Eastern Europe~~
		• ~~Reclaimed land: Polders in The Netherlands~~
		• ~~Demographics typical of developed economies~~
		  • ~~High per capita GDP~~
		  • ~~High life expectancy~~
		  • ~~Low population growth rate~~
		  • ~~Low infant mortality rate~~
		  • ~~Small percentage of population under age 15~~
		  • ~~High literacy rate~~
		[Moved to WG.14b]
			~~**Europe (continued)**~~
			~~***Cities as centers of culture and trade***~~
			• ~~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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~

~~United States and Canada~~
• ~~United States~~
• ~~Canada~~
	~~United States and Canada~~
	• ~~Abundant natural resources~~
	• ~~Continental Divide~~
	• ~~Rivers~~
	  • ~~Mississippi~~
	  • ~~St. Lawrence~~
	  • ~~Colorado~~
	  • ~~Columbia~~
	  • ~~Rio Grande~~
	• ~~Other water features~~
	  • ~~Gulf of Mexico~~
	  • ~~Great Lakes~~
	  • ~~Arctic Ocean~~
	  • ~~Pacific Ocean~~
	  • ~~Atlantic Ocean~~
	  • ~~Hudson Bay~~
	• ~~Land forms~~
	  • ~~Appalachian Mountains~~
	  • ~~Pacific Coastal Ranges~~
	  • ~~Basin and Range~~
	  • ~~Rocky Mountains~~
	  • ~~Great Plains~~
	  • ~~Interior lowlands~~
	  • ~~Atlantic and Gulf Coastal Plains~~
	  • ~~Canadian Shield~~
	  • ~~Grand Canyon~~
	  • ~~Columbia Plateau~~
	  • ~~Colorado Plateau~~
	• ~~Varied climatic regions: Ranging from tundra in Alaska to tropical wet in Hawaii~~
		~~United States and Canada~~
		• ~~Major exporters of technology, 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)~~
			~~United States and Canada~~
			• ~~Colonized by the Europeans~~
			• ~~Multicultural societies~~
			• ~~Increasingly diverse populations~~
			• ~~High literacy rate~~
			• ~~High standards 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)~~
			
			~~*Cultural landscape*~~
			• ~~U.S. Capitol~~
			• ~~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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~
			~~**United States and Canada (continued)**~~ ~~***Cities as centers of culture and trade***~~ • ~~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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~

~~**North Africa and Southwest Asia (Middle East)**~~
~~Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)~~
• ~~GDP~~
  • ~~Kuwait~~
  • ~~United Arab Emirates~~
  • ~~Qatar~~
  • ~~Israel~~
• ~~Land size~~
  • ~~Algeria~~
  • ~~Saudi Arabia~~
  • ~~Libya~~
• ~~Population~~
  • ~~Iran~~
  • ~~Turkey~~
  • ~~Egypt~~
	~~**North Africa and Southwest Asia (Middle East)**~~
	• ~~Crossroads of Europe, Africa, and Asia~~
	• ~~Desert and semiarid climates: Sahara, *sahel*, steppes~~
	• ~~Mountains~~
	  • ~~Atlas~~
	  • ~~Taurus~~
	  • ~~Zagros~~
	• ~~Water features~~
	  • ~~Mediterranean Sea~~
	  • ~~Red Sea~~
	  • ~~Black Sea~~
	  • ~~Arabian Sea~~
	  • ~~Persian/Arabian Gulf~~
	  • ~~Strait of Hormuz~~
	  • ~~Bosporus Strait~~
	  • ~~Dardanelles Strait~~
	  • ~~Nile River~~
	  • ~~Tigris River~~
	  • ~~Euphrates River~~
	  • ~~Jordan River~~
	• ~~Seasonal flooding, alluvial soils, delta regions, oases, wadis~~
		~~**North Africa and Southwest Asia (Middle East)**~~
		• ~~Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)~~
		• ~~Major producer of world's oil~~
		• ~~Oil revenues: Positive and negative effects~~
		• ~~Water: The region's most precious resource~~
		• ~~Great variation in standards of living, ranging from very 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 incomes and levels of development~~
		• ~~Contemporary trade routes (sea lanes)~~
		• ~~Organization of Petroleum Exporting Countries (OPEC)~~
			~~**North Africa and Southwest Asia (Middle East)**~~
			• ~~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)~~
			
			~~***Cultural landscape***~~
			• ~~Mosques, minarets~~
			• ~~Church of the Holy Sepulcher~~
			• ~~Hagia Sophia~~
			• ~~Bazaars, *suqs*~~
			• ~~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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~
			~~**North Africa and Southwest Asia (Middle East) (continued)**~~ ~~***Cities as centers of culture and trade***~~ • ~~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~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~

~~**Sub-Saharan Africa**~~
~~Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)~~
• ~~GDP~~
  • ~~South Africa~~
  • ~~Gabon~~
  • ~~Botswana~~
• ~~Land size~~
  • ~~Democratic Republic of Congo~~
  • ~~Sudan~~
  • ~~Chad~~
  • ~~Mozambique~~
  • ~~Madagascar~~
• ~~Population~~
  • ~~Nigeria~~
  • ~~Ethiopia~~
  • ~~Democratic Republic of Congo~~
  • ~~South Africa~~
  • ~~Tanzania~~
  • ~~Kenya~~
	~~**Sub-Saharan Africa**~~
	• ~~Continent composed of a huge plateau, escarpments~~
	• ~~River transportation impeded by waterfalls and rapids~~
	• ~~Location of equator through middle of region; similar climatic patterns north and south of the equator~~
	• ~~Smooth coastline; few harbors~~
	• ~~Large number of landlocked countries~~
	• ~~Storehouse of mineral wealth~~
	• ~~Limited fertility of rain forest soils~~
	• ~~Kalahari and Namib Deserts~~
	• ~~Bodies of water~~
	  • ~~Nile River~~
	  • ~~Zambezi River~~
	  • ~~Niger River~~
	  • ~~Congo River~~
	  • ~~Atlantic Ocean~~
	  • ~~Indian Ocean~~
	  • ~~Red Sea~~
	  • ~~Lake Victoria~~
	  • ~~Lake Tanganyika~~
	• ~~Nature preserves and national parks~~
		~~**Sub-Saharan Africa**~~
		• ~~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 countries~~
		• ~~Substantial mineral wealth (diamonds, gold and other metals)~~
		• ~~Major exporters of raw materials~~
		• ~~Wide range of per capita incomes~~
		• ~~Productivity that lags behind population growth~~
		• ~~Desertification~~
		• ~~Demographics typical of developing economies~~
		  • ~~Low per capita GDP~~
		  • ~~Low life expectancy~~
		  • ~~High population growth rate~~
		  • ~~High infant mortality rate~~
		  • ~~Large percentage of population under age 15~~
		  • ~~Low literacy rate~~
		[Moved to WG.14b]
			~~**Sub-Saharan Africa**~~
			• ~~Uneven population distribution~~
			• ~~Many ethnic groups, languages, customs~~
			• ~~Large numbers of refugees~~
			• ~~Knowledge of history through oral tradition~~
			• ~~Country names related to historical empires: Mali, Ghana, Zimbabwe~~
			
			~~***Cultural heritage***~~
			• ~~Masks~~
			• ~~Sculpture~~
			• ~~Dance~~
			• ~~Music~~
			• ~~Colorful dress~~
			• ~~Jewelry~~
			
			~~***Cultural landscape***~~
			• ~~Markets~~
			• ~~Churches~~
			• ~~Mosques, minarets~~
			• ~~Villages~~
			• ~~Modern city cores~~
			
			~~***Cities as centers of culture and trade***~~
			• ~~Lagos~~
			• ~~Dakar~~
			• ~~Johannesburg~~

STANDARD WG.4 (continued)

~~The student will locate and analyze~~ ~~physical, economic, and cultural characteristics of world regions: Latin America~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~
~~**Russia and Central Asia**~~ ~~Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)~~ ~~• GDP~~ ~~ • Kazakhstan~~ ~~ • Russia~~ ~~ • Turkmenistan~~ ~~• Land size~~ ~~ • Russia~~ ~~ • Kazakhstan~~ ~~ • Turkmenistan~~ ~~• Population~~ ~~ • Russia~~ ~~ • Kazakhstan~~ ~~ • Uzbekistan~~	~~**Russia and Central Asia**~~ ~~• Vast land area: Spans two continents, Europe and Asia (covers 11 time zones)~~ ~~• Vast areas of tundra, permafrost, taiga, and steppe~~ ~~• Varied climatic regions~~ ~~• Black earth belt (rich *chernozem* soil)~~ ~~• Mountains (e.g., Ural Mountains, which divide Europe from Asia)~~ ~~• Caucasus~~ ~~• Siberia (the sleeping land), located east of the Urals~~ ~~• Major oil, natural gas, and mineral resources~~ ~~• Water features~~ ~~ • 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~~	~~**Russia and Central Asia**~~ ~~• Transition from communist to free market economy~~ ~~• Farming and industry concentrated in the Fertile Triangle region, rich *chernozem* soils (wheat farming)~~ ~~• Infrastructure: Trans-Siberian Railroad, systems of rivers, canals, and railroads~~ ~~• Energy resources: Hydroelectric power, oil, 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~~	~~**Russia and Central Asia**~~ ~~• Diverse ethnic groups, customs, and traditions (many people of Turkic and Mongol heritage)~~ ~~***Cultural heritage***~~ ~~• Ballet~~ ~~• Fabergé eggs~~ ~~• Music~~ ~~• Icons~~ ~~• *Matryoshka* dolls~~ ~~• Oriental carpets~~ ~~• Samovars~~ ~~***Cultural landscape***~~ ~~• Russian Orthodox churches (e.g., St. Basil's Cathedral, Moscow)~~ ~~• Red Square~~ ~~• Kremlin~~ ~~• Mosques, minarets~~ ~~• Siberian villages~~ ~~• Soviet-style apartment blocks~~ ~~***Cities as centers of culture and trade***~~ ~~• Moscow~~ ~~• St. Petersburg~~ ~~• Novosibirsk~~

~~STANDARD WG.4 (continued)~~

~~The student will locate and analyze~~ ~~physical, economic, and cultural characteristics of world regions: Latin America~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~

~~**South, Southeast, and East Asia**~~
• ~~South Asia~~
  • ~~Afghanistan~~
  • ~~Pakistan~~
  • ~~Nepal~~
  • ~~Bhutan~~
  • ~~Bangladesh~~
  • ~~India~~
  • ~~Sri Lanka~~
• ~~Southeast Asia~~
  • ~~Philippines~~
  • ~~Indonesia~~
  • ~~Malaysia~~
  • ~~Thailand~~
  • ~~Cambodia~~
  • ~~Burma (Myanmar)~~
  • ~~Laos~~
  • ~~Vietnam~~
  • ~~Singapore~~
  • ~~Brunei~~
• ~~East Asia~~
  • ~~Mongolia~~
  • ~~China (People's Republic of China)~~
  • ~~Japan~~
  • ~~Taiwan (Republic of China)~~
  • ~~North Korea~~
  • ~~South Korea~~
	~~**South, Southeast, and East Asia**~~
	• ~~Influence of mountains on population, settlements, movement, climate~~
	• ~~Mountains~~
	  • ~~Himalayas~~
	  • ~~Western and Eastern Ghats~~
	  • ~~Mount Fuji~~
	• ~~Varied climatic regions ranging from tropical wet to humid continental~~
	• ~~Natural hazards: Monsoons, typhoons, volcanic eruptions, earthquakes~~
	• ~~Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation~~
	• ~~Bodies of water~~
	  • ~~Arabian Sea~~
	  • ~~Indian Ocean~~
	  • ~~Bay of Bengal~~
	  • ~~Ganges River~~
	  • ~~Indus River~~
	  • ~~Brahmaputra River~~
	  • ~~Pacific Ocean~~
	  • ~~Yangtze River (Chang Jiang)~~
	  • ~~Mekong River~~
	  • ~~Yellow River (Huang He)~~
	• ~~Abundant arable land~~
	• ~~Loess~~
	• ~~Plateau of Tibet~~
	• ~~Gobi Desert~~
		~~**South, Southeast, and East Asia**~~
		• ~~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~~
			~~**South, Southeast, and East Asia**~~
			• ~~Areas of extremely dense and of sparse population~~
			• ~~Contrast between rural and urban areas~~
			• ~~Religious diversity: Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism~~
			• ~~Respect for ancestors~~
			• ~~Religious conflicts (Hindu vs. Muslim)~~
			
			~~***Cultural heritage***~~
			• ~~Silks~~
			• ~~Batik~~
			• ~~Wood and ivory carvings~~
			• ~~Ideograms, unique alphabets~~
			• ~~Jewels~~
			
			~~***Cultural landscape***~~
			• ~~Taj Mahal~~
			• ~~Angkor Wat~~
			• ~~Great Wall of China~~
			• ~~Floating markets~~
			• ~~Mosques, minarets~~
			• ~~Pagodas~~
			• ~~Temples and shrines~~
			• ~~Terraced rice fields~~
			
			~~***Cities as centers of culture and trade***~~
			• ~~Tokyo~~
			• ~~Beijing~~
			• ~~New Delhi~~

~~STANDARD WG.4 (continued)~~

~~The student will locate and analyze~~ ~~physical, economic, and cultural characteristics of world regions: Latin America~~ [Moved to SOL WG.6] ~~and the Caribbean, Europe,~~ [Moved to SOL WG.7] ~~United States and Canada,~~ [Moved to SOL WG.5] ~~North Africa and Southwest Asia,~~ [Moved to SOL WG.10] ~~Sub-Saharan Africa,~~ [Moved to SOL WG.9] ~~Russia and Central Asia,~~ [Moved to SOL WG.8] ~~South Asia, Southeast Asia,~~ [Moved to SOL WG.11] ~~East Asia,~~ [Moved to SOL WG.12] ~~Australia and the Pacific Islands,~~ [Moved to SOL WG.13] ~~and Antarctica.~~

~~Countries~~	~~Physical Characteristics~~	~~Economic Characteristics~~	~~Cultural Characteristics~~
~~**Australia, Pacific Islands, and Antarctica**~~ • ~~Australia~~ • ~~New Zealand~~ • ~~Papua New Guinea~~ • ~~Hawaiian archipelago (U.S.)~~	~~**Australia, Pacific Islands, and Antarctica**~~ • ~~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~~	~~**Australia, Pacific Islands, and Antarctica**~~ • ~~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)~~ • ~~Communication and financial services (tertiary activities)~~	~~**Australia, Pacific Islands, and Antarctica**~~ • ~~Pacific Islands are sparsely populated.~~ • ~~Most of Australia's population lives near the coasts.~~ • ~~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.~~ ~~***Cultural landscape***~~ • ~~Sydney Opera House~~ • ~~Cattle and sheep stations (Australia)~~ • ~~Research stations (Antarctica)~~ • ~~Thatched-roof dwellings (Pacific Islands)~~ ~~***Cities as centers of culture and trade***~~ • ~~Canberra, A.C.T. (Australian Capital Territory)~~ • ~~Sydney~~ • ~~Auckland~~

STANDARD WG.5a

The student will analyze the characteristics of the regions of the United States and Canada~~, and the Caribbean~~ [Moved to SOLWG.6] by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
The United States and Canada are located on the North American continent. Canada is located north of the United States of America. North America includes a variety of geographic regions.	**Major regions of the United States** • Northeastern United States • Midwest • South • West **Major regions of North America** • Atlantic Provinces of Canada • Core Provinces • Prairie Provinces • Pacific Provinces and territories **Major cities of the United States** • Washington, D.C. • Chicago • New York City • Los Angeles • Houston **Major cities of Canada** • Toronto • Montreal • Ottawa • Quebec • Vancouver, British Columbia

STANDARD WG.5b

The student will analyze the characteristics of the regions of the United States and Canada~~, and the Caribbean~~ [Moved to SOL WG.6] by
b) describing major physical and environmental features. [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge

The United States and Canada contain many of the major physical features in North America.
 	
The physical features of North America have influenced the development of the United States and Canada.
	The United States and Canada
	• Rivers
	  • St. Lawrence
	  • Mackenzie
	  • Mississippi
	  • Colorado
	  • Rio Grande
	
	• Other water features
	  • Gulf of Mexico
	  • Great Lakes
	  • Arctic Ocean
	  • Pacific Ocean
	  • Atlantic Ocean
	  • Hudson Bay
	  • Niagara Falls
	
	• Land forms
	  • Appalachian Mountains
	  • Pacific Coastal Ranges
	  • Rocky Mountains
	  • Canadian Shield
	  • Great Plains
	  • Interior lowlands
	  • Atlantic Coastal Plains
	
	• Continental Divide
	  • Varied climatic regions

STANDARD WG.5c

The student will analyze the characteristics of the regions of the United States and Canada~~, and the Caribbean~~ [Moved to SOL WG.6] by
c) explaining important economic characteristics; and [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
The United States and Canada have a wide variety of natural resources. The abundance of natural resources helped the United States and Canada develop diversified economies.	**Economic characteristics** • Major exporters of technology, 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) • Economic growth • Disparity of income distribution • Export of culture via the global marketplace (e.g., McDonald's, Coca-Cola, entertainment, fashion) • High literacy rate • High standard of living **Major resources** • Forestry • Petroleum • Minerals • Agriculture • Water

STANDARD WG.5d

The student will analyze the characteristics of the regions of the United States and Canada~~, and the Caribbean~~ [Moved to SOL WG.6] by
d) recognizing cultural influences and landscapes. [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
Europeans exerted the major cultural influences on the United States and Canada. Canada was initially settled primarily by the French and British. Western Europeans (Britian, France, Spain, and Germany) settled in the United States Every country has cultural landscapes that help define the national identity.	**Cultural characteristics** • Colonized by the Europeans • Multicultural societies • Increasingly diverse populations through immigration • Canada's struggle to maintain a national identity • 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) **Cultural influences** • Parliament Hill • CN Tower • U.S. Capitol • Golden Gate Bridge • Washington Monument • Rural, suburban and urban landscapes • Diverse ethnic settlements (urban neighborhoods) • Bilingual signs • Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)

STANDARD WG.6a

The student will analyze the characteristics of the Latin American and the Caribbean region by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge

Mexico, the Caribbean region, and Central America are located on the North American continent but are culturally tied to South America.	Students should know the major countries in Central and South America as well as the Caribbean region.
	Major regions
	• North America
	  • Mexico
	  • Central America
	  ○ Guatemala
	  ○ Honduras
	  ○ Nicaragua
	  ○ Costa Rica
	  ○ Panama
	  • Caribbean
	  ○ Cuba
	  ○ Haiti
	  ○ Dominican Republic
	  ○ Jamaica
	• South America
	  • Venezuela
	  • Colombia
	  • Brazil
	  • Peru
	  • Argentina
	  • Chile
	
	Major cities
	  • Caracas, Venezuela
	  • Sao Paulo, Brazil
	  • Rio de Janeiro, Brazil
	  • Mexico City, Mexico
	  • Lima, Peru
	  • Santiago, Chile

STANDARD WG.6b

The student will analyze the characteristics of the Latin American and the Caribbean region by
b) describing major physical and environmental features; [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
The physical features of Latin American and the Caribbean have impacted its settlement and development.	**Latin America and the Caribbean** • Major mountain ranges: Andes, Sierra Madres • Isthmus of Panama • Rain forests • *altiplano* • Coastal desert: Atacama • Reversed seasons south of the equator • Amazon River Basin • Orinoco and Paraguay/Paraná rivers • Grasslands: *pampas, llanos* • Tropical climates predominate. • Volcanoes and earthquakes • Archipelagoes • Vertical zonation (*tierra caliente, tierra templada, tierra fria*)

STANDARD WG.6c

The student will analyze the characteristics of the Latin American and the Caribbean region by
c) explaining important economic characteristics; and [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
The Latin American and Caribbean regions have a wide variety of natural resources. The abundance of natural resources helped the Latin American and Caribbean countries develop diversified economies.	**Latin America and the Caribbean** • Diverse economies • Subsistence farming • Plantation agriculture • Slash-and-burn agriculture • Cash crops and food crops • Cattle ranches, gauchos • Deforestation, especially in rain forests • Heavy smog, pollution: Mexico City • Disparity of income distribution • Panama Canal • North American Free Trade Agreement (NAFTA): Mexico, Canada, United States. **Major resources** • Forestry • Minerals • Agriculture • water

STANDARD WG.6d

The student will analyze the characteristics of the Latin American and the Caribbean region by
d) recognizing cultural influences and landscapes. [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
The major cultural influence on Latin America and Caribbean were from indigenous (native) peoples' influence. Europeans exerted major cultural influences on the Latin American and Caribbean regions. Mexico and most of Central and South America were initially settled primarily by the Spanish. There was some settlement by Britain and France, Brazil was primarily settled by Portugal. Africans who were brought to the area had a strong cultural impact on the region. Every country has cultural landscapes that help define its national identity.	**Latin America and the Caribbean** • Indigenous civilizations • African traditions • Influence of European colonization • Predominance of Roman Catholic religion • Rigid social structure • Location of settlements: coastal in South America • Megacities, squatter settlements • Rapid population growth • Out-migration **Cultural heritage** • Music: African influences, calypso, steel drum bands, reggae • Spanish, Portuguese languages **Cultural landscape** • Pyramids • Cathedrals • Machu Picchu • Tikal • Christ the Redeemer statue • Itaipu Dam

STANDARD WG.7a

The student will analyze the characteristics of the European region by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes. [Moved from WG.4]

Essential Understandings	Essential Knowledge

Europe, considered the third-smallest continent, is the western peninsula of Eurasia and located in the northern hemisphere.	**Major regions**
	• Northern Europe
	  • Ireland, United Kingdom, Norway, Sweden, Denmark, Baltic states
	• Low Countries
	  ○ Belgium, Netherlands, Luxembourg
	• Central Europe
	  • France, Germany, Switzerland, Austria
	• Mediterranean Europe
	  • Portugal, Spain, Italy, Greece, Balkan states
	• Eastern Europe
	  • Poland, Hungary, Czech Republic, Romania, Ukraine,
	
	Major Cities
	• London
	• Paris
	• Berlin
	• Rome
	• Athens
	• Kiev
	• Vienna
	• Budapest

STANDARD WG.7b

The student will analyze the characteristics of the European region by
b) describing major physical and environmental features; [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge

Europe is composed of many peninsulas, islands, large plains and mountains.	**Part of large landmass called Eurasia**
	• Peninsulas: Iberian, Italian, Scandinavian, Balkan
	• Islands: Great Britain, Ireland, Sicily, Iceland
	• Mountains: Alps, Pyrenees
	• North European plain
	• Fjords
	
	• Water features:
	  • Rivers: Danube, Rhine, Seine,
	  • Seas: Mediterranean, Baltic, Black, North
	  • Oceans: Atlantic, Arctic
	  • Strait of Gibraltar
	
	• Varied climate regions: middle to high latitudes
	• Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates
	• Reclaimed land: Polders in The Netherlands

STANDARD WG.7c

The student will analyze the characteristics of the European region by
c) explaining important economic characteristics; and [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
Europe's abundance of natural resources has helped to develop and shape lifestyles and the economy.	Mountain regions: Tourism, recreation, mineral resources Areas threatened by air and water pollution because of industry • Rivers and canals serving as major transportation links • Oil reserves in the North Sea Well-educated work force: Industrial and technological societies, Advanced farming techniques, high crop yields, fertile soils, black earth (*chernozem*) Well-developed infrastructure (e.g., The Chunnel) Differences in Western and Eastern European industrial development due to differing economic systems in prior years Replacement of communism with capitalism in Eastern Europe European Union; Trade interdependence Large role of government in some economies

STANDARD WG.7d

The student will analyze the characteristics of the European region by
d) recognizing cultural influences and landscapes. [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
Europe's cultural landscape has been and is currently changed by its settlers, and global, religious, and ethnic conflicts. As a result, diversity has increased.	**Europe** • Birthplace of western culture: Greece and Rome • Spread of European culture to many other parts of the world (exploration, colonization, imperialism) • Birthplace of Industrial Revolution • Highly urbanized • Many ethnic groups with different languages, religions, customs • Sporadic conflict among groups (wars, revolutions) • One of the world's most densely populated areas • North Atlantic Treaty Organization (NATO) **Cultural landscape** • Westminster Abbey, Big Ben, Tower of London • Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower • Colosseum, Leaning Tower of Pisa, St. Peter's Basilica • Parthenon • Windmills • Neuschwanstein castle

STANDARD WG.8a

The student will analyze the characteristics of the Russian and Central Asian regions by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; [Moved from WG.4]

Essential Understandings	Essential Knowledge
Asia is the largest continent, covering one third of the Earth's land area. Russia and Central Asia occupy flat plains that stretch across the western and central areas, while the southern and eastern areas are mountainous.	**Russia and Central Asia** **Countries** • Russia • Kazakhstan • Uzbekistan • Turkmeniston **Major cities** • Moscow • St. Petersburg • Novosibirsk • Vladisvostok

STANDARD WG.8b

The student will analyze the characteristics of the Russian and Central Asian regions by
b) describing major physical and environmental features;[Moved from WG.4]

Essential Understandings	Essential Knowledge

Asia makes up the eastern portion of Eurasia.
 	
Varied physical and environmental features greatly influence the abundance and use of its natural resources.
	Russia and Central Asia
	• Vast land area: Spans two continents, Europe and Asia
	• Vast areas of tundra, taiga, and steppe
	• Varied climatic regions
	• Permafrost found in high latitudes
	• Black earth belt (rich *chernozem* soil)
	• Mountains (e.g., Ural Mountains, which divide Europe from Asia, Caucasus)
	• Siberia (the sleeping land), located east of the Urals
	• Water features
	  • Volga River
	  • Ob River
	  • Amur River
	  • Lake Baikal
	  • Caspian Sea
	  • Aral Sea
	  • Pacific Ocean
	  • Arctic Ocean
	• Some rivers flow northward to the Arctic Ocean

STANDARD WG.8c

The student will analyze the characteristics of the Russian and Central Asian regions by
c) explaining important economic characteristics; and [Moved from WG.4]

Essential Understandings	Essential Knowledge
Within the past 100 years, Russia and Central Asia have experienced long periods of economic and political change.	**Russia and Central Asia** • Transition from communism to a limited market economy • Farming and industry concentrated in the Fertile Triangle region, rich *chernozem* soils (wheat farming) • Infrastructure: Trans-Siberian Railroad, systems of rivers, canals, and railroads • Energy resources: Hydroelectric power, oil, natural gas • Exporters of oil, natural gas, and mineral resources • 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 due to growth in industry • Shrinking of the Aral Sea, cotton production in Central Asia • Political and economic difficulties after the breakup of the Soviet Union

STANDARD WG.8d

The student will analyze the characteristics of the Russian and Central Asian regions by
d) recognizing cultural influences and landscapes. [Moved from WG.4]

Essential Understandings	Essential Knowledge
The massive area, extremes in climate, and historic events has created a diverse cultural landscape combining the customs and traditions of various ethnic groups.	**Russia and Central Asia** • Diverse ethnic groups, customs, and traditions (many people of Turkic and Mongol heritage) **Cultural heritage** • Ballet • Fabergé eggs • Music • Icons • *Matryoshka* dolls **Cultural landscape** • Russian Orthodox churches (e.g., St. Basil's Cathedral, Moscow) • Red Square • Kremlin • Mosques, minarets • Siberian villages • Soviet-style apartment blocks

STANDARD WG.9a

The student will analyze the characteristics of the Sub-Saharan African region by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; [Moved from WG.4]

Essential Understandings	Essential Knowledge
Africa is the second-largest continent situated over the both sides of the equator and provides for the variation in its vegetation, climate, and population structures. Sub-Saharan Africa's economic and political development has been influenced by colonialism, local African cultures, and changes in the gold-trading empires.	**Sub-Saharan Africa** **Major regions** West Africa: Senegal, Mali, Niger, Nigeria, Côte d'Ivoire Horn of Africa: Ethiopia, Somalia, Kenya Central Africa: Tanzania, Rwanda, Democratic Republic of Congo, Gabon Southern Africa: Botswana, South Africa, Mozambique, Madagascar, Namibia **Major regions** West Africa Horn of Africa Central Africa Southern Africa **Major cities** • Lagos • Dakar • Johannesburg • Nairobi

STANDARD WG.9b

The student will analyze the characteristics of the Sub-Saharan African region by
b) describing major physical and environmental features; [Moved from WG.4]

Essential Understandings	Essential Knowledge

Although the continent of Africa is covered by a enormous plateau, the Sub-Saharan region of Africa contains very distinctive landforms, water features, and landlocked countries.	**Sub-Saharan Africa**
	• Continent composed of a huge plateau, escarpments
	• River transportation impeded by waterfalls, rapids, and cataracts
	• Location of equator through middle of region; similar climatic patterns north and south of the equator
	• Smooth coastline; few harbors
	• Large number of landlocked countries
	• Limited fertility of rain forest soils
	• Limited water resouces
	• Kalahari, Namib and Sahara Deserts
	• Sahel
	• desertification
	• Bodies of water
	  • Nile River
	  • Zambezi River
	  • Niger River
	  • Congo River
	  • Atlantic Ocean
	  • Indian Ocean
	  • Red Sea
	  • Lake Victoria
	• Nature preserves and national parks
	• Great Rift valley
	  • Mt. Kilamanjaro
	  • Victoria Falls

STANDARD WG.9c

The student will analyze the characteristics of the Sub-Saharan African region by
c) explaining important economic characteristics; and [Moved from WG.4]

Essential Understandings	Essential Knowledge
The limited economic development of Sub-Saharan economy can be traced to many historical factors. Colonialism, for example, structured many of its national economies to become mineral or commodity exporters. These economies are dependent on imports for equipment, capital goods, consumer goods, and technology.	**Sub-Saharan Africa** • 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 • Substantial mineral wealth (diamonds, gold and other metals) • Major exporters of raw materials • Wide range of per capita incomes • Productivity that lags behind population growth

STANDARD WG.9d

The student will analyze the characteristics of the Sub-Saharan African region by
d) recognizing cultural influences and landscapes. [Moved from SOL WG.4]

Essential Understandings	Essential Knowledge
A variety of cultural traditions exist as a result of diversity of ethnicities and populations throughout the region. This range of ethnicity can be found between states and also within states.	**Sub-Saharan Africa** • Uneven population distribution • Many ethnic groups, languages, customs • Large numbers of refugees as a result of political, ethnic, and environmental crisis • Knowledge of history through oral tradition (i.e. griots) **Cultural heritage** • Masks • Sculpture • Dance • Music, drumming • Colorful traditional dress • Jewelry • Griots **Cultural Influences** - European influences from colonization and decolonization have greatly influenced the region. **Cultural landscape** • Markets • Churches • Mosques, minarets • Villages • Modern city cores and schools • Arab indigenous movement

STANDARD WG.10a

The student will analyze the characteristics of the North African and Southwest Asian regions by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;[Moved from WG.4]

Essential Understandings	Essential Knowledge
Known also as the Middle East, the North African and Southwest Asian region is comprised of various countries on two continents.	North Africa - Morocco, Libya, Egypt, Sudan Southwest Asia - Turkey, Syria, Israel, Saudi Arabia, Kuwait, Qatar, United Arab Emirates (UAE) Iraq, Iran, Afghanistan **Major cities** • Baghdad, Iraq • Cairo, Egypt • Istanbul, Turkey • Jerusalem, Israel • Mecca, Saudi Arabia • Tehran, Iran • Dubai, UAE • Rabat, Morocco

STANDARD WG.10b

The student will analyze the characteristics of the North African and Southwest Asian regions by
b) describing major physical and environmental features; [Moved from WG.4]

Essential Understandings	Essential Knowledge

Physical and environmental features such as peninsulas, mountains, rivers, seas, and deserts have created borders, influenced interactions, and isolation.	**Major features**
	• Crossroads of Europe, Africa, and Asia
	• Desert and semiarid climates: Sahara, steppes
	• Mountains
	  ○ Atlas
	  ○ Taurus
	  ○ Zagros
	• Water features
	  ○ Mediterranean Sea
	  ○ Red Sea
	  ○ Black Sea
	  ○ Persian/Arabian Gulf
	  ○ Strait of Hormuz
	  ○ Bosporus Strait
	  ○ Dardanelles Strait
	  ○ Nile River
	  ○ Tigris River
	  ○ Euphrates River
	• Seasonal flooding, alluvial soils, delta regions, oases, wadis
	• Peninsula
	  ○ Sinai
	  ○ Arabian

STANDARD WG.10c

The student will analyze the characteristics of the North African and Southwest Asian regions by
c) explaining important economic characteristics; and [Moved from WG.4]

Essential Understandings	Essential Knowledge
Most of the economies in North Africa and Southwest Asia are dominated by the petroleum industry.	**North Africa and Southwest Asia (Middle East)** • Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism) • Major producer of world's oil • Oil revenues: Positive and negative effects • Organization of Petroleum Exporting Countries (OPEC) • Water: The region's most precious resource • Great variation in standard of living, ranging from very 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 • Wide range of per capita incomes and levels of development • Contemporary trade routes (sea lanes)

STANDARD WG.10d

The student will analyze the characteristics of the North African and Southwest Asian regions by
d) recognizing cultural influences and landscapes. [Moved from WG.4]

Essential Understandings	Essential Knowledge
The cultural landscape of the North African and Southwest Asian region is influenced by religious traditions and modern ongoing conflicts.	**North Africa and Southwest Asia (Middle East)** • Rapid urbanization • Modernization centered in urban areas while traditional life continues in rural areas • 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 Israel/Palestine • Nomadic lifestyles • Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs) **Cultural landscape** • Mosques, minarets • Church of the Holy Sepulcher • Hagia Sophia • Bazaars, *suqs* • Western Wall • Dome of the Rock • Kaaba • Pyramids • Walled cities

STANDARD WG.11a

The student will analyze the characteristics of the South and Southeast Asian regions by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; [Moved from WG.4]

Essential Understandings	Essential Knowledge

South Asia consists of countries that reach from eastern India to China. Southeast Asia island nations in the Pacific, South Asia and Southeast Asia are extensions of the Asian continent.	**South and Southeast Asia**
	• South Asia
	  • Pakistan
	  • Nepal
	  • Bangladesh
	  • India
	• Southeast Asia
	  • Philippines
	  • Indonesia
	  • Thailand
	  • Cambodia
	  • Burma (Myanmar)
	  • Vietnam
	  • Singapore
	
	Major cities
	• New Delhi
	• Mumbai
	• Bangkok
	• Islamabad
	• Manila

STANDARD WG.11b

The student will analyze the characteristics of the South and Southeast Asian regions by
b) describing major physical and environmental features. [Moved from WG.4]

Essential Understandings	Essential Knowledge

There are varying physical features that distinguish the mainland from the islands of the Southeast and South Asia regions.
 	
The region lies between the tropics, with temperatures that are generally warm.
	South and Southeast Asia
	• Influence of mountains on population, settlements, movement, climate
	• Mountains
	  ○ Himalayas
	  ○ Western and Eastern Ghats
	  ○ Hindu Kush
	• Varied climatic regions, ranging low latitudes to middle latitudes
	• Natural hazards: flooding, typhoons, volcanic eruptions, earthquakes, and tsunamis
	• Influence of wind and water (rivers, seas, ocean currents, and monsoons) on agriculture, trade, and transportation
	• Bodies of water
	  ○ Arabian Sea
	  ○ Indian Ocean
	  ○ Bay of Bengal
	  ○ Ganges River
	  ○ Indus River
	  ○ Brahmaputra River
	  ○ Mekong River
	  ○ Straits of Malacca
	• Abundant arable land

STANDARD WG.11c

The student will analyze the characteristics of the South and Southeast Asian regions by
c) explaining important economic characteristics; and [Moved from WG.4]

Essential Understandings	Essential Knowledge
The economies of South and Southeast Asia have seen rapid integration into the global economy with many benefits and challenges.	**South, Southeast Asia** • Varied economies in the region, ranging from subsistence/commercial agriculture to high-tech industrial manufacturing and service industries • Increased participation in global markets • Environmental degradation • Deforestation • Fishing • ASEAN (Association of Southeast Asian Nations) • Rice, tropical crops, cotton, tea • Green revolution

STANDARD WG.11d

The student will analyze the characteristics of the South and Southeast Asian regions by
d) recognizing cultural influences and landscapes. [Moved from WG.4]

Essential Understandings	Essential Knowledge
A distinctive feature of a region is its cultural diversity. In the past, differences in the physical environment have enabled various areas to develop in isolation and adapt to the environment. Over the years, external influences have given way to a blend of different customs and traditions	**South and Southeast Asia** • Areas of extremely dense and sparse population • Contrast between rural and urban areas • Religious diversity: Hinduism, Islam, Buddhism, Christianity • Religious conflicts (Hindu vs. Muslim) **Cultural heritage** • Silks • Batik • Jewels **Cultural landscape** • Taj Mahal • Angkor Wat • Mosques, minarets • Pagodas • Temples and shrines • Terraced rice fields • Stupa

STANDARD WG.12a

The student will analyze the characteristics of the East Asian region by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; [Moved from WG.4]

Essential Understandings	Essential Knowledge
The physical landscape of East Asia includes peninsulas and archipelagos.	**East Asia** – Mongolia – China (People's Republic of China) – Japan – Taiwan (Republic of China) – North Korea – South Korea **Major cities** • Tokyo • Beijing • Shanghai • Hong Kong • Seoul

STANDARD WG.12b

The student will analyze the characteristics of the East Asian region by
b) describing major physical and environmental features; [Moved from WG.4]

Essential Understandings	Essential Knowledge

The vast land expanses of East Asia include plateaus, plains, basins, foothills, mountains, and varied waterways.	**East Asia**
	• Influence of mountains on population, settlements, movement, climate
	  • Mountains: Himalayas and Mount Fuji
	  • Flooding and wind
	• Varied climatic regions ranging from low to middle latitude climates
	• Natural hazards: Typhoons, volcanic eruptions, earthquakes, and tsunamis
	
	• Bodies of water
	  • Pacific Ocean
	  • Sea of Japan /East Sea
	  • Yangtze River (Chang Jiang)
	  • Yellow River (Huang He)
	  • South China Sea
	
	• China has abundant arable land
	  • Loess
	  • Plateau of Tibet
	  • Gobi Desert

STANDARD WG.12c

The student will analyze the characteristics of the East Asian region by
c) explaining important economic characteristics; and [Moved from WG.4]

Essential Understandings	Essential Knowledge
Many East Asian countries are crucial link in the production network under competitive pressure from and cooperative relations with neighboring countries by upgrading their industrial capabilities from low-tech to high-tech.	**East Asia** • Varied economies in the region, ranging from subsistence/commercial agriculture, to high-tech industrial manufacturing, and service jobs • Strong participation in global markets • Automotive • Electronics • Shipping magnets • China in transition from a centrally planned economy • Environmental degradation • Deforestation • Fishing • Rice

STANDARD WG.12d

The student will analyze the characteristics of the East Asian region by
d) recognizing cultural influences and landscapes. [Moved from WG.4]

Essential Understandings	Essential Knowledge
The East Asian region traces its cultural landscape back to ancient civilizations that arose in China and influenced the region	**East Asia** • Areas of both extremely dense and sparse population • Contrast between rural and urban areas • Religious diversity: Buddhism, Christianity, Taoism, Shintoism, Confucianism • Respect for ancestors **Cultural heritage** • Silks • Wood and ivory carvings • Ideograms, unique alphabets **Cultural landscape** • Great Wall of China • Pagodas • Temples and shrines • Terraced rice fields

STANDARD WG.13a

The student will analyze the characteristics of the Australian and Pacific Islands regions by
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes; [Moved from WG.4]

Essential Understandings	Essential Knowledge
The Australian and Pacific Islands regions have vast and diverse landforms, resources, people, cultures, and economies.	**Australia and Pacific Islands** • Australia • New Zealand **Cities as centers of culture and trade** • Canberra, A.C.T. (Australian Capital Territory) • Sydney • Auckland

STANDARD WG.13b

The student will analyze the characteristics of the Australian and Pacific Islands regions by
b) describing major physical and environmental features; [Moved from WG.4]

Essential Understandings	Essential Knowledge
The Australian and Pacific Islands region contains peninsulas, volcanoes, coral reefs, and an abundance of islands.	**Australia and Pacific Islands** • 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 • Pacific Islands: Volcanic, coral, or continental

STANDARD WG.13c

The student will analyze the characteristics of the Australian and Pacific Islands regions by
c) explaining important economic characteristics; and [Moved from WG.4]

Essential Understandings	Essential Knowledge
The physical environment of the region influences the distribution of economic activities.	**Australia and Pacific Islands** • Air and water travel bring goods and services to remote areas • Arid areas of Australia well suited to cattle and sheep ranching • Consequences of introducing non-native plants and animals • Ranching, mining (primary activities) • Communication and financial services (tertiary and quaternary activities) • Tourism and traditional economies in the Pacific Islands

STANDARD WG.13d

The student will analyze the characteristics of the Australian and Pacific Islands regions by
d) recognizing cultural influences and landscapes. [Moved from WG.4]

Essential Understandings	Essential Knowledge
Although many locations are isolated, and populations are small, the vast ocean environment of the region influences contemporary culture.	**Australia and Pacific Islands** • Pacific Islands are sparsely populated. • Most of Australia's population lives near the coasts. • Traditional culture continues to shape life in the Pacific Islands. • Lifestyles range from subsistence farming to modern city living. • Cultures reflect the interaction of European and indigenous cultures (e.g., Maori and aborigines). **Cultural landscape** • Sydney Opera House • Cattle and sheep stations (Australia) • Thatched-roof dwellings (Pacific Islands)

STANDARD WG.~~5~~14a

The student will apply social science skills to 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.~~ by
a) examining demographic data to determine the relative level of development;

Essential Understandings	Essential Knowledge
~~Population distribution is described according to location and density.~~ ~~Characteristics of human populations differ over time and from region to region.~~ ~~Population growth rates are influenced by human, environmental, economic, and political factors.~~ Levels of economic development vary from country to country and from place to place within countries.	~~**Factors that influence population distribution**~~ ~~• Natural resources (e.g., oil, arableland, water)~~ ~~• Climate (hot/cold; wet/dry)~~ ~~• Economic development~~ ~~• Government policy~~ ~~• Rural/urban settlement patterns~~ ~~• Capital resources (transportation, technology)~~ ~~• Conflicts (refugees)~~ ~~**Characteristics of human populations**~~ ~~• Birth and death rates (war, disease, migration)~~ ~~• Age distribution~~ ~~• Male/female distribution~~ ~~• Life expectancy~~ ~~• Infant mortality rate~~ ~~• Urban/rural distribution~~ ~~• GDP~~ ~~• Ethnicities~~ ~~• Language~~ ~~• Religion~~ ~~• Education~~ ~~**Factors that influence population growth rates**~~ ~~• Modern medicine and hygiene~~ ~~• Education~~ ~~• Industrialization and urbanization~~ ~~• Economic development~~ ~~• Government policy~~ ~~• Role of women in society~~ **Indicators of economic development** • Urban-rural ratio • Labor force characteristics (primary, secondary, tertiary sectors) • Gross Domestic Product per capita • Educational achievement

STANDARD WG.14b

The student will apply social science skills to 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.~~ by
b) distinguishing between developed and developing countries; and

Essential Understandings	Essential Knowledge

Many criteria are used to assess the standard of living and quality of life.	• Demographics typical of developed economies
	  • High per capita Gross Domestic Product (GDP)
	  • High life expectancy
	  • Low population growth rate
	  • Low infant mortality rate
	  • High literacy rate
	
	• Demographics typical of developing economies
	  • Low per capita Gross Domestic Product (GDP)
	  • Low life expectancy
	  • High population growth rate
	  • High infant mortality rate
	  • Low literacy rate
	
	Differences between developed and developing nations
	• Access to natural resources
	• Access to capital resources (investment in technology and infrastructure)
	• Number and skills of human resources
	• Levels of economic development
	• Standard of living and quality of life
	• Relationships between economic development and quality of life

STANDARD WG.14c

The student will apply social science skills to 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.~~ by
c) comparing and contrasting the level of economic development to the standard of living and quality of life.

Essential Understandings	Essential Knowledge
Availability of resources and technology influences economic development and quality of life.	**Characteristics of human populations** • Birth and death rates (war, disease, migration) • Age distribution • Male/female distribution • Life expectancy • Infant mortality rate • Urban/rural distribution • Gross Domestic Product (GDP) • Education **Factors that influence population growth rates** • Modern medicine and hygiene • Education • Industrialization and urbanization • Economic development • Government policy • Role of women in society

STANDARD WG.~~6~~15a

The student will apply social science skills to analyze past and present trends in human migration and cultural ~~interaction~~ diffusion ~~as they are influenced by social, economic, political, and environmental factors~~ by

a) **determining how they are influenced by social, economic, political, and environmental factors~~.~~; and**

Essential Understandings	Essential Knowledge
Migrations occur because of social, political, and environmental factors. Migrations have influenced cultural landscapes. Modern transportation and communication encourage higher levels of cultural interaction worldwide.	**Push factors** • Overpopulation • Religious persecution • Lack of job opportunities • Agricultural decline • Conflict • Political persecution • Natural hazards (e.g., droughts, floods, famines, volcanic eruptions) • Limits on personal freedom • Environmental degradation **Pull factors** • Religion ~~R~~religious ~~F~~freedom and/or religious unity • Economic opportunity • Land availability • Political freedom and stability • Ethnic and family ties • Arable land **Impact of migrations on regions** • Language • Religion and religious freedom • Customs and traditions • Cultural landscape

STANDARD WG.15b

The student will apply social science skills to analyze past and present trends in human migration and cultural ~~interaction~~ diffusion ~~as they are influenced by social, economic, political, and environmental factors~~ by
b) determining how they influence the current human characteristics of places and regions.

Essential Understandings	Essential Knowledge
Various technological and digital platforms increase the capacity for culture diffusion and global interactions to occur.	**Evidence of cultural interaction** • Diffusion of United States culture to other regions • Popularization of other cultural traditions in the United States. • Refugee crises around the world due to conflict or oppression

~~STANDARD WG.7a~~

~~The student will identify types of natural, human, and capital resources and explain their significance by~~
~~a) showing their influence on patterns of economic activity and land use.~~ [Moved to WG.4a]

Essential Understandings	Essential Knowledge
~~Natural materials become resources if and when they become useful to humans.~~ ~~The value of resources has changed over time.~~ ~~Natural, human, and capital resources influence human activity in regions.~~ ~~Economic activity can be classified as primary, secondary, or tertiary.~~ ~~Resources are not distributed equally.~~ ~~The location of resources influences economic activity and patterns of land use.~~	**~~Changes in use of energy resources and technology over time~~** • ~~Wood (deforestation)~~ • ~~Coal (pollution, mining problems, competition with oil and gas)~~ • ~~Petroleum (transportation, environmental considerations)~~ • ~~Nuclear (contamination, waste)~~ • ~~Solar, wind (cost, aesthetics)~~ **~~Natural resources~~** • ~~Renewable: Soil, water, forests~~ • ~~Nonrenewable: Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)~~ **~~Human resources~~** • ~~Level of education~~ • ~~Skilled and unskilled laborers~~ • ~~Entrepreneurial and managerial abilities~~ **~~Capital resources~~** • ~~Availability of money for investment~~ • ~~Level of infrastructure~~ • ~~Availability and use of tools, machines, and technologies~~ **~~Levels of economic activity~~** • ~~Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining)~~ • ~~Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills)~~ ~~Tertiary: Services (e.g., transportation, retail trade, information technology services)~~

~~STANDARD WG.7a (continued)~~

~~The student will identify types of natural, human, and capital resources and explain their significance by~~
~~a) showing their influence on patterns of economic activity and land use.~~ [Moved to WG.4a]

Essential Understandings	Essential Knowledge
	~~Effects of unequal distribution of resources~~ • ~~Interdependence of nations, trading in goods, services, and capital resources~~ • ~~Uneven economic development~~ • ~~Energy producers and consumers~~ • ~~Imperialism~~ • ~~Conflict over control of resources~~ **~~Patterns of land use~~** • ~~Economic activities that require extensive areas of land (e.g., agriculture) vs. those that require a limited areas (e.g., manufacturing)~~ • ~~Land uses that are compatible with each other (open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential)~~

~~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.~~ (Moved to WG.4c)

Essential Understandings	Essential Knowledge
~~The use of a resource depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.~~	**~~Social and economic priorities that influence a culture's perspective on resources~~** • ~~Economic development priorities~~ • ~~Environmental conservation priorities~~ • ~~Priorities of indigenous minorities~~ **~~Examples of technologies that have created demand for particular resources~~** • ~~Steam engine: demand for coal~~ • ~~Internal combustion engine (cars and trucks): demand for gasoline (oil)~~ • ~~Computer chips: demand for skilled labor~~ **~~Costs~~** • ~~Resource depletion~~ • ~~Environmental degradation~~ • ~~Health problems~~ **~~Benefits~~** • ~~Production of goods and services~~ • ~~Employment opportunities~~ ~~Development of technologies~~

~~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.~~ (Moved to WG.14b)

Essential Understandings	Essential Knowledge
~~Levels of economic development vary from country to country and from place to place within countries.~~ ~~Many criteria are used to assess the standard of living and quality of life.~~ ~~Availability of resources and technology influence economic development and quality of life.~~	**~~Differences between developed and developing nations~~** • ~~Access to natural resources~~ • ~~Access to capital resources (investment in technology and infrastructure)~~ • ~~Number and skills of human resources~~ • ~~Levels of economic development~~ • ~~Standards of living and quality of life~~ • ~~Relationships between economic development and quality of life~~ **~~Indicators of economic development~~** • ~~Urban-rural ratio~~ • ~~Labor force characteristics (primary, secondary, tertiary sectors)~~ • ~~GDP per capita~~ • ~~Educational achievement~~ **~~Indicators of standards of living and quality of life~~** • ~~Population growth rate (natural increase)~~ • ~~Population age distribution~~ • ~~Literacy rate~~ • ~~Life expectancy~~ • ~~Infant mortality rate~~ ~~Percentage of urban population~~

STANDARD WG.~~11~~16a

The student will apply social science skills to analyze the patterns of urban development by
a) applying the concepts of site and situation to major cities in each region;

Essential Understandings	Essential Knowledge
Site and situation are important geographic concepts when studying the growth of cities. Patterns of urban development occur according to site and situation.	**Terms to know** • site: the actual location of a city • situation: relative location, e.g., the location of a city with respect to other geographic features, regions, resources, and transport routes **Examples of site (local characteristics)** • Harbor sites: New York City; Istanbul, Turkey • Island sites: Hong Kong, Singapore • Fall line sites: Richmond, Virginia • Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania • Hilltop sites: Rome, Athens • Oasis sites: Damascus, Syria • Sites where rivers narrow: London, Québec City **Examples of situation (regional/global connections)** • Baghdad: Command of land between the Tigris and Euphrates rivers • Istanbul: Command of straits and land bridge to Europe • Mecca, Saudi Arabia; Varanasi (Benares), India: Focal point of pilgrimage • Cape Town, South Africa; Hawaii, United States; Supply station for ships • Novosibirsk, Vladivostok: Cities that grew up along the Trans-Siberian Railroad

STANDARD WG.~~11~~16b

The student will apply social science skills to analyze the patterns of urban development by
b) explaining how the functions of towns and cities have changed over time; and

Essential Understandings	Essential Knowledge
The functions of towns and cities change over time.	**Functions of towns and cities** • Security, defense • Religious centers • Trade centers (local and long distance) • Government administration • Manufacturing centers • Service centers • Education centers **Examples of cities whose functions have changed over time** • Rio de Janeiro: Move of Brazil's capital 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

STANDARD WG.~~11~~16c

The student will apply social science skills to analyze the patterns of urban development by
c) describing the unique influence of urban areas and ~~some~~ challenges they face.

Essential Understandings	Essential Knowledge
Urban populations exercise a powerful influence in shaping the world's cultural, political, and economic ideas and systems. Urban development may lead to problems related to human mobility, social structure, and the environment.	**Influences of urban areas on their regions and countries** • 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) **Problems associated with growth of urban areas** • Transportation problems emerge, especially as automobile travel increases. • Rich and poor neighborhoods exist in different areas isolated from one another. • Providing essential services (fresh water, sewage disposal, electricity, schools, clinics) becomes a problem (e.g., cities in Latin America, Africa, and Asia). • Air, water, and noise pollution increase. • Sprawl results in conversion of agricultural land to urban uses, especially in North America. In developing countries, major cities are connected more to regions outside the country than to regions within the country.

STANDARD WG.~~9~~17a

The student will apply social science skills to analyze the ~~global patterns and networks of economic interdependence~~ impact of globalization by
a) identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;

Essential Understandings	Essential Knowledge

Resources are not equally distributed.
 	
Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.
 	
No country has all the resources it needs to survive and grow.
 	
Nations participate in those economic activities compatible with their human, natural, and capital resources.
 	
International trade fosters interdependence.
	Terms to know
	Comparative advantage: The ability of countries to produce goods and services at lower relative costs than other countries, resulting in exports of goods and services.
	
	Factors that influence economic activity
	• Access to human, natural, and capital resources, such as
	  • skills of the work force
	  • natural resources
	  • new technologies
	  • transportation and communication networks
	  • investment capital
	• Location and ability to exchange goods
	  • 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])
	
	Effects of unequal distribution of resources
	• 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)
	
	Some countries' use of resources
	• Japan: Highly industrialized 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 exchanged for manufactured goods
	• Switzerland: Limited natural resources, production of services on a global scale

STANDARD WG.~~9~~17a (continued)

The student will apply social science skills to analyze the ~~global patterns and networks of~~ ~~economic interdependence~~ impact of globalization by
a) identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;

Essential Understandings	Essential Knowledge
	Reasons why countries engage in trade • To import goods and services that they need • To export goods and services that they can market for profit **Effects of comparative advantage on international trade** • 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.~~9~~17b

The student will apply social science skills to analyze the ~~global patterns and networks of economic interdependence~~ impact of globalization by
b) describing ways that economic and social interactions ~~have~~ change~~d~~ over time; and

Essential Understandings	Essential Knowledge
Economic, social, and, therefore, spatial relationships change over time. Improvements in transportation and communication have promoted globalization.	**Changes over time** • 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 (quaternary) • 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 • Globalization of markets using technology (e.g., e-commerce, containerized shipping) • Agribusiness replacing family farms

STANDARD WG.~~9~~17c

The student will apply social science skills to analyze the ~~global patterns and networks of economic interdependence~~ impact of globalization by
c) mapping, describing, and evaluating ~~the formation of~~ economic unions.

Essential Understandings	Essential Knowledge
As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.	Economic interdependence can be depicted through trade, resource, or transportation maps. **Examples of economic unions** • EU: European Union • NAFTA: North American Free Trade Agreement • ASEAN: Association of Southeast Asian Nations • OPEC: Organization of Petroleum Exporting Countries **Advantages of economic unions** • More efficient industries • Access to larger markets • Access to natural, human, and capital resources without restrictions • Greater influence on world market **Disadvantages of economic unions** • Closing of some industries • Concentration of some industries in certain countries, leaving peripheral areas behind • Difficulty in agreeing on common economic policies

STANDARD WG.~~10~~18a

The student will apply social science skills to analyze how ~~the~~ forces of conflict and cooperation affect the division and control of ~~the~~ Earth's surface by
a) explaining and ~~analyzing~~ evaluating reasons for the creation of different political divisions; and

Essential Understandings	Essential Knowledge
Political divisions or jurisdictions are regions of the Earth's surface over which groups of people establish social, economic, and political control. Political divisions may generate conflict. Political divisions may generate cooperation.	**Examples of political divisions** • Neighborhoods • Election districts • School districts • Regional districts (e.g., waste disposal, conservation districts, planning districts, zip code zones) • Cities • Counties • States **Reasons for political divisions** • Desire for government closer to home • Need to solve local problems • Need to administer resources more efficiently **Reasons for conflict** • Boundary disputes • Cultural differences • Economic differences • Competition for scarce resources **Reasons for cooperation** • Natural disasters • Economic advantages (attract new businesses) • Cultural similarities, ethnic neighborhoods • Addressing regional issues (e.g., waste management, magnet schools, transportation)

STANDARD WG.~~10~~18b

The student will apply social science skills to analyze how ~~the~~ forces of conflict and cooperation affect the division and control of ~~the~~ Earth's surface by
b) ~~analyzing~~ describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

Essential Understandings	Essential Knowledge
Political divisions or jurisdictions are regions of the Earth's surface over which groups of people establish social, economic, and political control. Political divisions may generate conflict. Cooperation may eliminate the need for the division and control of the Earth's surface.	**Examples of political divisions** • North Atlantic Treaty Organization (NATO) • European Union (EU) • United Nations • Organization of American States (OAS) • League of Arab States • African Union (AU) **Reasons for political divisions** • Differences in culture, language, religion • Retention of historical boundaries • Imperial conquest and control • Economic similarities and differences **Reasons for conflict** • Boundary and territorial disputes (Syria-Israel, Western Sahara-Morocco, China-Taiwan, India-Pakistan) • Cultural differences: Canada (Québec) • Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies) • Ethnic differences (Kurds) **Examples of cooperation** • Humanitarian initiatives (e.g., Red Cross and Red Crescent) • Cultural alliances (e.g., Francophone world, Commonwealth of Nations) • Problem-solving alliances (e.g., Antarctica Treaty, United Nations [UN] peacekeepers) • Programs to promote international understanding (e.g., Peace Corps)

~~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.~~ [Moved to SOL WG.1]

Essential Understandings	Essential Knowledge
~~An understanding of the practical applications of geography enables students to be informed, active citizens in their communities.~~	**~~Practical applications of geography at local and regional levels~~** ~~• Air and water quality monitoring and management~~ ~~• Recycling programs~~ ~~• Land use and transportation planning~~ ~~Selection of locations for residential and commercial development~~

~~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.~~ [Moved to SOL WG.17]

Essential Understandings	Essential Knowledge
~~Current events are shaped by the physical and human characteristics of the places and regions where they occur.~~	**~~Geographic relationships~~** ~~• Physical characteristics that influence current events:~~ ~~• Natural hazards (e.g, flooding, earthquakes, volcanoes, drought)~~ ~~• Climate, vegetation~~ ~~• Human characteristics that influence current events:~~ ~~• 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)~~

History and Social Science Standards of Learning
Curriculum Framework ~~2008~~ 2015

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

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings
~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~, ~~The understandings are listed below the Standard of Learning statement.~~ ~~These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~
~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge
This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~
~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

~~STANDARD WHI.1a, 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 locations 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 various skills identified in this standard are cited, as applicable, in the "Essential Skills" columns of the charts throughout this curriculum framework. These skills will be assessed on the Standards of Learning test, and teachers should incorporate them into instruction throughout the year.~~

STANDARD WHI.1a

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by

a) ~~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 ~~to 1500 A.D. (C.E.)~~;

Essential Understandings	Experiences including but not limited to…
Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content. Primary and secondary sources enable one to examine evidence closely and to place it in a broader context. An artifact is an object or tool that tells us about the people from the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	Historical information may be acquired from a variety of sources. **Informational Sources: Various factors contribute to determine whether a source is primary or secondary** • Diaries • Interviews (including recordings or transcripts) • Letters • Raw data • Official documents • Court records and transcripts • Photographs • Journal articles that report the findings of original research-that are written by the researchers themselves • Autobiographies • Speeches • Creative works such as novels, plays, poems, music and art. • Magazine and journal articles that review or interpret previous research or events. • Non-fiction books, including text books, history books, and reference books like almanacs and encyclopedias. a) Examine and analyze information about the social/political organization, religion, and economics of the ancient river valley civilizations. Use the information gathered to gain a new and deeper understanding of the inhabitants, resources, land and water usage, transportation methods, and communications b) Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of conflicts within or among regions. Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to: • make and record observations about the sources and generate questions about each item. • determine commonalities, patterns in themes, relationships and connections the sources have to the overarching topic of the lesson, • create a graphic organizer that describes how each source impacted the period of study.

STANDARD WHI.1b

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
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.)~~ geographic information to determine patterns and trends to understand world history;

Essential Understandings	Experiences including but not limited to…
Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions. Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment. Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction	• Geographic information may be acquired from a variety of sources. Variety of sources • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Charts and Graphs • Databases • Primary sources • Diagrams • Analyze the dynamic relationship between physical and human geography. • Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends • Examine maps of a location before and after a major conflict to discuss how the major conflict impacted the social, political and economic landscape of a location. • Use maps to explain how the location of resources influences patterns, trends and migration of a population. Five Themes of Geography • Location- defined according to its position on the earth's surface. Where is it? • Place- locations having distinctive features that give them meaning and character that differs from other locations. What is it like? • Region- a unit on the earth's surface that has unifying characteristics. How are places similar or different? • Movement- the way people, products and information move from one place to another. How do people, goods, and ideas move from one location to another? • Human-Environment Interaction- the relationship between people and their environment. How do people relate to the physical world?

STANDARD WHI.1c

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
c) ~~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.)~~;

Essential Understandings	Experiences including but not limited to…
Interpretation begins with observation and collection of data to extract significant information embedded within data. Interpretation involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.	• Gather information and create a chart to describe the characteristics of one of the five major world religions to draw conclusions about origins, beliefs, traditions, customs, and expansion • Gather information from a variety of sources about a civilization. Organize the information into a chart or graph to draw conclusions about the growth and cultural, political and economic development. • Gather information from a variety of sources regarding the development of a conflict. Organize the information into a chart to draw conclusions about the origin and outcomes.

STANDARD WHI.1d

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by

d) ~~identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.)~~ evaluating sources for accuracy, credibility, bias, and propaganda;

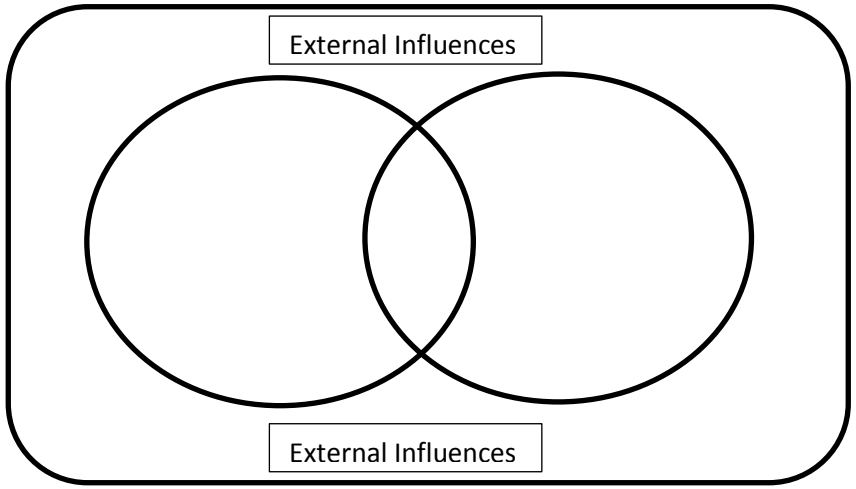
Essential Understandings	Experiences including but not limited to…
It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. The context from the time period of the primary or secondary source can influence the information included. Facts can be verified with evidence while opinions cannot. Bias: partiality in favor of or against one thing, person, or group compared with another.	Develop criteria or questions to evaluate a source. Consider the following for evaluating a source: • Timeliness of the information • Importance of the information • Source of the information • Reliability, truthfulness and correctness of the content • Reason the information exists • Examine primary and secondary sources related to a conflict or war from different perspectives. • Analyze, compare, and contrast multiple texts for content, intent, impact, and effectiveness. • Prepare evidence for a Socratic seminar in which students explain how a historical figure used vocabulary and tone to persuade his or her audience to accept his or her point of view.

STANDARD WHI.1e

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by

e) ~~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.)~~;

Essential Understandings	Experiences including but not limited to…

The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.	
	• Gather a variety of sources about a specific civilization. Evaluate the information for accuracy and relevance. Use a Venn diagram to organize the facts to determine:
	  • similarities and differences between selected civilizations
	  • examine the impact of external influences (ex: other countries' perspectives).
	• Gather a variety of sources summarizing a specific event (i.e.,establishment of Constantinople, King John's signing of the Magna Carta, the Crusades). Use a Venn diagram to organize the facts to determine:
	  • similarities and differences between recorded accounts
	  • examine the impact of external influences.

STANDARD WHI.1f

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by

f) ~~analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems,~~ explaining how indirect cause-and-effect relationships impacted ~~on~~ people, places, and events in world history ~~to 1500 A.D. (C.E.).~~.

Essential Understandings	Experiences including but not limited to…

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can be multiple causes and effects.
 	
An indirect cause-and-effect relationship usually takes time to establish. They are many times unforeseen, unplanned, or connected to the main causes and effects.
 	
Explaining includes justifying why the evidence credibly supports the claim.
 	
Diversity creates a variety of perspectives, contributions, and challenges.
 	
Events that lead to conflict often have multiple causes and effects.
	• A process for explaining indirect cause-and-effect relationships:
	  • Choose an established effect and brainstorm causes of that effect relationships.
	  • Categorize and organize the causes into direct or indirect causes.
	  • Describe direct and indirect items separately.
	  • Compare and contrast direct and indirect causes.
	  • Identify the most important difference between the direct and indirect causes.
	  • Draw conclusions about the impact on people, places, and events
	  • Discuss, defend, and refine conclusions.
	• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic and political structure of the civilizations, empires, or countries.
	• Create flow charts, story boards, and timelines to help students explore multiple causes and effects.
	• Determine how the choices of selected people/groups impacted world history.
	• Examine both intended and unintended consequences of an event
	  • What was the context for the event to take place?
	  • What actions were taken?
	  • What was the result of these actions?

STANDARD WHI.1g

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
g) analyzing multiple connections across time and place;

Essential Understandings	Experiences including but not limited to…

Analyzing includes identifying the important elements of a topic.
 	
Analytical thinking is further strengthened when connections are made between two or more topics.
 	
Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.
	• Select an ancient civilization, religion, or event. Organize different aspects of the event to determine and explain how the event changed over time. Organizing aspects may include:
	  • Social factors
	  • Political factors
	  • Economic factors
	  • Cultural factors
	• Identify how culture changed to accommodate evolving ideas and beliefs
	  • Revolutions
	  • Conflicts
	  • Reforms
	  • Human environment interactions
	  • Laws and policy changes
	  • Advancements
	  • Conflicts
	  • Diversity
	  • Movements and migrations

STANDARD WHI.1h

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

Essential Understandings

Decision-making models serve several purposes:

- make decisions for the future;
- better understand the choices people faced in the past; or
- analyze the outcomes of the decisions that people already made.

Decision making- involves determining relevant and irrelevant information.

Effective decision-making models:

- compare the expected costs and benefits of alternative choices;
- identify the costs and benefits of specific choices made.

Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.

Experiences including but not limited to…

- PACED Decision Grid: [Problem, Alternatives, Criteria, Evaluate, Decision]

Problem: Evaluate the choices that subjects of the Aztec empire might consider when they encountered the Spanish force of Hernán Cortés.

Criteria / **Alternatives**	avoid danger	enhance own power	resist Aztec rulers	resist invasion of homeland by Spanish
rebel against the Aztecs and help the Spanish				
fight against the Spanish				
try to stay neutral				

Decision:

- Cost-Benefit Analysis:

Incan road-building

Costs	**Level of Importance 1-5**	**Benefits**	**Level of Importance 1-5**
grueling work for those tasked with building the roads		centralization of the empire	
increased dominance of central government, eventually used by Spanish Conquistador Francisco Pizarro to access and overthrow the Incan Empire		increased trade and wealth	
Total		Total	

STANDARD WHI.1i

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and

Essential Understandings	Experiences including but not limited to…

Plagiarism is the unauthorized use or theft of intellectual property
 	
There are consequences of plagiarism according to the guidelines established by local school divisions and the law.
	• Promote collaboration with others both inside and outside the classroom.
	  • Socratic Seminar
	  • Two-Way Journaling
	  • Digital Media (Videoconferences, etc.)
	
	• Explore the ethical and legal issues related to the access and use of information by
	  • properly citing authors and sources used in research;
	  • validating Web sites; and
	  • reviewing written drafts so that the language and/or thoughts of another are given credit.
	
	• Peer Feedback: Provide one another with constructive feedback via the peer editing process with written assignments.
	
	• Reference Citations: Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others.

STANDARD WHI.1j

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to…

Experiences in the classroom provide opportunities for students to read, think, speak, listen and write about social science content.
 	
The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions.
 	
The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
 	
Students take more ownership over investigating and researching when able to choose the type of product to produce.
 	
Student inquiry drives the design process. Specifically students:
• Formulate a question to investigate;
• Create a goal/hypothesis;
• Conduct research and collaborate with teacher and peers;
• Revisit and revise goal/hypothesis, if necessary;
• Create product; and
• Write a reflection on the process involved to arrive at product.
	• Write a college admission essay for an archaeology program. Provide details in the essay about a specific region, a historic site, or ancient civilization (culture) of interest. Include a list of student generated questions about the civilization that may be supported by the archaeological program.
	• Prepare a multimedia or video presentation of a debate. Gather evidence to support the arguments and conclusions. Questions may include:
	  • Julius Caesar: hero or villain
	  • Greater impact on Christianity: Constantine or Paul
	  • Greatest contribution to modern democracy: Greece or Rome
	• Create a gallery display of an ancient civilization. Investigate and gather items that illustrate the economic and political influences, geographic impact, and social structure. Choose six items that best represent the civilization and include a justification for each.
	• Investigate the history of the Hagia Sophia. Write a position statement regarding the Hagia Sophia: "Should the Hagia Sophia be returned back to a Christian Church, converted to a mosque, or continue in its current capacity as a museum celebrating both Christianity and Islam?"
	• Create a travel blog describing a ten-day trip to a specified region. Develop an itinerary for the trip, considering how the geography of the region would impact the sequence of the trip. Investigate the current religious practices, economic and social interactions, and current political structure. Compare the contemporary region to the area prior to 1500 A.D. (C.E.).
	• Investigate one of the five major religions. Discuss in a social media post or blog one aspect of the religion that has transcended over time.

STANDARD WHI.2a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Paleolithic Era to the agricultural revolution by
a) explaining the impact of geographic environment on hunter-gatherer societies;

Essential Understandings	Essential Knowledge
Life in early hunter-gatherer societies was shaped by their physical environment.	Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago. Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas. Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.

STANDARD WHI.2b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Paleolithic Era to the agricultural revolution by
b) ~~listing~~ describing characteristics of hunter-gatherer societies, including their use of tools and fire;

Essential Understandings	Essential Knowledge
Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.	Hunter-gatherer societies during the Paleolithic Era (Old Stone Age) • were nomadic, migrating in search of food, water, shelter • invented the first tools, including simple weapons • learned how to make and use fire • lived in clans • developed oral language • created "cave art"

STANDARD WHI.2c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Paleolithic Era to the agricultural revolution by
c) ~~describing~~ analyzing how technological and social developments ~~advancements that~~ gave rise to ~~stable~~ sedentary communities; and

Essential Understandings	Essential Knowledge
The beginning of agriculture, including permanent settlements, was a major step in the advancement of ~~civilization.~~ human social organization.	Societies during the Neolithic Era (New Stone Age) • developed agriculture (domesticated plants) • domesticated animals • used advanced tools • made pottery • developed weaving skills

STANDARD WHI.2d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Paleolithic Era to the agricultural revolution by
d) ~~explaining~~ analyzing how archaeological discoveries are changing ~~present-day~~ current ~~knowledge~~ understanding of early ~~peoples~~ societies.

Essential Understandings	Essential Knowledge
Archaeologists continue to find and interpret evidence of early humans and their lives.	Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts. Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts. Stonehenge is an example of an archaeological site in England that was begun during the Neolithic Age and completed during the Bronze Age. Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists. Çatalhöyük is an example of a Neolithic settlement currently under excavation in Anatolia.

STANDARD WHI.3a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley~~,~~ and China and the civilizations of the Hebrews~~,~~ and Phoenicians~~, and Nubians~~, by

a) locating these civilizations in time and place and describing their major geographic features;

Essential Understandings	Essential Knowledge
During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent. River valleys provided water and rich soil for crops ~~as well as protection from invasion~~.	**River valley civilizations (about 3500 to 500 B.C. [B.C.E.])** • Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia) • Egyptian civilization: Nile River Valley and Nile Delta (Africa) • Indian civilization: Indus River Valley (South Asia) • Chinese civilization: Huang He Valley (East Asia) These river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples. **Other early civilizations (about 2000 to 500 B.C. [B.C.E.])** • 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). ~~• Nubia was located on the upper (southern) Nile River (Africa).~~

STANDARD WHI.3b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley~~,~~ and China and the civilizations of the Hebrews~~,~~ and Phoenicians~~, and Nubians~~, by
b) describing the development of social, political, and economic patterns, including slavery;

Essential Understandings	Essential Knowledge
River valleys were the "Cradles of Civilization." Early civilizations made major contributions to social, political, and economic ~~progress~~ development.	**Development of social patterns** • Hereditary rulers: Dynasties of kings, pharaohs • Rigid class system where slavery was accepted **Development of political patterns** • World's first states (i.e., city-states, kingdoms, empires) • Centralized government, often based on religious authority • Written law codes (e.g., Ten Commandments, Code of Hammurabi) **Development of economic patterns** • Use of metal (e.g., bronze, iron) tools and weapons • Increasing agricultural surplus: Better tools, plows, irrigation • Increasing trade along rivers and by sea (Phoenicians) • Development of the world's first cities • Development of the practice of slavery within most cultures in the ancient world, taking various forms

STANDARD WHI.3c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley~~,~~ and China and the civilizations of the Hebrews~~,~~ and Phoenicians~~, and Nubians~~, by

c) explaining the development and interactions of religious traditions;

Essential Understandings	Essential Knowledge
Religion was a major part of life in all early civilizations.	**Development of religious traditions** • Polytheism was practiced by most early civilizations. • Monotheism was ~~practiced~~ developed by the Hebrews. • Mesopotamian religion continued to influence Hebrew monotheism, but that influence decreased over time.

STANDARD WHI.3d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley~~,~~ and China and the civilizations of the Hebrews~~,~~ and Phoenicians~~, and Nubians~~, by

d) describing the origins, beliefs, traditions, ~~customs~~ practices, and spread of Judaism; and

Essential Understandings	Essential Knowledge
~~The~~ ~~m~~Monotheism, ~~of~~ attributed to Abraham, became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.	**Origins of Judaism** • Abraham • Moses • ~~Jerusalem~~ **Beliefs, traditions, and ~~customs~~ practices of Judaism** • Belief in one God (monotheism) • Torah, which contains the written records and beliefs of the Jews • Ten Commandments, which state moral and religious conduct • Covenant **Spread of Judaism** • Exile • Diaspora

STANDARD WHI.3e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley~~,~~ and China and the civilizations of the Hebrews~~,~~ and Phoenicians~~, and Nubians,~~ by

e) explaining the development of language and writing.

Essential Understandings	Essential Knowledge
Language and writing were important cultural innovations because they facilitated the preservation and spread of knowledge.	**Language and writing** • Pictograms: Earliest written symbols • Hieroglyphics: Egypt • Cuneiform: Sumer • Alphabet: Phoenicia • Sanskrit: India • Oracle bone script: China

STANDARD WHI.4a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;

Essential Understandings	Essential Knowledge

Built on ~~earlier Central Asian and~~ Indus, Mesopotamian, and Nile River civilizations, Persia developed the largest empire in the world.
 	
Zoroastrianism was the main Persian religion, although other religions were tolerated.
	Persian Empire
	Present day Iran
	• Tolerance of conquered peoples
	• Development of an imperial bureaucracy
	• Construction of road system
	• Practice of Zoroastrianism
	  ○ Religion of Persia
	  ○ Belief in two opposing forces in the universe

STANDARD WHI.4b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ locating India in time and place, including its origins, and early development and the debate over the Aryan migrations ~~with emphasis on the Aryan migrations and the caste system;~~;

Essential Understandings	Essential Knowledge
Classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent. This spread continued with little interruption because of the geographic location. Historians are divided over ~~Indo-Aryan~~ the origins of the Indian society and the "caste system," debating whether it was a product of Aryan invasion and dominance or of indigenous interpretations and interactions with southern cultures ~~people migrated into the area, creating a structured society (caste system) and blending their beliefs with those of the indigenous people~~. ~~During the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.~~	Physical barriers, such as the Himalayas, the Hindu Kush, and the Indian Ocean, made invasion difficult. Mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent. The Indus and Ganges were the important rivers in the Indian subcontinent. **Indus River Valley civilization** Harappa and Mohenjo-Daro **~~Aryans (Indo-Aryans)~~ Origins of Indian Society** • Aryan ~~M~~migration~~, assertion of~~ and dominance vs. indigenous contributions • "Caste system", ~~which~~ of uncertain origin and complex meaning, influenced ~~all~~ social interactions and choices of occupations **Mauryan Empire - Asoka** • Continued political unification of much of India • Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads **Gupta Empire** • Golden Age of classical Indian culture • Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round earth), new textiles, literature

STANDARD WHI.4c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Hinduism was a~~n important contribution~~ major cultural product of classical India. Hinduism influenced Indian society and culture and is still practiced in India today~~.~~	**Hinduism** • Belief in many forms of one God • Reincarnation: Rebirth based upon karma • Karma: Knowledge that all thoughts and actions result in future consequences • Vedas and Upanishads: Sacred writings • Spread along major trade routes

STANDARD WHI.4d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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 Knowledge
Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal. Buddhism ~~became~~ was strengthened as a major faith when Asoka sent missionaries throughout Asia.	**Buddhism** • Founder: Siddhartha Gautama (Buddha) • Four Noble Truths • Eightfold Path to Enlightenment Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.

STANDARD WHI.4e, f

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ locating China in time and place, including ~~with emphasis on~~ the development of an empire and the construction of the Great Wall; and

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

Essential Understandings	Essential Knowledge
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. ~~Chinese culture began around 1500 B.C. (B.C.E.). Of Chinese contributions to civilization~~, Confucianism and Taoism are among the ~~most noted~~ major products of Chinese civilization.	Migratory invaders raided Chinese settlements from the north. Qin Shi Huangdi built the Great Wall 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. The Silk Road facilitated trade and contact between China and other cultures as far away as Rome. **~~Contributions~~ Products of classical China** • Civil service system • Paper • Porcelain • Silk **Impact of Confucianism in forming the social order in China** • Belief that essentially humans are good, not bad • Respect for elders • Code of ~~politeness~~ harmony (still used in Chinese society today) • Emphasis on ~~education~~ learning • Ancestor worship **Impact of Taoism in forming Chinese culture and values** • Humility • Simple life and inner peace • Harmony with nature Yin and yang represented opposites for Confucianism and Taoism. Chinese forms of Buddhism spread throughout Asia.

STANDARD WHI.5a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ locating Greek civilizations in time and place and describing their major geographic features;

Essential Understandings	Essential Knowledge
The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization. Classical Greek civilizations emerged after the river valley civilizations. Greece became the first major civilization of Europe. ~~The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black seas.~~	**Locations and places** • Aegean Sea • Mediterranean Sea, Black Sea, Dardanelles • Balkan and Peloponnesus peninsula~~, Europe,~~ • Asia Minor • Athens, Sparta, Troy • Macedonia **Major geographic features** • South~~er~~eastern most region on the European continent • Surrounded by water on three sides, with smaller peninsulas protruding out from the mainland • Mountains served as natural barriers and boundaries and prevented large-scale farming • Deep bays and natural harbors along the coastlines ~~**Economic and social development**~~ ~~Agriculture (limited arable land)~~ ~~Commerce and the spread of Hellenic culture~~ ~~Shift from barter to money economy (coins)~~ ~~**Political development**~~ ~~Mountainous terrain both helped and hindered the development of city-states.~~ ~~Greek cities were designed to promote civic and commercial life.~~ ~~Colonization was prompted by overpopulation and the search for arable land.~~

STANDARD WHI.5b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ ancient Greece in terms of its impact on Western civilization by
b) describing ~~Greek mythology and religion~~ the social and religious structure of ancient Greece;

Essential Understandings	Essential Knowledge
Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology. Greek society consisted of men, women, and slaves with defined roles.	**Greek mythology** Based on polytheistic religion Offered explanations of natural phenomena, human qualities, and life events **Greek gods and goddesses** Zeus, Hera, Apollo, Artemis, Athena, Aphrodite Symbols and images in Western literature, art, and architecture **Social structure** • Society divided between free and enslaved populations • People became slaves by being captured as prisoners of war, born to enslaved parents, or by failing to repay their loans and debts • Enslaved people did not have power, political rights or status • Most families owned slaves as household servants or laborers

STANDARD WHI.5c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;

Essential Understandings	Essential Knowledge
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~~ an inspiration for modern democracies. Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).	**~~Social structure and~~ ~~c~~Citizenship in the Greek polis** Greek cities promoted civic and commercial life. • 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. **Athens** • Stages in the 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 **Sparta** • Oligarchy (rule by a small group) • Rigid social structure • Militaristic and aggressive society

STANDARD WHI.5d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ ancient Greece in terms of its impact on Western civilization by

d) evaluating ~~the significance of the Persian and Peloponnesian wars~~ the political and economic development of Greece with emphasis on the Persian and the Peloponnesian wars;

Essential Understandings	Essential Knowledge
The Greeks defeated the Persian empire and preserved their political independence. Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War. The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black seas.	**Importance of Persian Wars (499–449 B.C. [B.C.E.])** • 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. **Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)** • Pericles extended democracy; most adult males had an equal voice. • Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction. **Importance of Peloponnesian War (431–404 B.C. [B.C.E.])** • Caused in part by competition for control of the Greek world: Athens and the Delian League versus Sparta and the Peloponnesian League • ~~Resulted in slowing of cultural advance and the weakening of political power~~ • Weakened Athens and Sparta, setting the stage for Macedonian conquests of Greece and the end of Greek democracy

STANDARD WHI.5e, f

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ ancient Greece in terms of its impact on Western civilization by

e) ~~characterizing life in Athens during the Golden Age of Pericles~~ evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and

f) citing and explaining the contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.

Essential Understandings	Essential Knowledge
Athenian culture during the classical era became one of the foundation stones of Western civilization.	**Phillip of Macedonia and Alexander the Great** • Phillip of Macedonia's conquest returned Greece to a monarchy • Alexander the Great's conquests, which stretched to western Inda, spread Greek influence in Egypt and the Near East ~~**Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)**~~ ~~Pericles extended democracy; most adult males had an equal voice.~~ ~~Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction.~~ **Contributions of Greek culture to Western civilization** • Drama: Aeschylus, Sophocles • Poetry: Homer (*Iliad* and *Odyssey*) • History: Herodotus, Thucydides • Sculpture: Phidias • Architecture: Types of columns, including the Doric (Parthenon), Ionic, and Corinthian • Science: Archimedes, Hippocrates • Mathematics: Euclid, Pythagoras • Philosophy: Socrates, Plato, Aristotle

~~STANDARD WHI.5g~~

~~The student will demonstrate knowledge apply social science skills to understand 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~~. [Moved to SOL.WHI.5c]

Essential Understandings	Essential Knowledge
~~The Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian Wars.~~ ~~Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.~~	**~~Philip II, King of Macedon~~** ~~Conquered most of Greece~~ **~~Alexander the Great~~** ~~Established an empire from Greece to Egypt and the margins of India~~ ~~Extended Greek cultural influences~~ **~~Hellenistic Age~~** ~~Blend of Greek and oriental elements~~ ~~Spread of Hellenistic culture through trade~~

STANDARD WHI.6a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ locating Roman civilizations in time and place and describing their major geographic features;

Essential Understandings	Essential Knowledge
~~The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.~~ The Italian peninsula was protected by the sea and the arc of the Alps mountains. After the collapse of Alexander the Great's empire, Rome gradually emerged as the dominant civilization around the Mediterranean and in Europe.	**Locations and places** • Rome: Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers • Italian Peninsula • Alps: Protection • Mediterranean Sea: Protection, sea-borne commerce

STANDARD WHI.6b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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.~~ the social and religious structure of Ancient Rome;

Essential Understandings	Essential Knowledge
Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.	**Roman society included** • Patricians, wealthy individuals whose families were eligible to hold public offices, • Plebeians poorer individuals who could not hold office • Slaves individuals captured as prisoners of war, born to enslaved parents, or who failed to repay their loans and debts **Roman mythology** • Based on the Greek polytheistic religion • Explanations of natural phenomena, human qualities, and life events **Roman gods and goddesses** • Jupiter, Juno, Apollo, Diana, Minerva, and Venus • Symbols and images in literature, art, and architecture

STANDARD WHI.6c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ describing the ~~cultural and political~~ social structure and cultural development of the Roman Republic;

Essential Understandings	Essential Knowledge
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~~ model ~~of~~ for modern democracy. Conquests and trade spread Roman cultural and technological achievements throughout the Empire. Western civilization was influenced by the cultural achievements of ancient Rome.	**Social structure in the Roman Republic** • Patricians: Powerful nobility (few in number) • Plebeians: Majority of population • Slaves: Not based on race, individuals captured as prisoners of war, born to enslaved parents, and ~~by failing~~ who failed to repay their loans and debts **Citizenship** • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (e.g., taxes, military service) **Features of democracy** • Representative democracy • Assemblies • The Senate • Consuls • Laws of Rome codified as Twelve Tables **Contributions of Ancient Rome** • Art and architecture: Pantheon, Colosseum, Forum • Technology: Roads, aqueducts, Roman arches • Science: Achievements of Ptolemy • Medicine: Emphasis on public health (public baths, public water systems, medical schools) • Language: Latin, Romance languages • Literature: Virgil's *Aeneid* • Law: The principle of "innocent until proven guilty" (from the Twelve Tables)

STANDARD WHI.6d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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.~~ describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;

Essential Understandings	Essential Knowledge
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.	**Punic Wars: Rome vs. Carthage (264–146 B.C. [B.C.E.])** • 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. **Evolution of the Roman Empire and spread of Roman culture** • Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean) • Western Europe (Gaul, British Isles) **Causes for the decline of the Roman Republic** • 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 • First triumvirate • Julius Caesar: Seizure of power, assassination

STANDARD WHI.6e, f

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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;~~ describing and evaluating the political structure of the Roman Empire ~~Republic~~ under the role of Augustus Caesar;

f) assessing ~~the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs.~~ the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and

Essential Understandings	Essential Knowledge
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.	**~~Causes for the decline of the Roman Republic~~** ~~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~~ **~~The origin and evolution of Imperial Rome~~** ~~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 **The Pax Romana** • Two centuries of peace and prosperity under imperial rule • Expansion and solidification of the Roman Empire, particularly in the Near East **Economic impact of the Pax Romana** • Established uniform system of money, which helped to expand trade • Guaranteed safe travel and trade on Roman roads • Promoted prosperity and stability **Social impact of the Pax Romana** • Returned stability to social classes • Increased emphasis on the family **Political impact of the Pax Romana** • Created a civil service • Developed a uniform rule of law

STANDARD WHI.6g

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ evaluating the fall of the Western Roman Empire ~~Republic~~ and the Germanic invasions.

Essential Understandings	Essential Knowledge
~~Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.~~ ~~Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.~~ Over a 300 year period, the western part of the Roman Empire steadily declined because of internal and external problems.	~~**The Pax Romana**~~ ~~Two centuries of peace and prosperity under imperial rule~~ ~~Expansion and solidification of the Roman Empire, particularly in the Near East~~ ~~**Economic impact of the Pax Romana**~~ ~~Established uniform system of money, which helped to expand trade~~ ~~Guaranteed safe travel and trade on Roman roads~~ ~~Promoted prosperity and stability~~ ~~**Social impact of the Pax Romana**~~ ~~Returned stability to social classes~~ ~~Increased emphasis on the family~~ ~~**Political impact of the Pax Romana**~~ ~~Created a civil service~~ ~~Developed a uniform rule of law~~ **Causes for the decline of the Western Roman Empire** • Geographic size: Difficulty of defense and administration • Economy: The cost of defense and devaluation of Roman currency • Military: Increasing reliance on foreigners to serve in and to lead the Roman army • Declining Roman populations as a result of epidemic diseases • Political problems: Civil conflict and weak administration • Invasion: Germanic migrations and settlement **Division of the Roman Empire** • Creation of a second capital by Constantine at Byzantium, and renaming it Constantinople • Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor • Eastern Roman Empire (Byzantine Empire)

~~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~~; [Moved to SOL WHI.7a]

Essential Understandings	Essential Knowledge
~~The followers of Jesus spread Christianity throughout the Roman Empire bringing it into conflict with Roman polytheism and eventually changing Western civilization .~~	**~~Origins of Christianity~~** • ~~Had its roots in Judaism~~ • ~~Was led by Jesus of Nazareth, who was proclaimed the Messiah~~ • ~~Conflicted with polytheistic beliefs of Roman Empire~~ **~~Beliefs, traditions, and customs of Christianity~~** • ~~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 doctrines established by early church councils~~ **~~Spread of Christianity~~** • ~~Popularity of the message~~ • ~~Early martyrs inspired others~~ • ~~Carried by the Apostles, including Paul, throughout the Roman Empire~~

~~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;~~ [Moved to SOL WHI.7b]

Essential Understandings	Essential Knowledge
~~As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.~~	**~~Impact of the Church of Rome in the late Roman Empire~~** • ~~The Emperor Constantine converted to Christianity and made it legal.~~ • ~~Christianity later became the official state religion.~~ • ~~The Church became a source of moral authority.~~ • ~~Loyalty to the Church became more important than loyalty to the Emperor.~~ • ~~The Church became the main unifying force of Western Europe.~~

~~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, medicine, literature and history, language, [Moved to SOL WHI.6c] religious institutions, and law;~~ [Moved to SOL WHI.7c]

Essential Understandings	Essential Knowledge
~~Conquests and trade spread Roman cultural and technological achievements throughout the Empire.~~ ~~Western civilization was influenced by the cultural achievements of Rome.~~	~~**Contributions of ancient Rome**~~ ~~Art and architecture: Pantheon, Colosseum, Forum~~ ~~Technology: Roads, aqueducts, Roman arches~~ ~~Science: Achievements of Ptolemy~~ ~~Medicine: Emphasis on public health (public baths, public water systems, medical schools)~~ ~~Language: Latin, Romance languages~~ ~~Literature: Virgil's *Aeneid*~~ ~~Religion: Roman mythology; adoption of Christianity as the imperial religion~~ ~~Law: The principle of "innocent until proven guilty" (from the Twelve Tables)~~

~~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.~~ [Moved to SOL WHI.6g]

Essential Understandings	Essential Knowledge
~~Over a 300 year period, the western part of the Roman Empire steadily declined because of internal and external problems.~~	**~~Causes for the decline of the Western Roman Empire~~** ~~Geographic size: Difficulty of defense and administration~~ ~~Economy: The cost of defense, and devaluation of Roman currency~~ ~~Military: Army membership started to include non-Romans, 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~~ **~~Division of the Roman Empire~~** ~~Move of the capital by Constantine from Rome to Byzantium, renaming it Constantinople~~ ~~Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor~~ ~~Eastern Roman Empire (Byzantine Empire)~~

STANDARD WHI.7a

The student will apply social science skills to understand the development of Christianity by
a) describing the origins, beliefs, traditions, practices, customs, and spread of Christianity in time and place;

Essential Understandings	Essential Knowledge
The followers of Jesus spread Christianity throughout the Roman Empire presenting a powerful challenge to Roman polytheism.	**Origins of Christianity** • Had its roots in Judaism • Was led by Jesus of Nazareth, who was proclaimed the Messiah • Conflicted with polytheistic beliefs of Roman Empire **Beliefs, traditions, and practices of Christianity** • 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 doctrines established by early church councils **Spread of Christianity** • Popularity of the message • Early martyrs inspired others • Carried by the Apostles, including Paul, throughout the Roman Empire

STANDARD WHI.7b

The student will apply social science skills to understand the development of Christianity by
b) explaining the unifying role of the Church in Europe after the collapse of Rome; and

Essential Understandings	Essential Knowledge
As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.	**Impact of the Church of Rome in the late Roman Empire** • The Emperor Constantine converted to Christianity and made it legal. • Christianity later became the official state religion. • The Church became a source of moral authority. • The Church became the main unifying force of Western Europe. • Heresies such as Arianism and Donatism sometimes divided Christians.

STANDARD WHI.7c

The student will apply social science skills to understand the development of Christianity by
c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

Essential Understandings	Essential Knowledge
During the Middle Ages, the Pope crowned the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.	**Influence of the Roman Catholic Church** • Secular authority declined, while Church authority grew. • Monasteries preserved Greco-Roman cultural achievements. • Missionaries carried Christianity and Latin alphabet to Germanic tribes. • The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.) • Parish priests served religious and social needs of the people.

STANDARD WHI.~~7a~~8a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Byzantine Empire and ~~Russia~~ eastern Europe from about 300 to 1000 A.D. (C.E.) by

a) ~~explaining, locating and describing Byzantine Empire in time and place and the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire~~ explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place;

Essential Understandings	Essential Knowledge
The capital of the Eastern Roman Empire was ~~changed to~~ established at Constantinople to provide political, economic, and military advantages.	**Location of Constantinople** • Protection of the eastern frontier • Distance from Germanic invasions in the western empire • Crossroads of trade • Easily fortified site on a peninsula bordered by natural harbors **Role of Constantinople** • Seat of the Byzantine Empire until Ottoman conquest • Preserved classical Greco-Roman culture • Center of trade

STANDARD WHI.~~7b~~8b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Byzantine Empire and ~~Russia~~ eastern Europe from about 300 to 1000 A.D. (C.E.) by

b) ~~identifying~~ describing Justinian and his contributions, including the codification of Roman law, and ~~describing~~ the expansion of the Byzantine Empire and economy;

Essential Understandings	Essential Knowledge
~~As the first to codify~~ Through his codification of Roman law, Justinian provided the basis for the law codes of Western Europe. ~~Under Justinian, the Byzantine Empire reached its height in culture and prosperity.~~ Although Justinian reconquered territory, the costs of his wars and the first appearance of the Bubonic plague left the Byzantine Empire weakened.	**Byzantine Emperor Justinian** • Codification of Roman law (impact on European legal codes) • Reconquest of former Roman territories • Expansion of trade

STANDARD WHI.~~7c~~8c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Byzantine Empire and ~~Russia~~ eastern Europe from about 300 to 1000 A.D. (C.E.) by

c) characterizing the role Byzantine art and architecture ~~and~~ played in the preservation of Greek and Roman traditions;

Essential Understandings	Essential Knowledge
Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of architecture. Greek and Roman traditions were preserved in the Byzantine Empire.	**Byzantine achievements in art and architecture** • Inspiration provided by Christian religion and imperial power • Icons (religious images) • Mosaics in public and religious structures • Hagia Sophia (a Byzantine domed church) **Byzantine culture** • 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

STANDARD WHI.~~7d~~ 8d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Byzantine Empire and ~~Russia~~ eastern Europe from about 300 to 1000 A.D. (C.E.) by

d) explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and

Essential Understandings	Essential Knowledge
The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division.	**Eastern Church** • Centered in Constantinople • Close to seat of power after Constantinople became capital • Use of Greek language in the liturgy **Western Church** • Centered in Rome • Farther from seat of power after Constantinople became capital • Use of Latin language in the liturgy **Division between Western and Eastern Churches** • Authority of the Pope eventually accepted in the West • Authority of the Patriarch accepted in the East • Practices such as celibacy eventually accepted in the West

STANDARD WHI.~~7e~~8e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Byzantine Empire and ~~Russia~~ eastern Europe from about 300 to 1000 A.D. (C.E.) by

e) ~~mapping and assessing~~ analyzing and explaining the ~~impact~~ influence of ~~the~~ Byzantine culture ~~influence and trade on Russia and~~ Eastern Europe.

Essential Understandings	Essential Knowledge
Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.	**Influence of Byzantine culture on Eastern Europe and Russia** • Trade routes between Black Sea and Baltic Sea • Adoption of Orthodox Christianity by Russia and much of Eastern Europe • Adoption of Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet) • Church architecture and religious art

STANDARD WHI.~~8a~~9a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Islamic civilization from about 600 to 1000 A.D. (C.E.) by

a) describing the origin, location, beliefs, traditions, ~~customs~~ practices, and spread of Islam with emphasis on the Sunni Shi'a division and the Battle of Tours;

Essential Understandings	Essential Knowledge
The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith. Muhammad and his followers spread Islam. Islamic traditions and ~~customs~~ practices developed over centuries and created a distinctive ~~Muslim~~ culture. Major historical turning points marked the spread and influence of Islamic civilization.	**Origins of Islam** Muhammad, the Prophet ~~Mecca and Medina on the Arabian Peninsula: Early Muslim cities~~ **Locations** • Arabian Peninsula • Mecca and Medina **Spread of Islam** • Across Asia and Africa and into Spain • Geographic extent of first ~~Muslim~~ Islamic empire **Beliefs, traditions, and ~~customs~~ practices of Islam** • 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~~ • Acceptance of earlier prophets such as Moses and Jesus **Historical turning points** • Death of Ali: Sunni-Shi'a division • Muslim conquests of Jerusalem and Damascus • Islamic capital moved to Baghdad by Abbasids • Muslim defeat at the Battle of Tours

STANDARD WHI.~~8b~~9b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the 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; and

Essential Understandings	Essential Knowledge
In the first three centuries after Muhammad's death, Muslim rule expanded rapidly, overcoming geographic barriers, and facilitated by weakened political empires. Political unity and the Arabic language facilitated trade and stimulated intellectual activity.	**Geographic influences on the origin and spread of Islam** • 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 **Geographic influences on economic, social, and political development** • Political unity of the first ~~Muslim~~ Islamic empire was short-lived • Arabic language spread with Islam and facilitated trade across Islamic lands • Slavery was not based on race

~~STANDARD WHI.8c~~

~~The student will demonstrate knowledge of the 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.~~ [Moved to SOL WHI.9a]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Major historical turning points marked the spread and influence of Islamic civilization.~~	~~**Historical turning points**~~ ~~Death of Ali: Sunni-Shi'a division~~ ~~Muslim conquests of Jerusalem and Damascus~~ ~~Islamic capital moved to Baghdad~~ ~~Muslim defeat at the Battle of Tours~~ ~~Fall of Baghdad to the Mongols~~

STANDARD WHI.~~8d~~9c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Islamic civilization from about 600 to 1000 A.D. (C.E.) by ~~d~~c) ~~citing~~ explaining the cultural and scientific contributions and achievements of Islamic civilization.

Essential Understandings	Essential Knowledge
Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and had a major global impact ~~contributed to world civilization~~.	**Cultural contributions and achievements** • Architecture (Dome of the Rock) • Mosaics • Arabic alphabet • Universities • Translation of ancient texts into Arabic **Scientific contributions and achievements** • Arabic numerals (adapted from India, including zero) • Algebra • Medicine • Expansion of geographic knowledge

STANDARD WHI.~~9a~~10a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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

a) ~~sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe~~ locating and describing the societies of Western Europe during the Middle Ages in time and place ~~and on the establishment of Constantinople as the capital of the Eastern Roman Empire~~ [Moved to WHI.8a];

Essential Understandings	Essential Knowledge
~~The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.~~ ~~During the Middle Ages, the Pope anointed the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.~~ After the collapse of the Western Roman Empire, Germanic and Scandinavian kingdoms emerged as powerful forces. Germanic civilization was influenced by various cultural forces as they established themselves in Europe.	**Foundations of early medieval society** • Classical heritage of Rome • Christian beliefs • Customs of Germanic tribes ~~**Influence of the Roman Catholic Church**~~ ~~Secular authority declined, while Church authority grew.~~ ~~Monasteries preserved Greco-Roman cultural achievements.~~ ~~Missionaries carried Christianity and Latin alphabet to Germanic tribes.~~ ~~The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.)~~ ~~Parish priests served religious and social needs of the people.~~ **Location** • Scandinavia-Vikings • England-Angles and Saxons • Present-day France and Germany-Franks

STANDARD WHI.~~9b~~10b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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~~ describing the social, religious, and cultural development of the Franks with emphasis on the Age of Charlemagne;

Essential Understandings	Essential Knowledge
~~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.~~ Frankish kings used military power to expand their territory. The alliance between Frankish kings and the Church increased papal authority and influence in Western Europe.	~~Invasions shattered Roman protection over the Empire.~~ ~~**Feudal society during the Middle Ages**~~ ~~Fiefs~~ ~~Vassals~~ ~~Serfs~~ ~~Feudal obligations~~ ~~**Manorial system during the Middle Ages**~~ ~~Rigid class structure~~ ~~Self-sufficient manors~~ **Social, religious, and cultural development during the Age of Charlemagne** • Franks emerged as a force in Western Europe • The Pope crowned Charlemagne, the emperor • Power of the Church was established in political life • Classical Roman Latin was revived as the language of scholars, but disappeared as a language of everyday life, replaced by French, Italian, Spanish, etc. • Most of Western Europe was included in the new empire • Churches, roads, and schools were built to unite the empire

STANDARD WHI.~~9c~~10c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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,~~ [Moved to SOL WHI.10b] ~~and the revival of the idea of the Roman Empire~~ explaining the social, religious and cultural development of the Magyars and Anglo-Saxons;

Essential Understandings	Essential Knowledge
~~Frankish kings used military power to expand their territory.~~ ~~The alliance between Frankish kings and the Church re-established Roman culture (Christianity) in Western Europe.~~ Invasions by Angles, Saxons, and Magyars disrupted the social, economic, and political order of Europe.	~~**Age of Charlemagne**~~ ~~Franks emerged as a force in Western Europe.~~ ~~The Pope crowned the Emperor.~~ ~~Power of the Church was established in political life.~~ ~~Roman culture was reinterpreted.~~ ~~Most of Western Europe was included in the new empire.~~ ~~Churches, roads, and schools were built to unite the empire.~~ **Social, religious, and cultural development** • Angles and Saxons migrated to England in the 5th century • The Magyars migrated to central Europe in the 10th century • Tribal units led by chieftains • Invasions disrupted trade, towns declined • Gradually converted to Christianity • After converting to Christianity, the Angles, Saxons, and Magyars adopted literacy. ~~**Areas of settlement**~~ ~~Angles and Saxons migrated from continental Europe to England.~~ ~~Magyars migrated from Central Asia to Hungary.~~ ~~Vikings migrated from Scandinavia to Russia.~~ ~~**Influence of the Angles, Saxons, Magyars, and Vikings**~~ ~~Manors with castles provided protection from invaders, reinforcing the feudal system.~~ ~~Invasions disrupted trade, towns declined, and the feudal system was strengthened.~~

STANDARD WHI.~~9d~~10d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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,~~ [Moved to SOL WHI.10c] ~~and Vikings.~~ describing the social, religious, and culture patterns of the Vikings; and

Essential Understandings	Essential Knowledge
~~Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.~~ Invasions by Vikings disrupted the social, economic, and political order of Europe.	~~**Areas of settlement**~~ ~~Angles and Saxons migrated from continental Europe to England.~~ ~~Magyars migrated from Central Asia to Hungary.~~ ~~Vikings migrated from Scandinavia to Russia.~~ ~~**Influence of the Angles, Saxons, Magyars, and Vikings**~~ ~~Manors with castles provided protection from invaders, reinforcing the feudal system.~~ ~~Invasions disrupted trade, towns declined, and the feudal system was strengthened.~~ **Social, religious, and cultural development** • The Viking attacks took place mostly in the 9th and 10th centuries • Tribal units led by chieftains • Lack of arable land led to exploration and invasion • Invasions disrupted trade, towns declined • Polytheistic religion, gradually converted to Christianity • Viking attacks contributed to the collapse of the Frankish Empire founded by Charlemange • Vikings settled in what is today known as Russia, Iceland, and Greenland, and briefly in North America

STANDARD WHI.~~9d~~10e

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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
e) evaluating and explaining the development of feudalism and the manor system.

Essential Understandings	Essential Knowledge
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.	Invasions shattered Roman protection over the Empire. Feudalism emerged gradually between the Fall of the Western Roman Empire (5th century) and the collapse of the Carolingian Empire (10th century) **Feudal society during the Middle Ages** • Fiefs • Vassals • Serfs • Feudal obligations **Manorial system during the Middle Ages** • Rigid class structure • Self-sufficient manors

STANDARD WHI.~~10a~~11a

The student will ~~demonstrate knowledge~~ apply social science skills to understand the civilizations and empires of Asia ~~the Eastern Hemisphere~~ ~~and their interactions through regional trade patterns by~~ with emphasis on Japan~~,~~ and China, ~~east and west Africa~~ by

a) locating and explaining major global and regional trade routes;

Essential Understandings	Essential Knowledge
During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.	**Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)** • Silk Routes 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

STANDARD WHI.~~10b~~11b

The student will ~~demonstrate knowledge~~ apply social science skills to understand the civilizations and empires of Asia ~~the Eastern Hemisphere~~ ~~and their interactions through regional trade patterns by~~ with emphasis on Japan~~,~~ and China, ~~east and west Africa~~ by
b) ~~identifying~~ explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;

Essential Understandings	Essential Knowledge

Regional trade networks and long-distance trade routes in ~~the Eastern Hemisphere~~ Asia aided the diffusion and exchange of technology and culture ~~among Europe, Africa, and Asia.~~	**Goods**
	• ~~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
	• ~~Amber from the Baltic region~~
	
	Technology
	• Paper from China through the Muslim world to Byzantium and Western Europe
	• New crops from India (e.g., for making sugar)
	• Waterwheels and windmills from the Middle East
	• Navigation: Compass from China, lateen sail from Indian Ocean region
	
	Ideas
	• Spread of religions across the hemisphere
	  ○ 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

STANDARD WHI.~~10c~~11c

The student will ~~demonstrate knowledge~~ apply social science skills to understand the civilizations and empires of Asia ~~the Eastern Hemisphere~~ ~~and their interactions through regional trade patterns by~~ with emphasis on Japan~~,~~ and China, ~~east and west Africa~~ by

c) ~~describing~~ explaining ~~Japan, with emphasis on~~ the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region culture; and

Essential Understandings	Essential Knowledge
Japanese cultural development was influenced by proximity to China. Shinto and Buddhism coexisted as religious traditions in the Japanese culture.	**Location and place** • Mountainous Japanese archipelago (four main islands) • Sea of Japan or East Sea between Japan and Asian mainland • Proximity to China and Korea **Influence of Chinese culture** • Writing • Architecture • Buddhism **Shinto** • Ethnic religion unique to Japan • Importance of natural features, forces of nature, and ancestors • State religion; worship of the emperor • Coexistence with Buddhism

STANDARD WHI.~~10d~~11d

The student will ~~demonstrate knowledge~~ apply social science skills to understand the civilizations and empires of Asia ~~the Eastern Hemisphere~~ ~~and their interactions through regional trade patterns by~~ with emphasis on Japan~~,~~ and China, ~~east and west Africa~~ 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~~ [Moved to SOL WHI.12] evaluating the impact of the Mongol Empire throughout Asia.

Essential Understandings	Essential Knowledge
~~African civilizations developed in sub-Saharan west and east Africa.~~ ~~Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.~~ ~~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 southeastern Africa.~~ Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.	~~**Axum**~~ ~~Location relative to the Ethiopian Highlands and the Nile River~~ ~~Christian kingdom~~ ~~**Zimbabwe**~~ ~~Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast~~ ~~City of "Great Zimbabwe" as capital of a prosperous empire~~ ~~**West African kingdoms**~~ ~~Location of Ghana, Mali, and 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~~ ~~Roles of animism and Islam~~ **The Mongols** • Nomadic herders • Genghis Khan • Golden Horde • Mongols converted to local religions, such as Islam, after conquest **Mongol armies** • Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside • Created an empire

STANDARD WHI.12a

The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the west African civilizations of Ghana, Mali, and Songhai by

a) locating early civilizations and kingdoms in time and place and describing major geographic features;

Essential Understandings	Essential Knowledge
African civilizations developed in sub-Saharan west and east Africa.	**Axum** Location relative to the Ethiopian Highlands and the Nile River **Zimbabwe** Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast **West African kingdoms** Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara

STANDARD WHI.12b

The student will apply social science skills to understand the civilizations and empires of Africa with emphasis on the African kingdoms of Axum and Zimbabwe and the west African civilizations of Ghana, Mali, and Songhai by

b) explaining the development of social, political, economic, religious, and cultural patterns of each region; and

Essential Understandings	Essential Knowledge

Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.
 	
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 southeastern Africa.
	Axum
	• Between the 3rd – 6th century C.E.
	  ○ Became a great market in northeastern Africa
	  ○ Merchants traded civilizations beyond the Nile River
	• During the 4th century C. E.
	  ○ Became a Christian kingdom
	  ○ Became politically and economically linked to Byzantine Egypt
	
	Zimbabwe
	• City of "Great Zimbabwe" as capital of a prosperous empire
	• Utilized Indian Ocean trade routes to connect with Asia
	
	West African kingdoms
	• Importance of gold and salt to trans-Saharan trade
	• City of Timbuktu as center of trade and learning
	• Roles of animism and Islam

STANDARD WHI.12c

The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the west African civilizations of Ghana, Mali, and Songhai by
c) evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence.

Essential Understandings	Essential Knowledge
The expanding economies of European states stimulated increased trade and a desire for exploration.	**Factors contributing to the European exploration** • Demand for gold, spices, and natural resources in Europe • Support for diffusion of Christianity • Political and economic competition between European empires • Innovations of European and Islamic origins in navigational arts • Pioneering role of Prince Henry the Navigator European trading posts established along the coast of Africa

STANDARD WHI.~~11a, b~~13a,b

The 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

Essential Understandings	Essential Knowledge
The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.	**Mayan civilization** • Located in the Mexican and Central American rain forests • Represented by Chichén Itzá • Groups of city-states ruled by kings • Economy based on agriculture and trade • Polytheistic religion: Pyramids **Aztec civilization** • Located in arid valley in central Mexico • Represented by Tenochtitlan • Ruled by an emperor • Economy based on agriculture and tribute from conquered peoples • Polytheistic religion: Pyramids, rituals **Incan civilization** • 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 **Achievements of Mayan, Aztec, and Incan civilizations** • Calendars • Mathematics • Writing and other record-keeping systems

STANDARD WHI.13c

The 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
c) evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence.

Essential Understandings	Essential Knowledge
The expanding economies of European states stimulated increased trade and a desire for exploration.	**Factors contributing to the European exploration** • Demand for gold, spices, and natural resources in Europe • Support for diffusion of Christianity • Political and economic competition between European empires • Innovations of European and Islamic origins in navigational tools **Establishment of overseas empires and decimation of indigenous populations** Spain-Christopher Columbus, Hernando Cortez, Francisco Pizarro

STANDARD WHI.~~12a~~14a

The 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;

Essential Understandings	Essential Knowledge
European monarchies consolidated their power ~~and began forming nation-states~~ in the high and late medieval period.	**England** • 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. • Evolution of Parliament. **France** • ~~Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France.~~ • The Capetian dynasty united most of France, and King Phillip II (Augustus) made Paris the French capital. • The Hundred Years' War between England and France helped define France as a nation. • Joan of Arc was a unifying factor. **Spain** • Ferdinand and Isabella unified ~~the country~~ most of Spain and expelled Jews and Moors. • Spanish Empire in the Western Hemisphere expanded under Charles V. **Russia** • 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~~14b

The 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

b) explaining conflicts ~~among Eurasian powers~~ across Europe and Asia, including the Crusades~~, the Mongol conquests,~~ and the fall of Constantinople;

Essential Understandings	Essential Knowledge
Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims. ~~Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.~~ Ottoman Turks conquered the Byzantine Empire.	**Key events of the Crusades** • Pope Urban's speech • The capture of Jerusalem • Founding of Crusader states • Loss of Jerusalem to Saladin • Sack of Constantinople by western Crusaders **Effects of the Crusades** • ~~Weakened the Pope and nobles; st~~Srengthened monarchs who gained new powers of taxation in conjunction with the Crusades • Caused disillusionment with popes and nobles who began to launch and fight crusades against fellow Christians • Stimulated trade throughout the Mediterranean area and the Middle East • Left a legacy of bitterness among Christians, Jews, and Muslims • Weakened the Byzantine Empire ~~**Mongol armies**~~ ~~Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside~~ ~~Created an empire~~ **Constantinople** • Fell to the Ottoman Turks in 1453, ending the Byzantine Empire • Became capital of the Ottoman Empire

STANDARD WHI.~~12c~~14c

The 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

c) ~~identifying~~ explaining patterns of crisis and recovery related to the Black Death (Bubonic plague); and

Essential Understandings	Essential Knowledge
In the fourteenth century, the Black Death (Bubonic plague) decimated the population of much of Asia and then the population of much of Europe.	**Impact of the Black Death (Bubonic plague)** • Decline in population • Scarcity of labor • ~~Towns freed from feudal obligations~~ • ~~Decline of Church influence~~ • Attempts by lords to restrict wage increases and land acquisitions • Large scale peasant revolts • Massacres of Jewish populations blamed for the "Black Death" • Disruption of trade

STANDARD WHI.~~12d~~14d

The 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

d) ~~explaining~~ evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

Essential Understandings	Essential Knowledge
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.	**Church scholars** • 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 foundations for the rise of universities in Europe in the 13th century

STANDARD WHI.~~13a~~15a

The 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;

Essential Understandings	Essential Knowledge
~~The Crusades stimulated trade by introducing Europeans to many desirable products.~~ ~~Trade promoted frequent contacts with the Byzantine and Muslim Empires.~~ ~~New economic institutions developed.~~ Italy was the most commercially advanced, urbanized, literate area of high and later medieval Europe. The remains of ancient Rome were most visible in Italy. Italy's wealth, literacy, and pride in the Roman past provided the foundations of the Italian Renaissance.	**Economic effects of the Crusades** • Increased ~~demand for~~ access to Middle Eastern products • Stimulated production of goods to trade in Middle Eastern markets • Encouraged the use of credit and banking **Important economic concepts** • 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. **Cultural Foundations** Collapse of Byzantine Empire reignited interest in Greco-Roman culture.

STANDARD WHI.~~13b~~15b

The 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

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 Knowledge
Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders. Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.	**Florence, Venice, and Genoa** • 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 **Machiavelli's *The Prince*** • An early modern treatise on government • Supports absolute power of the ruler • Maintains that the end justifies the means • Advises that one should not only do good if possible, but do evil when necessary

STANDARD WHI.~~13c~~15c

The 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

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

Essential Understandings	Essential Knowledge
The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular.	Medieval art and literature focused on the Church and salvation, while Renaissance art and literature focused on individuals and worldly matters, along with Christianity. The Italian Renaissance sought to revive the literacy and artistic culture of ancient Rome and Greece. **Artistic ~~and literary~~ creativity** • Leonardo da Vinci: *Mona Lisa* and *The Last Supper* • Michelangelo: Ceiling of the Sistine Chapel and *David* • ~~Petrarch: Sonnets, humanist scholarship~~ **Humanism** • Celebrated the individual • Stimulated the study of classical Greek and Roman literature and culture • Supported by wealthy patrons • Petrarch: Father of humanism

STANDARD WHI.~~13d~~15d

The 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

d) comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.

Essential Understandings	Essential Knowledge
With the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. ~~The art and literature of the Italian Renaissance changed as people of different cultures adopted Renaissance ideas.~~ As people of the North adopted the ideas of the Italian Renaissance, they transformed them to suit their circumstances.	**Northern Renaissance** • 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 (e.g., Gutenberg Bible) helped disseminate ideas. **Northern Renaissance writers** • Erasmus: *The Praise of Folly* ~~(1511)~~ • Sir Thomas More: *Utopia* ~~(1516)~~ Northern Renaissance ~~artists~~ increasingly portrayed ~~religious and~~ secular subjects.

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING CURRICULUM FRAMEWORK ~~2008~~ 2015

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

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~, ~~The understandings are listed below the Standard of Learning statement.~~ ~~These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~

~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~

~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

~~STANDARD WHII.1a, 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 locations 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 various skills identified in this standard are cited, as applicable, in the "Essential Skills" columns of the charts throughout this curriculum framework. These skills will be assessed on the Standards of Learning test, and teachers should incorporate them into instruction throughout the year.~~

STANDARD WHII.1a

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by

a~~b~~) ~~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 ~~to 1500 A.D. (C.E.)~~;

Essential Understandings	Experiences including but not limited to…

Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.
 	
Primary and secondary sources enable one to examine evidence closely and to place it in a broader context.
 	
An artifact is an object or tool that tells us about the people from the past.
 	
A primary source is an artifact, document, image, or other source of information that was created at the time under study.
 	
A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.
	Historical information may be acquired from a variety of sources.
	
	Informational Sources: Various factors contribute to determine whether a source is primary or secondary
	• Diaries
	• Interviews (including recordings or transcripts)
	• Letters
	• Raw data
	• Official documents
	• Court records and transcripts
	• Photographs
	• Journal articles that report the findings of original research that are written by the researchers themselves
	• Autobiographies
	• Speeches
	• Creative works such as novels, plays, poems, music and art.
	• Magazine and journal articles that review or interpret previous research or events.
	• Most non-fiction books, including text books, history books, and reference books like almanacs and encyclopedias.
	• Magazine and journal articles that review or interpret previous research or events.
	• Non-fiction books, including text books, history books, and reference books like almanacs and encyclopedias.
	
	• Examine and analyze information about the social/political organization, religion, and economics of a region. Use the information gathered to gain a new and deeper understanding of the inhabitants, resources, land and water usage, transportation methods, and communications
	
	• Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of conflicts within or among regions.
	
	• Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to:
	  • make and record observations about the sources and generate questions about each item.
	  • determine commonalities, patterns in themes, relationships and connections the sources have to the overarching topic of the lesson,
	  • create a graphic organizer that describes how each source impacted the period of study.

STANDARD WHII.1b

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
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.)~~ geographic information to determine patterns and trends to understand world history;

Essential Understandings	Experiences including but not limited to…

Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions.
 	
Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding.
 	
The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.
 	
Geographic themes include:
• Location
• Place
• Regions
• Movement
• Human-Environmental Interaction
	• Geographic information may be acquired from a variety of sources.
	  • GIS (Geographic Information Systems)
	  • Field work
	  • Satellite images
	  • Photographs
	  • Maps, globes
	  • Charts and Graphs
	  • Databases
	  • Primary sources
	  • Diagrams
	
	• Analyze the dynamic relationship between physical and human geography.
	• Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends
	• Examine maps of a location before and after a major conflict to discuss how the major conflict impacted the social, political and economic landscape of a location.
	• Use maps to explain how the location of resources influences patterns, trends and migration of a population.
	
	• Five Themes of Geography
	  • Location- defined according to its position on the earth's surface. Where is it?
	  • Place- locations having distinctive features that give them meaning and character that differs from other locations. What is it like?
	  • Region- a unit on the earth's surface that has unifying characteristics. How are places similar or different?
	  • Movement- the way people, products and information move from one place to another. How do people, goods, and ideas move from one location to another?
	  • Human-Environment Interaction- the relationship between people and their environment. How do people relate to the physical world?

STANDARD WHII.1c

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
c) ~~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.)~~;

Essential Understandings	Experiences including but not limited to…
Interpretation begins with observation and collection of data to extract significant information embedded within data. Interpretation involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.	• Gather information and create a chart to describe the characteristics of a revolution to draw conclusions about its origins, principles, and expansion. • Gather information from a variety of sources about a civilization. Organize the information into a chart or graph to draw conclusions about the growth and cultural, political and economic development. • Gather information from a variety of sources regarding the development of a conflict. Organize the information into a chart to draw conclusions about the origin and outcomes.

STANDARD WHII.1d

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by

d) ~~identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.)~~ evaluating sources for accuracy, credibility, bias, and propaganda;

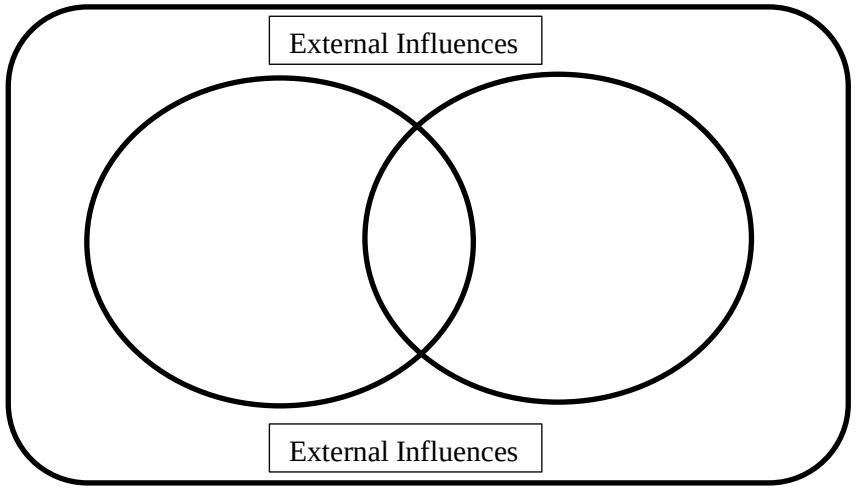
Essential Understandings	Experiences including but not limited to…
It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions. The context from the time period of the primary or secondary source can influence the information included. Facts can be verified with evidence while opinions cannot. Bias: partiality in favor of or against one thing, person, or group compared with another.	Develop criteria or questions to evaluate a source. Consider the following for evaluating a source: • Timeliness of the information • Importance of the information • Source of the information • Reliability, truthfulness and correctness of the content • Reason the information exist • Examine primary and secondary sources related to a conflict or war from different perspectives. • Analyze, compare, and contrast multiple texts for content, intent, impact, and effectiveness. • Prepare evidence for a Socratic seminar in which students explain how a historical figure used vocabulary and tone to persuade his or her audience to accept his or her point of view.

STANDARD WHII.1e

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by

e) ~~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.)~~;

Essential Understandings	Experiences including but not limited to…

The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing into similar and dissimilar pieces.	
	• Gather a variety of sources about the economic state of selected countries at the beginning of World War I. Evaluate the information for accuracy and relevance. Use a Venn diagram to organize the facts to determine:
	  • similarities and differences between the selected countries
	  • examine the impact of external influences (ex: political, leaders)
	• Gather a variety of sources summarizing a specific event (i.e., English Civil War, Indian Independence Movement). Use a Venn diagram to organize the facts to determine:
	  • similarities and differences between recorded accounts.
	  • examine the impact of external influences.

STANDARD WHII.1f

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
f) ~~analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems,~~ explaining how indirect cause-and-effect relationships impacted ~~on~~ people, places, and events in world history ~~to 1500 A.D. (C.E.).~~.

Essential Understandings	Experiences including but not limited to…

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can have multiple causes and effects.
 	
An indirect cause-and-effect relationship usually takes time to establish. They are many times unforeseen, unplanned, or connected to the main causes and effects.
 	
Explaining includes justifying why the evidence credibly supports the claim.
 	
Diversity creates a variety of perspectives, contributions, and challenges.
 	
Events that lead to conflict often have multiple causes and effects.
	• A process for explaining indirect cause-and-effect relationships:
	  • Choose an established effect and brainstorm causes of that effect relationships.
	  • Categorize and organize the causes into direct or indirect causes.
	  • Describe direct and indirect items separately.
	  • Compare and contrast direct and indirect causes.
	  • Identify the most important difference between the direct and indirect causes.
	  • Draw conclusions about the impact on people, places, and events
	  • Discuss, defend, and refine conclusions.
	• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic and political structure of the civilizations, empires, or countries.
	• Create flow charts, story boards, and timelines to help students explore multiple causes and effects.
	• Determine how the choices of selected people/groups impacted world history.
	• Examine both intended and unintended consequences of an event
	  • What was the context for the event to take place?
	  • What actions were taken?
	  • What was the result of these actions?

STANDARD WHII.1g

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
g) analyzing multiple connections across time and place;

Essential Understandings	Experiences including but not limited to…

Analyzing includes identifying the important elements of a topic.
 	
Analytical thinking is further strengthened when connections are made between two or more topics.
 	
Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.
	• Select a civilization or event. Organize different aspects to determine and explain how the civilization or event changed over time. Organizing aspects may include:
	  • Social factors
	  • Political factors
	  • Economic factors
	  • Cultural factors
	• Identify how culture changed to accommodate evolving ideas and beliefs
	  • Revolutions
	  • Conflicts
	  • Reforms
	  • Human environment interactions
	  • Laws and policy changes
	  • Advancements
	  • Conflicts
	  • Diversity
	  • Movements and migrations

STANDARD WHII.1h

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

Essential Understandings	Experiences including but not limited to…
Decision-making models serve several purposes: • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. Decision making- involves determining relevant and irrelevant information Effective decision-making models: • compare the expected costs and benefits of alternative choices; • identify the costs and benefits of specific choices made. Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.	• PACED Decision Grid: [Problem, Alternatives, Criteria, Evaluate, Decision]

Problem: King Henry VIII and the decision to marry when faced with a crisis of succession.

Criteria / **Alternatives**	Devotion to catholic Christianity	Desire to ensure male royal succession
Divorce Katherine while making himself head of the church		
Submit to the church's ruling		
Stay married to Katherine and name their daughter as heir		
Decision:		

• Cost-benefit Analysis

WWI mandate system and the creation of Middle Eastern states.

Costs	**Level of Importance 1-5**	**Benefits**	**Level of Importance 1-5**
Increased Arab hostility toward Western nations		Created a framework by which people groups could achieve statehood following the collapse of the Ottoman Empire	
Heightened religious tension in the area			
Total		Total	

STANDARD WHII.1i

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and

Essential Understandings	Experiences including but not limited to…

Plagiarism is the unauthorized use or theft of intellectual property.
 	
There are consequences of plagiarism according to the guidelines established by local school divisions and the law.
	• Promote collaboration with others both inside and outside the classroom.
	  • Socratic Seminar
	  • Two-Way Journaling
	  • Digital Media (Videoconferences, etc.)
	
	• Explore the ethical and legal issues related to the access and use of information by
	  • properly citing authors and sources used in research;
	  • validating Web sites; and
	  • reviewing written drafts so that the language and/or thoughts of another are given credit.
	
	• Peer Feedback: Provide one another with constructive feedback via the peer editing process with written assignments.
	
	• Reference Citations: Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others.

STANDARD WHII.1j

The student will ~~improve~~ demonstrate skills ~~in~~ for historical ~~research~~ thinking, ~~and~~ geographical analysis, economic decision making, and responsible citizenship by
j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to…

Experiences in the classroom provide opportunities for students to read, think, speak, listen and write about social science content.
 	
The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions.
 	
The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
 	
Students take more ownership over investigating and researching when able to choose the type of product to produce.
 	
Student inquiry drives the design process. Specifically students:
• Formulate a question to investigate;
• Create a goal/hypothesis;
• Conduct research and collaborate with teacher and peers;
• Revisit and revise goal/hypothesis, if necessary;
• Create product; and
• Write a reflection on the process involved to arrive at product.
	• Write a college admission essay for a history program. Investigate and develop a position about the greatest impact on a culture or civilization: conflict, movement, migration, or change. Select specific events, locations, or individual as examples to support of the position. Include a list of student generated questions about the civilization or culture supported by further exploration of the topic.
	  • Prepare a multimedia or video presentation of a debate. Gather evidence to support the arguments and conclusions. Questions may include:
	  • Greater impact on the Reformation: Luther or Calvin
	  • Peter the Great (Russia): hero or villain
	  • Greatest contribution to modern revolutions: English Bill of Rights or Declaration of Independence
	  • Most effective treaty to end a conflict
	  • Investigate the history of the Hagia Sophia. Write position statement regarding the Hagia Sophia: "Should the Hagia Sophia be returned back to a Christian church, converted to a mosque, or continued in its current capacity as a museum celebrating both Christianity and Islam?"
	• Investigate one of the major revolutions or movements in world history. Create a social media post or blog discussing the greatest revolution or movement.
	  • Determine the major focus of the revolution.
	  • Explain the changes demanded
	  • Create a profile of the key individuals involved.
	  • Describe the social, economic, historical and political influences

STANDARD WHII.2a

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

a) locating major states and empires;

Essential Understandings	Essential Knowledge
By 1500 A.D. (C.E.), major states and empires had developed in various regions of the world.	~~**Major states and empires in the Eastern Hemisphere**~~ ~~England~~ ~~France~~ ~~Spain~~ ~~Russia~~ ~~Ottoman Empire~~ ~~China~~ ~~Mughal India~~ ~~**Major states and empires in the Western Hemisphere**~~ ~~Incan Empire~~ ~~Aztec Empire~~ **Western Europe** England France Spain **Eastern Europe/Mideast** Russia Ottoman **Americas** Incan Empire Aztec Empire **Far East** China India **Africa** Songhai

STANDARD WHII.2b

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

b) describing artistic, literary, and intellectual ideas of the Renaissance;

Essential Understandings	Essential Knowledge
New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.	**Renaissance** • "Rebirth" of classical knowledge; "birth" of the modern world • Spread of the Renaissance from the Italian city-states to northern Europe **Contributions of the Renaissance** • Accomplishments in the visual arts: Michelangelo, Leonardo da Vinci, Albrecht Dürer • Accomplishments in literature ~~(sonnets, plays, essays): Shakespeare~~ Machiavelli, Erasmus • Accomplishments in intellectual ideas ~~(~~humanism~~)~~: ~~Erasmus~~ and secularism

STANDARD WHII.2c

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

c) describing the distribution of major religions;

Essential Understandings	Essential Knowledge
By 1500 A.D. (C.E.), the five world religions had spread to many areas of the Eastern Hemisphere.	**Location of world religions in 1500 A.D. (C.E.)** • Judaism: Concentrated in Europe and the Middle East • Christianity: Concentrated in Europe and the Middle East • Islam: Parts of Asia, Africa, and southern Europe, Concentrated in Middle East • Hinduism: India and part of Southeast Asia • Buddhism: East and Southeast Asia

STANDARD WHII.2d

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

d) analyzing major trade patterns; and

Essential Understandings	Essential Knowledge
By 1500, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.	**Traditional trade patterns linking Europe with Asia and Africa** • Silk ~~Routes~~ Road 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 **Importance of trade patterns** • Exchange of products and ideas

STANDARD WHII.2e

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

e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Essential Understandings	Essential Knowledge
By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.	~~**Advancements exchanged along trade routes**~~ ~~Paper, compass, silk, porcelain (China)~~ ~~Textiles, numeral system (India and Middle East)~~ ~~Scientific knowledge—medicine, astronomy, mathematics~~ **Products exchanged along trade routes** • Paper, compass, silk, porcelain (China) • Textiles (India and Middle East) • Gold, salt (Africa) **Ideas exchanged along trade routes** • Numeral system (India and Middle East) • Scientific knowledge—medicine, astronomy, mathematics

STANDARD WHII.3a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~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, Henry VIII, and Elizabeth I;

Essential Understandings	Essential Knowledge

~~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.~~
 	
Disputes over biblical interpretation and papal authority led Protestant Reformers to leave the Catholic Church and establish Protestant churches.
	Conflicts that challenged the authority of the Church in Rome
	• ~~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.
	• Early dissenters (John Wycliffe and Jan Huss) led early efforts to reform the Church.
	
	Martin Luther (the Lutheran tradition)
	• Views:
	  • Salvation by faith alone, Bible as the ultimate authority, all humans equal before God
	  • Single Predestination (God chooses those to be saved)
	• Actions: 95 theses, birth of the Protestant Church
	
	John Calvin (the Calvinist tradition)
	• Views: P~~redestination, faith revealed by living a righteous life, work ethic~~ Single Predestination (God chooses those to be saved and those to be punished)
	• Actions: Expansion of the Protestant Movement
	
	King Henry VIII
	• Views: ~~Dismissed~~ Disagreed with the authority of the Pope in Rome
	• Actions: Divorced; broke ties with ~~Rome~~ Papal authority; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England
	
	Queen Elizabeth I
	• ~~Anglican Church~~
	• ~~Tolerance for dissenters~~
	• ~~Expansion and colonialism~~
	• ~~Victory over the Spanish Armada (1588)~~
	• Views: tolerance for dissenters, expansion and colonialism
	• Actions: commissioned 39 Articles, Victory over the Spanish Armada (1588)

STANDARD WHII.3b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Reformation in terms of its impact on Western civilization by
b) describing the impact of religious conflicts, the Inquisition, and Catholic Reformation on society and government actions; and

Essential Understandings	Essential Knowledge
The Reformation had its roots in disagreements about theology, but it led to important economic and political changes. Religious differences and hatreds caused war and destruction.	**Reformation in Germany** • Princes in Northern Germany converted to Protestantism, ending the 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). **Reformation in France** • After more than thirty years of war between Catholics and Protestants, the 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.~~ Exploited the religious conflict for political ends **Catholic Reformation** ~~Dissenters prior to Martin Luther: Jan Huss, John Wycliffe~~ Counter-Reformation: • The Council of Trent reaffirmed most Church doctrine and practices. • The Society of Jesus (The Jesuits) was founded to spread Catholic doctrine around the world. • The Inquisition was used to reinforce Catholic doctrine.

STANDARD WHII.3c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the Reformation in terms of its impact on Western civilization by
c) describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

Essential Understandings	Essential Knowledge
At first, the Reformation divided the countries of Europe on religious principles, leading to religious intolerance. P~~ower in most European states was concentrated in the monarch.~~ Gradually, religious toleration emerged as the result of changing cultural values. The printing press was instrumental in spreading cultural ideas.	**Changing cultural values, traditions, and philosophies** • Growth of secularism and skepticism in reaction against religious warfare • Growth of individualism • Eventual growth of religious tolerance **Role of the printing press** • 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 the Renaissance.

STANDARD WHII.4a

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

a) explaining ~~the roles and economic motivations of explorers and conquistadors~~ the political and economic goals of European exploration and colonization;

Essential Understandings	Essential Knowledge
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~~.	**Factors contributing to the European discovery of lands in the Western Hemisphere** • Demand for gold, spices, and natural resources in Europe • Support for the diffusion of Christianity • Political and economic competition between European empires • Innovations of European and Islamic origins in navigational arts • Pioneering role of Prince Henry the Navigator **Establishment of overseas empires and decimation of indigenous populations** • Portugal: Vasco da Gama • Spain: Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan • England: Francis Drake • France: Jacques Cartier

STANDARD WHII.4b

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
b) describing ~~the influence of religion~~ the geographic expansion into Africa, Asia, and the Americas;

Essential Understandings	Essential Knowledge
~~One motive for exploration was to spread the Christian religion.~~ European powers sought to establish empires in North, South, and Central America. European powers sought to establish economic relationships with Africa and Asia.	~~**Means of diffusion of Christianity**~~ ~~Migration of colonists to new lands~~ ~~Influence of Catholic and Protestant colonists, who carried their faith, language, and cultures to new lands~~ ~~Conversion of indigenous peoples~~ **Americas** • Expansion of Spanish Empire into South and Central America • Expansion of British Empire into North America • Expansion of Portuguese Empire into South America • Expansion of French Empire into North America **Africa** • Expansion of trade between Europe and Africa (gold, slaves, and other resources) • European trading posts along the coast **Asia** • Colonization by small groups of merchants (India, the Indies, China) • Establishment of trading companies (Portuguese, Dutch, British)

STANDARD WHII.4c

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

c) ~~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;

Essential Understandings	Essential Knowledge
Europeans migrated to new colonies in the Americas, creating new cultural and social patterns. ~~Europeans established trading posts and colonies in Africa and Asia.~~	**Americas** • ~~Expansion of overseas territorial claims and~~ European emigration to North and South America • Demise of Aztec and Inca Empires • ~~Legacy of a rigid class system and dictatorial rule in Latin America~~ • Forced migration of Africans who had been enslaved • Colonies' imitation of the culture and social patterns of their parent countries • Influence of Catholic and Protestant colonists who carried their faith, language, and cultures to new lands • Religious conversion of indigenous peoples **Africa** • ~~European trading posts along the coast~~ • ~~Trade in slaves, gold, and other resources~~ • Expansion of the slave trade • Introduction of firearms to African society • Destruction of families as a result of the slave trade • Loss of fittest members of society to the slave trade **Asia** • ~~Colonization by small groups of merchants (India, the Indies, China)~~ • ~~Influence of trading companies (Portuguese, Dutch, British)~~ • European influence was not welcomed • Conflict over attempts to spread Christianity • Restrictions on European trade and cultural influence

STANDARD WHII.4d

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

d) ~~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

Essential Understandings	Essential Knowledge
The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres.	**Columbian Exchange** • Western Hemisphere agricultural products, such as corn, potatoes, and tobacco, changed European lifestyles. • European horses and cattle changed the lifestyles of American Indians. • European diseases, such as smallpox, killed ~~many~~ more than half of American Indians. **Impact of the Columbian Exchange** • 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. **Export of precious metals** • Gold and silver exported to Europe and Asia • Impact on indigenous empires of the Americas • Impact on Spain and international trade **Triangular Trade** • Linked Europe, Africa, and the Americas • Slaves, sugar, and rum were traded.

STANDARD WHII.4e~~, f~~

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

e) ~~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~~;~~.

~~f) describing the impact of precious metal exports from the Americas.~~ [Moved to SOL WHII.4d]

Essential Understandings	Essential Knowledge
~~The European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.~~ European exploration of new lands and cultures raised new questions about nature and society and encouraged a new emphasis on experimental technology. With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.	~~The triangular trade linked Europe, Africa, and the Americas. Slaves, sugar, and rum were traded.~~ ~~**Export of precious metals**~~ ~~Gold and silver exported to Europe and Asia~~ ~~Impact on indigenous empires of the Americas~~ ~~Impact on Spain and international trade~~ **Pioneers of the Scientific Revolution** • Nicolaus Copernicus developed heliocentric theory. • Johannes Kepler discovered planetary motion. • Galileo Galilei used telescope to support heliocentric theory. • Kepler discovered laws of planetary motion. • Isaac Newton formulated law of gravity. • William Harvey discovered circulation of the blood. **Importance of the Scientific Revolution** • Emphasis on reason and systematic observation of nature • Formulation of the scientific method • Expansion of scientific knowledge

STANDARD WHII.5a

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
a) locating European nations and their empires in time and place and identifying major geographic features of Europe;

Essential Understandings	Essential Knowledge
Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), European nations developed empires that extended throughout Europe and the world. Major geographic features of Europe helped to shape these empires and included land and water features.	**European nations and their empires (about 1500-about 1800 A.D. (C.E.)** • British Empire • Spanish Empire • French Empire • Dutch Empire • Portuguese Empire • Hapsburg Empire • Russia • Prussia **Major Geographic Features of Europe** • Alps • Ural Mountains • Black Sea • Mediterranean Sea • English Channel • Iberian Peninsula • Balkan Peninsula

STANDARD WHII.5b

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
b) describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;

Essential Understandings	Essential Knowledge

The efforts of Hapsburg rulers failed to restore Catholic unity across Europe.	• **Social and Cultural Patterns in the Hapsburg Empire**
	  • Very diverse empire that included many ethnic and cultural groups, which often resulted in conflict
	  • Focus on protection of Catholicism from Islamic influence and Protestant influence
	  • Development of nationalism within the diverse groups in the empire
	
	• **Charles V**
	  • Ruled the largest collection of European lands since Charlemagne
	  • Failed efforts to unite Europe under a Catholic empire
	  • Abdication of throne, division of empire

STANDARD WHII.5c

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
c) describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;

Essential Understandings	Essential Knowledge

The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.
 	
Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.
 	
Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.
	• **Characteristics of absolute monarchies**
	  • centralization of power
	  • concept of rule by divine right
	
	• **Absolute monarchs**
	  • Louis XIV of France: Palace of Versailles as a symbol of royal power
	  • Peter the Great of Russia: Westernization of Russia
	
	• **The Enlightenment**
	  • emphasized reason, analysis, and individualism
	  • stimulated religious pluralism
	  • fueled democratic revolutions around the world
	
	• **Enlightenment thinkers and their ideas**
	  • Thomas Hobbes' *Leviathan*: Humans exist in a primitive "state of nature" and consent to government for self-protection.
	  • John Locke's *Two Treatises on Government*: People are sovereign and consent to government for protection of natural rights to life, liberty, and property.
	  • Montesquieu: The best form of government depends on a country's size, climate, and other factors, and popularized the concept of separation of powers.
	  • Jean-Jacques Rousseau's *The Social Contract*: Government is a contract between rulers and the people.
	  • Voltaire: Hostile to religious fanaticism and to religious beliefs in general.
	
	• **Influence of the Enlightenment**
	  • 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 the Bill of Rights incorporated Enlightenment ideas.

STANDARD WHII.5d

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
d) 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;

Essential Understandings	Essential Knowledge
Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the Magna Carta and common law. The English Civil War and the Glorious Revolution prompted further development of the rights of Englishmen.	**Development of the rights of Englishmen** • 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 and decrease of royal power • English Bill of Rights of 1689

STANDARD WHII.5e

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
e) explaining the causes and effects of the American and French Revolutions;

Essential Understandings	Essential Knowledge

The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways.
 	
The French overthrew the absolute monarchy and established a new government.
	Causes of the French Revolution
	• internal Causes- economic crisis and weak leadership
	• influence of Enlightenment ideas
	• influence of the American Revolution
	  • Provided a successful example of overthrowing a monarchy
	  • French participation in the American Revolution
	
	Events of the French Revolution
	• Storming of the Bastille
	• Reign of Terror
	• Founding of first French Republic
	
	Outcomes of the French Revolution
	• end of the absolute monarchy of Louis XVI
	• collapse into terror
	• rise of Napoleon

STANDARD WHII.5f

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
f) describing the development of social and cultural patterns in the German states;

Essential Understandings	Essential Knowledge
The Protestant Reformation and the 30 Years War had a major impact on the development of social and cultural patterns in the German states.	**Social and Cultural Patterns** • Shared a common language • Spread of Protestant faith • No common currency or uniform law • Devastation of the 30 Years War • Rivalry between Holy Roman Empire and Prussia for political dominance

STANDARD WHII.5g

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
g) describing the development of social and cultural patterns in the Italian states; and

Essential Understandings	Essential Knowledge
Classical civilizations and foreign influence contributed to the development of cultural and social patterns in the Italian states.	**Social and Cultural Patterns in the Italian States** • Periods of foreign control by Spain and Austria • Culture was influenced by foreign control • Rome remained the center of the Catholic Church • Influence from classical civilizations maintained Italy's position as the cultural center of Europe.

STANDARD WHII.5h

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

Essential Understandings	Essential Knowledge

From about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.), Russia was shaped by distinctive social and cultural patterns.
 	
Peter the Great tried to modernize Russia through his policy of "westernization."
	• **Social and Cultural Patterns in Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.)**
	  • ethnic diversity
	  • religion and Orthodox Church
	  • Ivan the Terrible
	  • peasants and serfdom
	  • increasing autocracy
	
	• **Peter the Great of Russia: Westernization of Russia**
	  • Peter the Great "westernized" the Russian state and society, transforming political, religious, and cultural institutions.
	  • Examples of westernization included western dress/appearance, moving the capital to St. Petersburg, and modernization of the military and industry.
	  • Catherine the Great continued the process of westernization.

STANDARD WHII.6a

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;

Essential Understandings	Essential Knowledge

Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), Asian nations developed empires that extended throughout Asia and the world.
 	
Major geographic features of Asia helped to shape these empires and included land and water features.
	• **Asian Empires from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.)**
	  • Ottoman Empire
	  • Mughal Empire
	  • Chinese dynasties
	  • Japanese shogunate
	
	• **Major Geographic Features of Asia**
	  • Asia Minor
	  • Indian subcontinent
	  • Himalayan Mountains
	  • Indian Ocean
	  • South China Sea
	  • Arabian Peninsula

STANDARD WHII.~~5a~~6b

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~~b) describing the location and development of social and cultural patterns of the Ottoman Empire;

Essential Understandings	Essential Knowledge

The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.
 	
The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.
	• **Original location of the Ottoman Empire**
	  • Asia Minor
	
	• **Expansion and extent of the Ottoman Empire**
	  • Southwest Asia
	  • Southeastern Europe, Balkan Peninsula
	  • North Africa
	
	• **Development of the Ottoman Empire**
	  • Capital at Constantinople renamed Istanbul
	  • Islamic religion as a unifying force that ~~accepted~~ tolerated other religions
	  • Trade in coffee and ceramics
	
	• **Social and Cultural Patterns**
	  • Hagia Sophia
	  • Mosques and religious complexes built by Sinan
	  • Developments in architecture, calligraphy, manuscript painting, textiles, and ceramics

STANDARD WHII.~~5b~~6c

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 ~~b~~c) describing the location and development of social and cultural patterns of India, with emphasis on the Mughal Empire and coastal trade;

Essential Understandings	Essential Knowledge

Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India.
 	
The Mughal Empire traded with European nations.
 	
Much of southern India remained independent and continued international trade.
	• **Location of the Mughal Empire**
	  • North India
	
	• **Contributions of Mughal rulers**
	  • Spread of Islam into India
	  • Art and architecture: Taj Mahal
	  • Establishment of European trading outposts
	  • Influence of Indian textiles on British textile industry
	
	• **Trade with European nations**
	  • Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing coastal ports on the Indian sub-continent.
	  • Southern India traded silks, spices, and gems.

STANDARD WHII.~~5c~~6d

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 ~~c~~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]

Essential Understandings	Essential Knowledge
China ~~and Japan~~ sought to limit the influence and activities of European merchants.	**China** • Creation of foreign enclaves to control trade • Imperial policy of controlling foreign influences and trade • Increase in European demand for Chinese goods (tea, porcelain) ~~**Japan**~~ ~~Characterized by a powerless emperor controlled by a military leader (shogun)~~ ~~Adopted policy of isolation to limit foreign influences~~

STANDARD WHII.~~5d~~6e

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 ~~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 in Japan, ~~including~~ with emphasis on the Japanese shogunate; and

Essential Understandings	Essential Knowledge
~~The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.~~ The reunification of Japan established the Tokugawa Shogunate, that governed for more than 250 years. The reunification of Japan brought with it an emphasis on the reestablishment of order in social, political, and international relations following a century of civil war and turmoil.	~~**African exports**~~ ~~Slaves (triangular trade)~~ ~~Raw materials (ivory, gold)~~ ~~**African imports**~~ ~~Manufactured goods from Europe, Asia, and the Americas~~ ~~New food products (corn, peanuts)~~ **Japan** • Characterized by a powerless emperor controlled by a military leader (shogun) • Adopted policy of isolation to limit foreign influences

STANDARD WHII.~~5e~~6f

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 ~~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.

Essential Understandings	Essential Knowledge

~~European maritime nations competed for overseas markets, colonies, and resources, creating new economic practices, such as mercantilism, linking European nations with their colonies.~~
 	
Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major Asian empires had a variety of political and economic system.
	~~**Terms to know**~~
	~~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~~
	
	~~**Commercial Revolution**~~
	~~European maritime nations competed for overseas markets, colonies, and resources.~~
	~~A new economic system emerged:~~
	~~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.~~
	
	• **Ottoman Empire**
	  • Political System: centralized bureaucratic government ruled by a sultan (political and religious leader)
	  • Economic System: Located at the crossroads of trade between Europe and Asia, economy based on trade and agriculture
	
	• **Mughal Empire**
	  • Political System: centralized bureaucratic government ruled by a Muslim emperor
	  • Economic System: Dependence on trade with foreign nations (Europe), economy based on trade and agriculture
	
	• **China**
	  • Political System: centralized bureaucratic government ruled by a Qing (Manchu) dynasty emperor
	  • Economic System: economy based largely on agriculture, resistance to trade with European nations
	
	• **Japan**
	  • Political System: government ruled by a powerful shogun, had a powerless emperor
	  • Economic System: reliance on maritime trade within the empire, desire to expand to find resources

~~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;~~ [Moved to SOL WHII.4e]

Essential Understandings	Essential Knowledge
~~With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.~~	**~~Pioneers of the scientific revolution~~** ~~Nicolaus Copernicus developed heliocentric theory.~~ ~~Johannes Kepler discovered planetary motion.~~ ~~Galileo Galilei used telescope to support heliocentric theory.~~ ~~Isaac Newton formulated law of gravity.~~ ~~William Harvey discovered circulation of the blood.~~ **~~Importance of the scientific revolution~~** ~~Emphasis on reason and systematic observation of nature~~ ~~Formulation of the scientific method~~ ~~Expansion of scientific knowledge~~

~~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 and Peter the Great;~~ [Moved to SOL WHII.5c].

Essential Understandings	Essential Knowledge
~~The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments.~~	**~~Characteristics of absolute monarchies~~** ~~Centralization of power~~ ~~Concept of rule by divine right~~ **~~Absolute monarchs~~** ~~Louis XIV of France: Palace of Versailles as a symbol of royal power~~ ~~Peter the Great of Russia: Westernization of Russia~~

~~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;~~ [Moved to SOL WHII.5d]

Essential Understandings	Essential Knowledge
~~Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include 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.~~	**~~Development of the rights of Englishmen~~** ~~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 and decrease of royal power~~ ~~English Bill of Rights of 1689~~

~~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;~~

[Moved to SOL WHII.5c]

Essential Understandings	Essential Knowledge
~~Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government.~~ ~~Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence.~~	**~~The Enlightenment~~** ~~Applied reason to the human world, as well as to the rest of the natural world~~ ~~Stimulated religious tolerance~~ ~~Fueled democratic revolutions around the world~~ **~~Enlightenment thinkers and their ideas~~** ~~Thomas Hobbes' *Leviathan*: Humans exist in a primitive "state of nature" and consent to government for self-protection.~~ ~~John Locke's *Two Treatises on Government*: People are sovereign and consent to government for protection of natural rights to life, liberty, and property.~~ ~~Montesquieu's *The Spirit of Laws*: The best form of government includes a separation of powers.~~ ~~Jean-Jacques Rousseau's *The Social Contract*: Government is a contract between rulers and the people.~~ ~~Voltaire: Religious toleration should triumph over religious fanaticism; separation of church and state.~~ **~~Influence of the Enlightenment~~** ~~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.6e~~

~~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.~~ [Moved to SOL WHII.5e]

Essential Understandings	Essential Knowledge
~~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 established a new government.~~	**~~Causes of the French Revolution~~** ~~Influence of Enlightenment ideas~~ ~~Influence of the American Revolution~~ **~~Events of the French Revolution~~** ~~Storming of the Bastille~~ ~~Reign of Terror~~ **~~Outcomes of the French Revolution~~** ~~End of the absolute monarchy of Louis XVI~~ ~~Rise of Napoleon~~

~~STANDARD WHII.6f~~

~~The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by~~
~~f) describing the expansion of the arts, philosophy, literature, and new technology.~~

Essential Understandings	Essential Knowledge
~~The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.~~ ~~The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.~~	**~~Representative composers, artists, philosophers, and writers~~** ~~Johann Sebastian Bach: Baroque composer~~ ~~Wolfgang Amadeus Mozart: Classical composer~~ ~~Voltaire: Philosopher~~ ~~Miguel de Cervantes: Novelist~~ ~~Eugène Delacroix: Painter (transition to the Romantic School of the nineteenth century)~~ **~~New schools of art and forms of literature~~** ~~Painting depicted classical subjects, public events, natural scenes, and living people (portraits).~~ ~~New forms of literature evolved, such as the novel (e.g., Cervantes' *Don Quixote*).~~ **~~Technologies~~** ~~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.~~

STANDARD WHII.7a

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from 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;

Essential Understandings	Essential Knowledge

Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), African societies maintained empires throughout West Africa, East Africa, and South Africa.
 	
Major geographic features of Africa helped to shape these empires and included land and water features.
	• **Major Societies in Africa**
	  • Songhai
	  • Kongo
	  • Asante
	  • Zulu
	  • Ethiopia
	
	• **Major Geographic Features**
	  • Sahara Desert
	  • Niger River
	  • Congo River
	  • Horn of Africa
	  • Cape of Good Hope

STANDARD WHII.7b

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by
b) comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;

Essential Understandings	Essential Knowledge

Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.	• **Social and Cultural Patterns in West Africa**
	  • Songhai
	  • While Islam was practiced by rulers, most people remained loyal to their indigenous religions.
	  • Because of trade relationships with foreign nations and empires, Songhai was a cultural center of Africa, including cities like Timbuktu.
	  • Asante (Ashanti)
	  • Practice of indigenous religion and use of indigenous language
	  • Threats from European invasion and other African empires created a militaristic society.
	
	• **Social and Cultural Patterns in East Africa**
	  • Ethiopia
	  • Influence of Christianity, Judaism, and Islam through trade
	  • Differences in religion and European interaction caused conflict

STANDARD WHII.7c

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

c) comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and

Essential Understandings	Essential Knowledge

Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations.	**Social and Cultural Patterns in Central and Southern Africa**
	• **Kongo**
	  • Portuguese missionaries were successful in converting rulers to Christianity, resulting in the conversion of the entire kingdom.
	  • The art of the Kongo was elaborate, using wood cloth and terra cotta.
	• **Zulu**
	  • Use of indigenous religion, characterized by ancestral spirits and the use of magic
	  • History passed through oral traditions in the indigenous language.

STANDARD WHII.7d

The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by
d) explaining the development of political and economic systems in African societies.

Essential Understandings	Essential Knowledge

Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major African empires had a variety of political and economic systems.	**Political and Economic Systems in African Societies**
	• Songhai
	  • Political System: ruled by an absolute monarch who commanded the military and controlled an imperial bureaucracy
	  • Economic System: economy based on trade of slaves and gold to North Africa across the Sahara Desert and overseas
	• Asante (Ashanti)
	  • Political System: elimination of clan tradition in favor of a unified government under a central leader
	  • Economic System: economy based on trade of slaves and gold to North Africa across the Sahara Desert and overseas
	• Ethiopia
	  • Political System: ruled by a monarch~~y~~ centered in Christianity
	  • Economic System: economy based on trade of gold, ivory, and frankincense across the Sahara Desert and overseas
	• Kongo
	  • Political System: ruled by a monarch with centralized power over a bureaucracy
	  • Economic System: economy based on agriculture, metallurgy, and trade of ivory and slaves
	• Zulu
	  • Political System: ruled by a monarch with centralized power over a bureaucracy
	  • Economic System: economy based entirely on agriculture and livestock

STANDARD WHII.8a

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;

Essential Understandings	Essential Knowledge

The Industrial Revolution began in England and spread to the rest of western Europe and the United States.
 	
The Industrial Revolution began in England because of its abundant resources, available capital, and development of entrepreneurship.
 	
Advancements in technology influenced the start of the Industrial Revolution.
	• **Industrial Revolution**
	  • originated in England because of its natural resources (e.g., coal, iron ore) and the invention and improvement of the steam engine
	  • spread to Europe and the United States (resources)
	  • role of cotton textile, iron, and steel industries (resources)
	  • relationship to the British Enclosure Movement (entrepreneurship)
	  • rise of the factory system and demise of cottage industries (entrepreneurship)
	  • rising economic powers that wanted to control raw materials and markets throughout the world (capital)
	
	• **Technological advances that produced the Industrial Revolution**
	  • James Hargreaves: spinning jenny
	  • James Watt: steam engine
	  • Eli Whitney: cotton gin
	  • Henry Bessemer: process for making steel

STANDARD WHII.8b

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by

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;

Essential Understandings	Essential Knowledge

Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.
 	
The Industrial Revolution placed new demands on the labor of men, women, and children.
 	
The Industrial Revolution impacted society through advancements in science and medicine.
 	
There were many social effects of the Industrial Revolution.
	• **Advancements in science and medicine**
	  • Edward Jenner: development of smallpox vaccination
	  • Louis Pasteur: discovery of bacteria
	
	• **Impacts of the Industrial Revolution on industrialized countries**
	  • population increase
	  • increased standards of living for many but not all
	  • improved transportation
	  • urbanization
	  • environmental pollution
	  • increased education
	  • dissatisfaction of working class with working conditions
	  • growth of the middle class
	
	• **The nature of work in the factory system**
	  • 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
	
	• **Social effects of the Industrial Revolution**
	  • 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

STANDARD WHII.8c

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by
c) describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;

Essential Understandings	Essential Knowledge

Technology developed during the Industrial Revolution. The development of new products created a higher demand for labor.
 	
Later reforms would try improved working conditions and to eliminate the practice of slavery.
 	
Workers organized labor unions to fight for improved working conditions and workers' rights.
 	
Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.
	• **Impact of the Industrial Revolution on slavery**
	  • The cotton gin increased demand for slave labor on American plantations.
	  • The United States and Britain outlawed the slave trade and then slavery.
	
	• ~~**Social effects of the Industrial Revolution**~~
	  • ~~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~~
	
	• **The rise of labor unions**
	  • Encouraged worker-organized strikes to demand increased wages and improved working conditions
	  • Lobbied for laws to improve the lives of workers, including women and children
	  • Wanted workers' rights and collective bargaining between labor and management
	
	• **Capitalism**
	  • Adam Smith's *The Wealth of Nations*
	  • 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
	
	• **Socialism and communism**
	  • Karl Marx's *The Communist Manifesto* (written with Friedrich Engels) and *Das Kapital*
	  • Response to the injustices of capitalism
	  • Importance to communists of redistribution of wealth

STANDARD WHII.8d

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by
d) assessing the impact of Napoleon and the Congress of Vienna on political power in Europe.

Essential Understandings	Essential Knowledge

The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.
 	
Napoleon's attempt to unify Europe under French domination was unsuccessful.
 	
The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.
	• **Legacy of Napoleon**
	  • Unsuccessful attempt to unify Europe under French domination
	  • Napoleonic Code
	  • Awakening of feelings of national pride and growth of nationalism
	
	• **Legacy of the Congress of Vienna**
	  • "Balance of power" doctrine
	  • Restoration of monarchies
	  • New political map of Europe
	  • New political philosophies (liberalism, conservatism)
	
	National pride, economic competition, and democratic ideals stimulated the growth of nationalism.
	
	The terms of the Congress of Vienna led to widespread discontent in Europe, especially in Italy and the German states. Unsuccessful revolutions of 1848 increased nationalistic tensions.
	
	In contrast to continental Europe, the United Kingdom expanded political rights through legislative means and made slavery illegal in the British Empire.

STANDARD WHII.8e,f

The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by
e) explaining the events related to the unification of Italy and the role of Italian nationalism;
f) explaining the events related to the unification of Germany and the role of Bismarck.

Essential Understandings	Essential Knowledge

The national unification of Italy and Germany altered the balance of power in Europe and touched off new rivalries with other European states.	• **Unification of Italy**
	  • Count Cavour unified Northern Italy.
	  • Giuseppe Garibaldi joined southern Italy to northern Italy.
	  • The Papal States (including Rome) became the last to join Italy.
	
	• **Unification of Germany**
	  • 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 *Realpolitik*, which justifies all means to achieve and hold power.
	  • The Franco-Prussian War led to the creation of the German state.

STANDARD WHII.~~7a~~9a

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;

Essential Understandings	Essential Knowledge

~~Latin American revolutions of the nineteenth century were influenced by the clash of European cultures in the development of governments and ruling powers.~~
 	
~~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.~~
 	
Between 1776 and 1900, the United States went through a period of major territorial expansion to extend from the Atlantic to the Pacific.
 	
The Industrial Revolution led to economic prosperity, which facilitated the entrance of the United States into global politics.
	~~**Characteristics of the colonial system**~~
	~~Colonial governments mirrored the home governments.~~
	~~Catholicism had a strong influence on the development of the colonies.~~
	~~A major element of the economy was the mining of precious metals for export.~~
	~~Major cities were established as outposts of colonial authority.~~
	~~Havana~~
	~~Mexico City~~
	~~Lima~~
	~~São Paulo~~
	~~Buenos Aires~~
	
	~~**Rigid class structure**~~
	~~Viceroys / colonial officers~~
	~~Creoles~~
	~~Mestizos~~
	
	• **Location of the United States**
	  • The United States is located on the continent of North America in the Western Hemisphere, between the Atlantic and Pacific Oceans.
	
	• **American Expansion, 1776-1900**
	  • The United States expanded from the original 13 colonies to include land all the way to the Pacific Ocean.
	  • The United States expanded through economic, political, and military means.
	  • The largest piece of territory was acquired through the Louisiana Purchase from France.
	
	• **Changing Role of the United States**
	  • The Industrial Revolution made the United States a leading world economic power beginning in the 19th century.
	  • This new status ~~will~~ encouraged the United States to become increasingly involved in global politics from that point forward.

STANDARD WHII.~~7b~~9b

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

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;

Essential Understandings	Essential Knowledge

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.	Latin America is located in the Western Hemisphere, south of the United States. It includes Mexico, Central America, South America, and the Caribbean Islands.
	
	• **Causes of Revolutions in Latin America**
	  • Rigid social class system established by colonial powers
	  • Centralized rule by colonial powers
	  • Increase of nationalism
	  • Increasingly educated creole middle class
	  • Influence of the Enlightenment, American and French Revolutions on Latin America
	
	• **Contributions of Toussaint L'Ouverture**
	  • Former slave who led Haitian rebellion against the French
	  • Defeated the armies of three foreign powers: Spain, France, and Britain
	  • Enslaved Haitians rebelled, abolished slavery, and won independence.
	
	• **Contributions of Simón Bolivar**
	  • Native resident who led revolutionary efforts
	  • Liberated the northern areas of Latin America
	
	~~**Influence of the American and French Revolutions on Latin America**~~
	~~Slaves in Haiti rebelled, abolished slavery, and won independence.~~
	~~Father Miguel Hidalgo started the Mexican independence movement.~~
	~~French, Spanish, and Portuguese colonies gained independence.~~
	
	• **Effects of Latin American Revolution**
	  • French, Spanish, and Portuguese colonies gained independence.
	  • Selected countries gained independence during the 1800s (Mexico, Haiti, Colombia, Venezuela, Brazil)
	~~Mexico~~
	~~Haiti~~
	~~Colombia~~
	~~Venezuela~~
	~~Brazil~~

STANDARD WHII.9c

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

c) describing the political and social challenges faced by Latin American nations with emphasis on the Monroe Doctrine;

Essential Understandings	Essential Knowledge
The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization. Newly independent nations in Latin America had the challenge of coordinating their political and social systems.	**Impact of the Monroe Doctrine** • The Monroe Doctrine was issued by President James Monroe in 1823. • Latin American nations were acknowledged to be independent. • 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. • Newly independent Latin American nations had to assimilate European, African, and Native American cultures into one cohesive society.

STANDARD WHII.~~7c~~9d

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

~~c~~d) ~~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

Essential Understandings	Essential Knowledge

~~The contributions of Toussaint L'Ouverture and Simón Bolivar led to the development of independent states in Latin America in the nineteenth century.~~
 	
Industrial nations in Europe needed natural resources and markets to expand their economies.
 	
These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success.
 	
Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world.
 	
Resistance to imperialism took many forms, including armed conflict and intellectual movements.
	~~**Contributions of Toussaint L'Ouverture**~~
	~~Former slave who led Haitian rebellion against French~~
	~~Defeated the armies of three foreign powers: Spain, France, and Britain~~
	
	~~**Contributions of Simón Bolivar**~~
	~~Native resident who led revolutionary efforts~~
	~~Liberated the northern areas of Latin America~~
	
	• **Forms of imperialism**
	  • Colonies
	  • Protectorates
	  • Spheres of influence
	
	• **Imperialism in Africa and Asia**
	  • 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
	  • America's opening of Japan to trade
	
	• **Imperialism in the Pacific Islands**
	  • European and American domination
	  • Motivated by a desire to control islands on the way to Asia for refueling and supplies
	  • Colonial powers wanted to control trade and production of raw materials in the islands
	
	• **Imperialism in Australia**
	  • Became a colony of Britain
	  • Originated as a penal colony for Britain
	  • Australia provided Britain with resources and other benefits
	
	• **Responses of colonized peoples**
	  • Armed conflicts (e.g., events leading to the Boxer Rebellion in China)
	  • Rise of nationalism (e.g., first Indian nationalist party founded in the mid-1800s)

STANDARD WHII.~~7d~~9e

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

~~d~~e) ~~assessing the impact of the Monroe Doctrine.~~ [Moved to SOL WHII.9c]analyzing the relationship between industrialization, imperialism, and nationalism.

Essential Understandings	Essential Knowledge
~~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.~~ Industrialization in European nations was a driving force behind the competition for overseas colonies. This colonization resulted in rising nationalism among colonies and increased the drive for independence.	~~**Impact of the Monroe Doctrine**~~ ~~The Monroe Doctrine was issued by President James Monroe in 1823.~~ ~~Latin American nations were acknowledged to be independent.~~ ~~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.~~ **Relationship between industrialization, imperialism, and nationalism** • Economic advantage and competition motivated European nations to compete for colonial possessions resulting in nationalism in the colonies. • 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. ~~**Forms of imperialism**~~ ~~Colonies~~ ~~Protectorates~~ ~~Spheres of influence~~

~~STANDARD WHII.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.;~~ [Moved to SOL WHII.8d]

Essential Understandings	Essential Knowledge
~~The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.~~ ~~Napoleon's attempt to unify Europe under French domination was unsuccessful.~~ ~~The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.~~	~~**Legacy of Napoleon**~~ ~~Unsuccessful attempt to unify Europe under French domination~~ ~~Napoleonic Code~~ ~~Awakening of feelings of national pride and growth of nationalism~~ ~~**Legacy of the Congress of Vienna**~~ ~~"Balance of power" doctrine~~ ~~Restoration of monarchies~~ ~~New political map of Europe~~ ~~New political philosophies (liberalism, conservatism)~~

~~STANDARD WHII.8b~~

~~The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by~~
~~b) describing unsuccessful revolutions on the continent and political reform in the United Kingdom.~~

Essential Understandings	Essential Knowledge
~~The rise of nationalism was a powerful force behind European politics during the nineteenth century.~~ ~~Widespread demands for political rights led to revolutions and legislative actions in Europe.~~	~~National pride, economic competition, and democratic ideals stimulated the growth of nationalism.~~ ~~The terms of the Congress of Vienna led to widespread discontent in Europe, especially in Italy and the German states. Unsuccessful revolutions of 1848 increased nationalistic tensions.~~ ~~In contrast to continental Europe, the United Kingdom expanded political rights through legislative means and made slavery illegal in the British Empire.~~

~~STANDARD WHII.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;~~ [Moved to WHII.8e]
~~d) explaining events related to the unification of Germany and the role of Bismarck.~~ [Moved to SOL WHII.8f]

Essential Understandings	Essential Knowledge
~~Italy and Germany became nation-states long after the rest of Europe.~~	**~~Unification of Italy~~** ~~Count Cavour unified Northern Italy.~~ ~~Giuseppe Garibaldi joined southern Italy to northern Italy.~~ ~~The Papal States (including Rome) became the last to join Italy.~~ **~~Unification of Germany~~** ~~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 *Realpolitik*, which justifies all means to achieve and hold power.~~ ~~The Franco-Prussian War led to the creation of the German state.~~

~~STANDARD WHII.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;~~ [Moved to SOL WHII.8b]

Essential Understandings	Essential Knowledge
~~The Industrial Revolution began in England and spread to the rest of Western Europe and the United States.~~ ~~With the Industrial Revolution came an increased demand for raw materials from the Americas, Asia, and Africa.~~ ~~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.~~	**~~Industrial Revolution~~** ~~Originated in England because of its natural resources (e.g., 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~~ **~~Technological advances that produced the Industrial Revolution~~** ~~Spinning jenny: James Hargreaves~~ ~~Steam engine: James Watt~~ ~~Cotton gin: Eli Whitney~~ ~~Process for making steel: Henry Bessemer~~ **~~Advancements in science and medicine~~** ~~Development of smallpox vaccination: Edward Jenner~~ ~~Discovery of bacteria: Louis Pasteur~~ **~~Impacts of the Industrial Revolution on industrialized countries~~** ~~Population increase~~ ~~Increased standards of living for many but not all~~ ~~Improved transportation~~ ~~Urbanization~~ ~~Environmental pollution~~ ~~Increased education~~ ~~Dissatisfaction of working class with working conditions~~ ~~Growth of the middle class~~

~~STANDARD WHII.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 the subsequent development of socialism and communism;~~ [Moved to SOL WHII.8a]

Essential Understandings	Essential Knowledge
~~Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.~~ ~~Social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.~~	~~**Capitalism**~~ ~~Adam Smith's *The Wealth of Nations*~~ ~~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~~ ~~**Socialism and communism**~~ ~~Karl Marx's *The Communist Manifesto* (written with Friedrich Engels) and *Das Kapital*~~ ~~Response to the injustices of capitalism~~ ~~Importance to communists of redistribution of wealth~~

~~STANDARD WHII.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.~~ [Moved to WHII.8c]

Essential Understandings	Essential Knowledge
~~Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.~~ ~~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.~~	**~~The nature of work in the factory system~~** ~~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~~ **~~Impact of the Industrial Revolution on slavery~~** ~~The cotton gin increased demand for slave labor on American plantations.~~ ~~The United States and Britain outlawed the slave trade and then slavery.~~ **~~Social effects of the Industrial Revolution~~** ~~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~~ **~~The rise of labor unions~~** ~~Encouraged worker-organized strikes to demand increased wages and improved working conditions~~ ~~Lobbied for laws to improve the lives of workers, including women and children~~ ~~Wanted workers' rights and collective bargaining between labor and management~~

~~STANDARD WHII.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;~~ [Moved to 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.~~ [WHII.9d]

Essential Understandings	Essential Knowledge
~~Industrial nations in Europe needed natural resources and markets to expand their economies.~~ ~~These nations competed to control Africa and Asia in order to secure their own economic and political success.~~ ~~Imperialism spread the economic, political, and social philosophies of Europe throughout the world.~~ ~~Resistance to imperialism took many forms, including armed conflict and intellectual movements.~~	~~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.~~ **~~Forms of imperialism~~** ~~Colonies~~ ~~Protectorates~~ ~~Spheres of influence~~ **~~Imperialism in Africa and Asia~~** ~~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~~ ~~America's opening of Japan to trade~~ **~~Responses of colonized peoples~~** ~~Armed conflicts (e.g., events leading to the Boxer Rebellion in China)~~ ~~Rise of nationalism (e.g., first Indian nationalist party founded in the mid-1800s)~~

STANDARD WHII.10a~~, b~~

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) explaining the outcomes and global effect of the war and the Treaty of Versailles.~~

Essential Understandings	Essential Knowledge

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.~~	• **Causes of World War I**
	  • Alliances that divided Europe into competing camps
	  • Nationalistic feelings
	  • Diplomatic failures
	  • Imperialism
	  • Competition over colonies
	  • Militarism
	
	• **Major events**
	  • Assassination of Austria's Archduke Ferdinand
	  • United States enters the war
	  • Russia leaves the war
	
	• **Major leaders**
	  • Woodrow Wilson
	  • Kaiser Wilhelm II
	
	~~**Outcomes and global effect**~~
	~~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~~
	
	~~**Treaty of Versailles**~~
	~~Forced Germany to accept responsibility for war and loss of territory and to pay reparations~~
	~~Limited the German military~~
	~~League of Nations~~

STANDARD WHII.10~~a,~~b

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of the~~ World War I and its worldwide impact by
b) describing the location of major battles and the role of new technologies;

Essential Understandings	Essential Knowledge

Battles of World War I extended across the Eastern and Western fronts.
 	
These battles employed many deadly technological advancements.
	~~**Major events**~~
	~~Assassination of Austria's Archduke Ferdinand~~
	~~United States enters the war~~
	~~Russia leaves the war~~
	
	• **Major Battles of World War I**
	  • Tannenberg
	  • Battle of the Marne
	  • Gallipoli
	  • Somme
	  • Verdun
	
	• **Technological Advancements used in World War I**
	  • Submarine
	  • Poison gas
	  • Tanks
	  • Machine gun
	  • Trench warfare
	  • Propaganda

STANDARD WHII.10~~b~~c

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, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;~~

~~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;

Essential Understandings	Essential Knowledge

~~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.
 	
The League of Nations was intended to provide a forum for resolving international disputes.
 	
The "mandate system" gave broad authority to the mandate powers regarding preparation for self-rule.
	~~**Causes of World War I**~~
	~~Alliances that divided Europe into competing camps~~
	~~Nationalistic feelings~~
	~~Diplomatic failures~~
	~~Imperialism~~
	~~Competition over colonies~~
	~~Militarism~~
	
	~~**Major events**~~
	~~Assassination of Austria's Archduke Ferdinand~~
	~~United States enters the war~~
	~~Russia leaves the war~~
	
	~~**Major leaders**~~
	~~Woodrow Wilson~~
	~~Kaiser Wilhelm II~~
	
	• **Outcomes and global effect**
	  • 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
	• **Treaty of Versailles**
	  • Forced Germany to accept responsibility for war and loss of territory and to pay reparations
	  • Limited the German military
	  • League of Nations
	• **League of Nations**
	  • 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
	• **The mandate system**
	  • During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.
	  • The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.

STANDARD WHII.10~~c~~d

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of the~~ World War I and its worldwide impact by ~~c~~d) citing causes and consequences of the Russian Revolution.

Essential Understandings	Essential Knowledge

Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the 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. (Union of Soviet Socialist Republics).	• **Causes of 1917 revolutions**
	  • Defeat in war with Japan in 1905
	  • Landless peasantry
	  • Incompetence of Tsar Nicholas II
	  • Military defeats and high casualties in World War I
	
	• **Rise of communism- A consequence of the Russian Revolution**
	  • Bolshevik Revolution and civil war
	  • Vladimir Lenin's New Economic Policy
	  • Joseph Stalin, Lenin's successor

STANDARD WHII.10e

The student will apply social science skills to understand ~~of the~~ World War I and its worldwide impact by
e) explaining the causes and assessing the impact of worldwide depression in the 1930s; and

Essential Understandings	Essential Knowledge

A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s that had an impact on many European societies.	• **Causes of worldwide depression**
	  • 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 of 1929
	
	• **Impact of worldwide depression**
	  • 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

STANDARD WHII.10f

The student will apply social science skills to understand ~~of the~~ World War I and its worldwide impact by
f) examining the rise of totalitarianism.

Essential Understandings	Essential Knowledge

A communist dictatorship was continued by Joseph Stalin in the Soviet Union.
 	
Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.
	• **U.S.S.R. during the Interwar Period — Joseph Stalin**
	  • Entrenchment of communism
	  • Stalin's policies: Five-year plans, collectivization of farms, state industrialization, secret police
	  • Great Purge
	
	• **Germany during the Interwar Period — Adolf Hitler**
	  • Inflation and depression
	  • Democratic government weakened
	  • Anti-Semitism
	  • Extreme nationalism
	  • National Socialism (Nazism)
	  • German occupation of nearby countries
	  • Final solution: Extermination camps, gas chambers
	
	• **Italy during the Interwar Period — Benito Mussolini**
	  • Rise of fascism
	  • Ambition to restore the glory of Rome
	  • Invasion of Ethiopia
	
	• **Japan during the Interwar Period — Hirohito and Hideki Tojo**
	  • Militarism
	  • Industrialization of Japan, leading to drive for raw materials
	  • Invasion of Korea, Manchuria, and the rest of China

~~STANDARD WHII.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~~; [Moved to SOL WHII.10c]

Essential Understandings	Essential Knowledge
~~After World War I, international organizations and agreements were established to avoid future conflicts.~~	~~**League of Nations**~~ ~~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~~ ~~**The mandate system**~~ ~~During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.~~ ~~After the war, the "mandate system" gave Great Britain and France control over the lands that became Iraq, Transjordan, and Palestine (British controlled) and Syria and Lebanon (French controlled).~~ ~~The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.~~

~~STANDARD WHII.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;~~ [Moved to SOL WHII.10e]

Essential Understandings	Essential Knowledge
~~A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.~~	**~~Causes of worldwide depression~~** ~~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 of 1929~~ **~~Impact of worldwide depression~~** ~~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~~

~~STANDARD WHII.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~~. [~~Moved to SOL WHII.10g~~ Included in WHII.10f and WHII.11b]

Essential Understandings	Essential Knowledge
~~Economic disruptions 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.~~ ~~A communist dictatorship was established by Vladimir Lenin and continued by Joseph Stalin in the Soviet Union.~~ ~~The Treaty of Versailles worsened economic and political conditions in Europe and led to the rise of totalitarian regimes in Italy and Germany.~~ ~~Japan emerged as a world power after World War I and conducted aggressive imperialistic policies in Asia.~~	**~~U.S.S.R. during the Interwar Period – Joseph Stalin~~** ~~Entrenchment of communism~~ ~~Stalin's policies: Five-year plans, collectivization of farms, state industrialization, secret police~~ ~~Great Purge~~ **~~Germany during the Interwar Period – Adolf Hitler~~** ~~Inflation and depression~~ ~~Democratic government weakened~~ ~~Anti-Semitism~~ ~~Extreme nationalism~~ ~~National Socialism (Nazism)~~ ~~German occupation of nearby countries~~ **~~Italy during the Interwar Period – Benito Mussolini~~** ~~Rise of fascism~~ ~~Ambition to restore the glory of Rome~~ ~~Invasion of Ethiopia~~ **~~Japan during the Interwar Period – Hirohito and Hideki Tojo~~** ~~Militarism~~ ~~Industrialization of Japan, leading to drive for raw materials~~ ~~Invasion of Korea, Manchuria, and the rest of China~~

STANDARD WHII.11a

The student will apply social science skills to understand World War II and its worldwide impact by
a) explaining the major causes of the war;

Essential Understandings	Essential Knowledge
Many economic and political causes led to World War II.	**Economic and political causes of World War II** • Aggression by the totalitarian powers of 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

STANDARD WHII.~~12a~~11b

The student will ~~demonstrate knowledge~~ apply social science skills to understand World War II and its worldwide impact by

~~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.

Essential Understandings	Essential Knowledge
~~Many economic and political causes led to World War II. Major theaters of war included Africa, Europe, Asia, and the Pacific Islands. Leadership was essential to the Allied victory.~~ Leadership was essential to the Allied victory.	~~**Economic and political causes of World War II**~~ ~~Aggression by the totalitarian powers of 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~~ ~~**Major events of the war (1939–1945)**~~ ~~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~~ **Major leaders of the war** • Franklin D. Roosevelt: U.S. president • Harry Truman: U.S. president after death of President Roosevelt • Dwight D. Eisenhower: Allied commander in Europe • Douglas MacArthur: U.S. general • George C. 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.11c

The student will apply social science skills to understand World War II and its worldwide impact by
c) describing the major events, including major battles and the role of new technologies;

Essential Understandings	Essential Knowledge
Major theaters of war included Africa, Europe, Asia, and the Pacific Islands.	**Major events of the war (1939–1945)** • 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

STANDARD WHII.~~12b~~11d

The student will apply social science skills to understand World War II and its worldwide impact by
~~b~~d) examining the Holocaust and other examples of genocide in the twentieth century; and

Essential Understandings	Essential Knowledge

There had been a climate of hatred against Jews in Europe and Russia for centuries.
 	
~~Various instances of genocide occurred throughout the twentieth century.~~
 	
Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth and into the twenty-first century.
	Terms to know
	genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group
	
	• **Elements leading to the Holocaust**
	  • 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
	  • Anti-Semitic Nazi propaganda
	  • ~~Final solution: Extermination camps, gas chambers~~
	
	• **Other examples of genocide**
	  • Armenians by leaders of the Ottoman Empire
	  • Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin
	  • Artists, technicians, former government officials, monks, minorities, and other educated individuals by Pol Pot in Cambodia
	  • Muslim and Croats by Bosnian Serbs in former Yugoslavia
	  • Tutsi minority by Hutu in Rwanda
	  • Darfuri civilians by Sudanese government

STANDARD WHII.~~12c~~11e

The student will apply social science skills to understand World War II and its worldwide impact by
~~c~~e) ~~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).

Essential Understandings	Essential Knowledge

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.
 	
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…."
	• **Outcomes of World War II**
	  • Loss of empires by European powers
	  • 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
	  • The Universal Declaration of Human Rights
	  • Marshall Plan
	  • Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact
	
	• **Efforts for reconstruction of Germany**
	  • 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
	
	• **Efforts for reconstruction of Japan**
	  • United States occupation of Japan under MacArthur's administration
	  • Democracy and economic development
	  • Elimination of Japan's military offensive capabilities; guarantee of Japan's security by the United States
	  • Emergence of Japan as dominant economy in Asia
	
	• **International Cooperative Organizations**
	  • United Nations
	  • North Atlantic Treaty Organization (NATO)
	  • Warsaw Pact
	
	• **The Universal Declaration of Human Rights**
	  • Established and adopted by members of the United Nations
	  • Provided a code of conduct for the treatment of people under the protection of their government

STANDARD WHII.~~13~~12a,b

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

a) 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;

b) ~~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;

Essential Understandings	Essential Knowledge

Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.
 	
The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world.
 	
The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945.
 	
Communism failed as an economic system in the Soviet Union and elsewhere.
	• **~~Beginning~~ Causes of the Cold War (1945–1948)**
	  • 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 vs. dictatorship and communism
	  • President Truman and the Policy of Containment
	  • Eastern Europe: Soviet satellite nations, the Iron Curtain
	
	• **~~Characteristics~~ Events of the Cold War (1948–1989)**
	  • Creation of Opposing Alliances: North Atlantic Treaty Organization (NATO) vs. Warsaw Pact
	  • Korean War
	  • Vietnam War
	  • Berlin and significance of Berlin Wall
	  • Cuban Missile Crisis
	  • Development of nuclear weapons and the theory of deterrence
	
	• **Leaders of the Cold War**
	  • Harry Truman
	  • John F. Kennedy
	  • Richard Nixon
	  • Ronald Reagan
	  • Joseph Stalin
	  • Nikita Khrushchev
	  • Mikhail Gorbachev
	
	• **Causes of the collapse of communism in the Soviet Union and Eastern Europe**
	  • Soviet economic collapse
	  • Nationalism in Warsaw Pact countries
	  • Tearing down of Berlin Wall
	  • Breakup of the Soviet Union
	  • Expansion of NATO

STANDARD WHII.~~13~~12c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the conflicts during ~~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.,~~ including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and

Essential Understandings	Essential Knowledge

~~Japanese occupation of European colonies in Asia heightened demands for independence after World War II.~~
 	
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.
 	
Communism continues to influence China and Vietnam today.
	Terms to know
	containment: A policy for preventing the expansion of communism
	
	• **~~Conflicts and revolutionary~~ Major movements in China**
	  • 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 War
	  • Deng Xiaoping: continued communist control of government, reformed Communist China's economy to a market economy leading to rapid economic growth
	
	• **Conflicts and revolutionary movements in Vietnam**
	  • 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
	
	~~• **Deng Xiaoping**~~
	  ~~• Reformed Communist China's economy to a market economy leading to rapid economic growth~~
	  ~~• Continued communist control of government~~

STANDARD WHII.~~13~~12d

The student will apply social science skills to understand 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,~~ 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~~.

Essential Understandings	Essential Knowledge
World leaders made major contributions to events in the second half of the twentieth century.	~~• **Indira Gandhi**~~ ~~• Closer relationship between India and the Soviet Union during the Cold War~~ ~~• Developed nuclear program~~ • **Margaret Thatcher** • British prime minister • Free trade and less government regulation of business • Close relationship with United States and U.S. foreign policy • Assertion of United Kingdom's military power • **Mikhail Gorbachev** • Glasnost and perestroika • Fall of the Berlin Wall • Last president of Soviet Union ~~• **Deng Xiaoping**~~ ~~• Reformed Communist China's economy to a market economy leading to rapid economic growth~~ ~~• Continued communist control of government~~ • **Ronald Reagan** • Strategic Defense Initiative (Star Wars) • Fall of the Berlin War • Conservative economic policy

STANDARD WHII. ~~14~~13a

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the 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 Knowledge

British policies and India's 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.
 	
The Republic of India, a democratic nation, developed after the country gained independence.
	• **Regional setting for the Indian independence movement**
	  • Indian sub-continent
	  • British India
	  • India
	  • Pakistan (formerly West Pakistan)
	  • Bangladesh (formerly East Pakistan)
	  • Sri Lanka (formerly Ceylon)
	
	• **Evolution of the Indian independence movement**
	  • British rule in India
	  • Indian National Congress
	  • Leadership of Mohandas Gandhi
	  • Role of civil disobedience and passive resistance
	  • Political division along Hindu-Muslim lines — Pakistan/India
	  • Republic of India
	  • World's largest democratic nation
	  • Federal system, giving many powers to the states
	
	• **Indian democracy**
	  • Jawaharlal Nehru, a close associate of Gandhi, supported western-style industrialization.
	  • 1950 Constitution sought to prohibit caste discrimination.
	  • Ethnic and religious differences caused problems in the development of India as a democratic nation.
	  • New economic development has helped to ease financial problems of the nation

STANDARD WHII.~~14~~13b

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

b) describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; and

Essential Understandings	Essential Knowledge

The charter of the United Nations guaranteed colonial populations the right to self-determination. Independence movements in Africa challenged European imperialism.	• **The independence movement in Africa**
	  • Right to self-determination (U.N. charter)
	  • Peaceful and violent revolutions after World War II
	  • Pride in African cultures and heritage
	  • Resentment of imperial rule and economic exploitation
	  • Loss of colonies by Great Britain, France, Belgium, and Portugal; influence of superpower rivalry during the Cold War
	
	• **Examples of independence movements and subsequent development efforts**
	  • West Africa: Peaceful transition
	  • Algeria: War of Independence from France
	  • Kenya (Britain): Violent struggle under leadership of Jomo Kenyatta
	  • South Africa: Black South Africans' struggle against apartheid led by Nelson Mandela, who became the first black president of the Republic of South Africa

STANDARD WHII.~~14~~13c

The student will ~~demonstrate knowledge~~ apply social science skills to understand ~~of~~ the 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 roles of Golda Meir and Gamal Abdul Nasser.

Essential Understandings	Essential Knowledge

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.	• **Mandates in the Middle East**
	  • Established by the League of Nations
	  • Granted independence after World War II
	  • Resulted in Middle East conflicts created by nationalist aspirations, limited resources, and religious differences
	
	• **French mandates in the Middle East**
	  • Syria
	  • Lebanon
	
	• **British mandates in the Middle East**
	  • ~~Jordan (originally Transjordan)~~
	  • ~~Palestine (a part became independent as the State of Israel)~~
	  • Palestine (included the land that became Jordan and Israel)
	  • Iraq
	
	• **End of Mandates and New Middle East States**
	  • 1932 Iraq
	  • 1943 Lebanon
	  • 1946 Syria and Jordan
	  • 1947 U.N. supports Partition Plan for an Arab and a Jewish state in part of the Palestine Mandate ;Jews accept; Arabs reject
	  • 1948 Israel
	
	• **Golda Meir**
	  • Prime Minister of Israel
	  • Became a leader during the Mandate period and Prime Minister of Israel in 1969.
	  • After initial setbacks, led Israel to victory in Yom Kippur War
	  • Sought support of United States
	
	• **Gamal Abdul Nasser**
	  • President of Egypt
	  • Gained full independence from Britain in 1956 and became the leader of Pan-Arab nationalism.
	  • Nationalized Suez Canal
	  • Established relationship with Soviet Union
	  • Built Aswan High Dam

STANDARD WHII.~~16~~14a

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

a) 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;

Essential Understandings	Essential Knowledge

Developed and developing nations face many challenges. These include migrations, ethnic and religious conflicts, and the impact of new technologies.	• **Migrations of refugees and others**
	  • Refugees as an issue in international conflicts
	  • Migrations of "guest workers" to European cities
	
	• **Ethnic and religious conflicts**
	  • Middle East
	  • Northern Ireland
	  • Balkans
	  • Horn of Africa
	  • South Asia
	
	• **Impact of new technologies**
	  • Widespread but unequal access to computers and instantaneous communications
	  • Genetic engineering and bioethics
	  • Social media allows for instant communication and the rapid spread of ideas

STANDARD WHII.~~16~~14b

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

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~~ link between economic and political freedom;

Essential Understandings	Essential Knowledge

Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.
 	
Economic development and the rapid growth of population are having an impact on the environment.
 	
Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.
	• **Contrasts between developed and developing nations**
	  • Geographic locations of major developed and developing countries
	  • Economic conditions
	  • Social conditions (literacy, access to health care)
	  • Population size and rate of growth
	
	• **Factors affecting environment and society**
	  • Economic development
	  • Rapid population growth
	
	• **Environmental challenges**
	  • Pollution
	  • Loss of habitat
	  • Global climate change
	
	• **Social challenges**
	  • Poverty
	  • Poor health
	  • Illiteracy
	  • Famine
	  • Migration
	
	• **Relationship between economic and political freedom**
	  • Free market economies historically have produced 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.~~16~~14c

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

c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and

Essential Understandings	Essential Knowledge
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.	**Economic interdependence** • Role of rapid transportation, communication, and computer networks • Rise and influence of multinational corporations • Changing role of international boundaries • Regional integration, e.g., European Union • Trade agreements, e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO) • International organizations, e.g., United Nations (UN), International Monetary Fund (IMF)

STANDARD WHII. ~~16~~14d

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
d) analyzing the increasing impact of terrorism.

Essential Understandings	Essential Knowledge

Both developed and developing nations of the world have ~~problems that are brought about by inequities in their social, cultural, and economic systems~~ faced challenges brought about by increased terrorism.
 	
~~Some individuals choose to deal with these unequal conditions through the use of terrorist activities.~~
 	
Terrorism is the use of illegal violence ~~and threats to intimidate and coerce for political reasons~~ to achieve political ends.
 	
~~A major cause of terrorism is religious extremism.~~
	• **Examples of international terrorism**
	  • Munich Olympics
	  • Terrorist attacks in the United States (e.g., 9/11/2001) motivated by extremism (Osama bin Laden).
	  • Car bombings
	  • Suicide bombers
	  • Airline hijackers
	
	• **Governmental responses to terrorist activities**
	  • Surveillance
	  • Review of privacy rights
	  • Security at ports and airports
	  • Identification badges and photos
	  • Interrogations and detentions of suspected terrorists

STANDARD WHII.15a

The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

a) describing their beliefs, sacred writings, traditions, and customs; and

Essential Understandings	Essential Knowledge

Five world religions have had a profound impact on culture and civilization.	• **Judaism**
	  • Monotheism
	  • Ten Commandments of moral and religious conduct
	  • Torah: Written records and beliefs of the Jews
	
	• **Christianity**
	  • Monotheism
	  • Jesus as Son of God
	  • Life after death
	  • New Testament: Life and teachings of Jesus
	  • Establishment of Christian doctrines by early church councils
	
	• **Islam**
	  • Monotheism
	  • Muhammad, the prophet
	  • Qur'an (Koran)
	  • Five Pillars of Islam
	  • Mecca and Medina
	
	• **Buddhism**
	  • 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
	
	• **Hinduism**
	  • Many forms of one God
	  • Reincarnation: Rebirth based upon karma
	  • Karma: Knowledge that all thoughts and actions result in future consequences

STANDARD WHII.15b

The student will apply social science skills to understand 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 Knowledge
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.	**Geographic distribution of world's major religions** • Judaism: Concentrated in Israel and North America • Christianity: Concentrated in Europe and North and South America • Islam: Concentrated in the Middle East, Africa, and Asia • Hinduism: Concentrated in India • Buddhism: Concentrated in East and Southeast Asia

History and Social Science Standards of Learning Curriculum Framework ~~2008~~ 2015

Virginia and United States History

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~, ~~The understandings are listed below the Standard of Learning statement.~~ ~~These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~

~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~

~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

~~STANDARD VUS.1a, 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) 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 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 decisions and how people and nations responded to positive and negative incentives.~~

~~The various skills identified in this standard are cited, as applicable, in the "Essential Skills" columns of the charts throughout this curriculum framework, with the exception of skills "e" and "f." Students should have opportunities to practice communicating orally and in writing, discussing, debating, and persuading, but these skills will not be assessed on the Standards of Learning test. All other skills listed above will be assessed on the test, and teachers should incorporate them into instruction throughout the year.~~

STANDARD VUS.1a

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) ~~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;

Essential Understandings	Experiences including but not limited to…
Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content. Primary and secondary sources enable one to examine evidence closely and to place it in a broader context. An artifact is an object or tool that tells us about the people from the past. A primary source is an artifact, document, image, or other source of information that was created at the time under study. A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.	Historical information may be acquired from a variety of sources. **Informational Sources: Various factors contribute to determine whether a source is primary or secondary** • Diaries • Interviews (including recordings or transcripts) • Letters • Raw data • Official documents • Court records and transcripts • Photographs • Journal articles that report the findings of original research and are written by the researchers themselves • Newspaper articles reporting on current events • Autobiographies • Speeches • Creative works such as novels, plays, poems, music, and art. Examine and analyze information about the social/political organization, religion, and economics of a region Use the information gathered to gain a new and deeper understanding of the inhabitants, resources, land and water usage, transportation methods, and communications Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of conflicts within or among regions. Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to: • make and record observations about the sources and generate questions about each item. • determine commonalities, patterns in themes, relationships and connections the sources have to the overarching topic of the lesson, • create a graphic organizer that describes how each source impacted the period of study.

STANDARD VUS.1b

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

b) evaluate the authenticity, authority, and credibility of sources using geographic information to determine patterns and trends in Virginia and United States history;

Essential Understandings	Experiences including but not limited to…
Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations, and draw conclusions. Knowledge of geography and application of geographic skills enables one to understand relationships between people, their behavior, places and the environment for problem solving and historical understanding. The physical geography of a location had a direct impact on the lives of people in Virginia and the United States and how they adapted to their environment. Geographic themes include: • Location • Place • Regions • Movement • Human-Environmental Interaction	Geographic information may be acquired from a variety of sources. Variety of sources • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Charts and Graphs • Databases • Primary sources • Diagrams • Analyze the dynamic relationship between physical and human geography. • Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends • Examine maps of a location before and after a major conflict to discuss how the major conflict impacted the social, political and economic landscape of a location. • Use maps to explain how the location of resources influences patterns, trends and migration of a population. Five Themes of Geography • Location- defined according to its position on the earth's surface. Where is it? • Place- locations having distinctive features that give them meaning and character that differs from other locations. What is it like? • Region- a unit on the earth's surface that has unifying characteristics. How are places similar or different? • Movement- the way people, products and information move from one place to another. How do people, goods, and ideas move from one location to another? • Human-Environment Interaction- the relationship between people and their environment. How do people relate to the physical world?

STANDARD VUS.1c

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

c) ~~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;

<table>
<tr><th>Essential Understandings</th><th>Experiences including but not limited to…</th></tr>
<tr><td>Interpretation involves the process of explaining or translating information.

Interpretation begins with analysis of data and then requires students to extract significant information embedded within data in order to draw conclusions.

To help determine characteristics of people, places or events, students should adopt the definition of characteristic as being a distinguishing quality.</td><td>

- Gather information from a variety of sources about people, places, and events in Virginia and United States history and organize the information into a chart or graph to draw conclusions.
- Interpret a variety of visual sources to draw conclusions about people, places, and events in Virginia and United States history.

<table>
<tr><th colspan="3">Sources of Information</th></tr>
<tr><th>Graphs/Charts</th><th>Visuals</th><th>Records/Documents</th></tr>
<tr><td>Census graphs
Electoral College maps
GDP/GNP charts
Population charts</td><td>Maps
Paintings
Photographs
Political Cartoons</td><td>Receipts
Registries
Class rolls
Survey results
Polls</td></tr>
</table>

</td></tr>
</table>

STANDARD VUS.1d

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

d) ~~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;

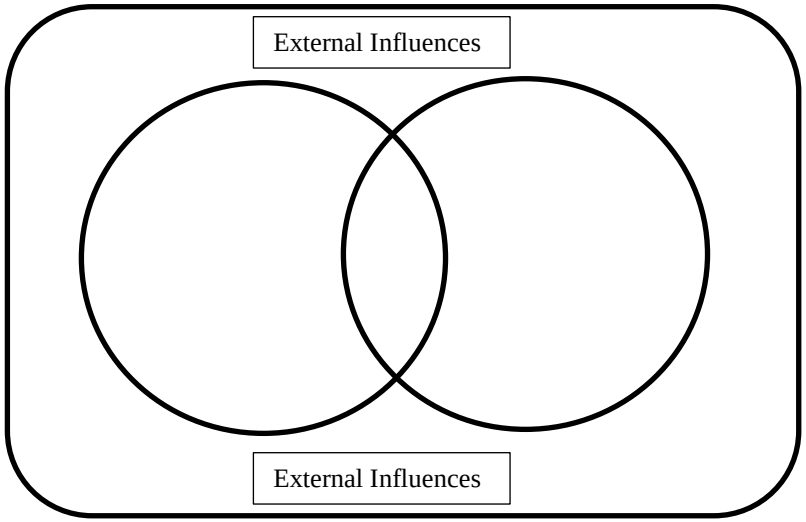
Essential Understandings	Experiences including but not limited to…
It is critical to examine multiple sources when constructing arguments. Exposure to multiple points of view allows one to come to an informed decision. Constructing arguments involves breaking apart information in order to build a better understanding of a specific topic, ultimately adopting and crafting reasoning from a specific point of view.	To construct an argument, consider the following: • Apply a variety of planning strategies to generate, gather, and organize ideas to address a specific audience and purpose. • Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. • Organize ideas in a sustained and logical manner. • Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. • Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. • Prepare evidence for a Socratic seminar in which students debate and discuss the costs and benefits of a government action or historical event. • Gather information from a variety of sources to assume a particular perspective from one time period and write a newspaper opinion editorial persuading readers to adopt a chosen perspective.

STANDARD VUS.1e

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

e) ~~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;

Essential Understandings	Experiences including but not limited to…

The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing into similar and dissimilar pieces.	
	• Gather a variety of sources about the economic state of the United States at the beginning of World War I. Evaluate the information for accuracy and relevance. Use a Venn diagram to organize the facts to determine:
	  • similarities and differences between leaders during the war and examine the impact of external influences (ex: other countries' perspectives) on the time periods.
	  • examine the impact of external influences (ex: economy, social concerns).
	• Gather a variety of sources summarizing a specific event (i.e., territory expansion 1801-1860, Industrialization, Women's Movement during 20th Century). Use a Venn diagram to organize the facts to determine:
	  • similarities and differences between recorded accounts.
	  • examine the impact of external influences (ex. American Indians, child labor, technology).

STANDARD VUS.1f

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

f) ~~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.

Essential Understandings	Experiences including but not limited to…

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect). There can have multiple causes and effects.
 	
An indirect cause-and-effect relationship usually takes time to establish. They are many times unforeseen, unplanned, or connected to the main causes and effects.
 	
Explaining includes justifying why the evidence credibly supports the claim.
 	
Diversity creates a variety of perspectives, contributions, and challenges.
 	
Events that lead to conflict often have multiple causes and effects.
	• A process for explaining indirect cause-and-effect relationships:
	  • Choose an established effect and brainstorm causes of that effect relationships.
	  • Categorize and organize the causes into direct or indirect causes.
	  • Describe direct and indirect items separately.
	  • Compare and contrast direct and indirect causes.
	  • Identify the most important difference between the direct and indirect causes.
	  • Draw conclusions about the impact on people, places, and events
	  • Discuss, defend, and refine conclusions.
	• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic and political structure of the United States.
	• Create flow charts, story boards, and timelines to help students explore multiple causes and effects.
	• Determine how the choices of selected people/groups impacted American history.
	• Examine both intended and unintended consequences of an event
	  • What was the context for the event to take place?
	  • What actions were taken?
	  • What was the result of these actions?

STANDARD VUS.1g

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

g) ~~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;

Essential Understandings	Experiences including but not limited to…

Analyzing includes identifying the important elements of a topic.
 	
Analytical thinking is further strengthened when connections are made between two or more topics.
 	
Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.
	• Select a significant historical event, individual, or group of people. Organize different aspects of the event or contributions of an individual or group to determine and explain how the event, individual, or group changed over time. Organizing aspects may include:
	  • Social factors
	  • Political factors
	  • Economic factors
	  • Cultural factors
	• Identify how the culture of the United States changed to accommodate evolving ideas and beliefs
	  • Revolutions
	  • Conflicts
	  • Reforms
	  • Human environment interactions
	  • Laws and policy changes
	  • Advancements
	  • Conflicts
	  • Diversity
	  • Movements and migrations

STANDARD VUS.1h

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

h) ~~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;

Essential Understandings	Experiences including but not limited to…
• Decision-making models serve several purposes: • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. • Decision making- involves determining relevant and irrelevant information. • • Effective decision-making models: • compare the expected costs and benefits of alternative choices; • identify the costs and benefits of specific choices made. • • Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways. •	Cost-Benefit Analysis

Encouraging women to work factory jobs during WWII	
BEFORE THE CHOICE WAS MADE	
Expected costs	Expected benefits
Some citizens did not want the social change that this entailed.	Maintaining manufacturing production while men were enlisted in the armed forces
AFTER THE CHOICE WAS MADE - OUTCOME	
Unintended Consequences	Intended Consequences
The national spotlight on women's employment, and their success in performing traditionally male jobs.	The United States was able to maintain and actually increase its level of manufacturing production.
The rise of women's participation in labor unions led to increased activism for pay equity, maternity leave, and child care.	
Married women's labor participation rose after WWII as public opinion slowly started to change as a result of their success during WWII	
Women's Liberation Movement as well as the fight for the Equal Rights Amendment in the 1970's and 1980's.	

STANDARD VUS.1i

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

i) ~~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

Essential Understandings	Experiences including but not limited to…

Plagiarism is the unauthorized use or theft of intellectual property.
 	
There are consequences of plagiarism according to the guidelines established by local school divisions and the law.
	• Promote collaboration with others both inside and outside the classroom.
	  • Socratic Seminar
	  • Two-Way Journaling
	  • Digital Media (Videoconferences, etc.)
	
	• Explore the ethical and legal issues related to the access and use of information by
	  • properly citing authors and sources used in research;
	  • validating Web sites; and
	  • reviewing written drafts so that the language and/or thoughts of another are given credit.
	
	• Peer Feedback: Provide one another with constructive feedback via the peer editing process with written assignments.
	
	• Reference Citations: Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others.

STANDARD VUS.1j

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
j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to…

The skill of investigating involves acting like a detective: formulating questions and proactively setting out to try and answer the questions.
 	
The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
 	
Students take more ownership over investigating and researching when able to choose the type of product to produce while asking the question: How can a person mirror the work of historians, geographers, political scientists and economists?
 	
Student inquiry drives the design process. Specifically students:
• Formulate a question to investigate;
• Create a goal/hypothesis;
• Conduct research and collaborate with teacher and peers;
• Revisit and revise goal/hypothesis, if necessary;
• Create product; and
• Write a reflection on the process involved to arrive at product.
	• Write a college admission essay for a history program. Investigate and develop a position about the greatest impact on American culture: conflict, movement, migration, or change. Select specific events, locations, or individual as examples to support of the position. Include a list of student generated questions about the impact that would be supported by further exploration of the topic.
	• Prepare a multimedia or video presentation of a debate. Gather evidence to support the arguments and conclusions. Questions may include:
	  • Most important political concept: rule of law or limited power
	  • Andrew Jackson: hero or villain
	  • Cotton gin: good or bad for the United States
	  • Most effective treaty to end a conflict: Treaty of Paris or Treaty of Versailles
	• Investigate the history of communication in the United States. Develop a plan for a gallery exhibit that illustrates how communication in the United States has changed over time and changed American culture over time. Make recommendations of items to include in the exhibit with a justification for each.
	• Investigate one of the major movements in American history. Create a social media post or blog discussing the greatest movement.
	  • Determine the major focus of the movement.
	  • Explain the changes demanded.
	  • Create a profile of the key individuals involved.
	  • Describe the social, economic, historical and political influences.

STANDARD VUS.2a

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

Essential Understandings	Essential Knowledge
Early European exploration, ~~and~~ colonization, and system of enslavement resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily ~~moved~~ came to the New World. ~~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 tolerance that over several centuries would inspire similar transformations in other parts of the world.~~	**Characteristics of early exploration and settlements in the ~~New World~~ North America** • 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. • Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were "cavaliers," i.e., 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~~ North America. • 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 known today as the General Assembly of Virginia. ~~**Interactions among Europeans, Africans, and American Indians**~~ ~~• 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. 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 generally 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.2b

The student will ~~describe how~~ apply social science skills to understand ~~of~~ the impact of the Age of Exploration by
b) analyzing the cultural interactions among American Indians, Europeans, and Africans~~, .and American Indians.~~

Essential Understandings	Essential Knowledge
~~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.~~ Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe.	**~~Characteristics of early exploration and settlements in the New World~~** • ~~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.~~ • ~~Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were "cavaliers," i.e., 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 known today as the General Assembly of Virginia.~~ **Interactions among American Indians, Europeans, and Africans~~, and American Indians~~** • 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. 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 generally more cooperative. • The first Africans were brought against their will to Jamestown in 1619 to work on tobacco plantations. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies led to an unfree labor force. This system eventually led to the introduction of African slavery in North America (British).

STANDARD VUS.3a

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;

Essential Understandings	Essential Knowledge
~~Economic and political institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and natural resources shaped regional economic development.~~ ~~The African slave trade and the development of a slave-labor system in many of the colonies resulted from plantation economies and labor shortages.~~ Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region.	**Economic characteristics of the Colonial Period** • 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, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or 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 Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading. • A strong belief in private ownership of property and free enterprise characterized colonial life everywhere. • The economic system of mercantilism used by imperial nations created a system of interdependence between the "mother country" and its colonies. ~~**Social characteristics of the colonies**~~ ~~• 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 who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. 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.3a (continued)

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;

Essential Understandings	Essential Knowledge
	~~• Virginia and the other 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 Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-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 Methodist and Baptist, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution.~~ ~~**Political life in the colonies**~~ ~~• New England colonies used town meetings (an "Athenian" direct democracy model) in the operation of government.~~ ~~• Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen.~~ ~~• Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures.~~ ~~**The development of indentured servitude and slavery**~~ ~~• 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.~~ ~~• Most plantation labor needs eventually came to be satisfied by the forcible importation of Africans. Although 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 eventually led to conflict between the North and South and the American Civil War.~~

STANDARD VUS.3b

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
b) analyzing how social and political factors impacted the culture of the colonies; and

Essential Understandings	Essential Knowledge
Social and political institutions in the colonies developed as a result of regional migration patterns, geography, and climate. Although the emerging democracy was limited to European property-owning men, colonization led to ideas of representative government and religious tolerance. Over several centuries, these ideas would inspire similar transformations in other parts of the world.	**Social characteristics of the colonies** • 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 who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. • Virginia and the other 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 Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-Irish, German and English descent. Maryland was established with the intent of being a haven for Catholics. • While the cultural foundations in the North American colonies were British, Native American and African cultures influenced every aspect of colonial society. • 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 denominations, such as Methodist and Baptist, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution. **Political life in the colonies** While the first meeting of a representative government in Virginia occurred at Jamestown in 1619 : • New England colonies used town meetings (an "Athenian" direct democracy model) in the operation of government. • Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen. • Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures.

STANDARD VUS.3c

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
c) explaining the impact of the development of indentured servitude and slavery in the colonies.

Essential Understandings	Essential Knowledge
American colonial reliance on a cheap non-free labor force eventually conflicted with the founding principles established in the Declaration of Independence.	**The development of indentured servitude and slavery** • Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies required a cheap labor source 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. • Most plantation labor needs eventually came to be satisfied by the forcible importation of Africans. Although 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 American colonies via the "Middle Passage". • The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South in the American Civil War.

STANDARD VUS.4a

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;

Essential Understandings	Essential Knowledge
~~New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.~~ ~~The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which American's live.~~ ~~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.~~ The French and Indian War was a component of a wider struggle between European powers. It resulted in British dominance of North America and increased tensions between Britain and its North American colonies.	~~**The ideas of John Locke**~~ ~~The period known as the "Enlightenment" in Europe during the seventeenth and eighteenth 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 others, influenced the American belief in self-government. Locke wrote the following:~~ ~~• 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."~~ ~~• 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.~~ ~~**Thomas Paine and *Common Sense***~~ • ~~Thomas Paine was an English immigrant to America who produced a pamphlet known as *Common Sense* that challenged the rule of the American colonies by the King of England. *Common Sense* was read and acclaimed by many American colonists during the mid-1700s and contributed to a growing sentiment for independence from Great Britain.~~ ~~**Role of George Washington**~~ ~~• Inaugurated the French and Indian War~~ ~~• Built Fort Necessity~~ **The French and Indian War** • Caused by conflict between Britain and France over territory and resources • Was the first step on the road to the American Revolution • Colonials, including military leader George Washington, participated in the British war effort **Results of the French and Indian War** • Terms of the Treaty of Paris, 1763 • British war debt • Increased tension between Britain and its colonies resulted as Britain shifted from their policy of salutary neglect to a more active role in colonial affairs beginning with the Proclamation of 1763.

STANDARD VUS.4a (continued)

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;

Essential Understandings	Essential Knowledge
	~~**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. Jefferson wrote:~~ • ~~"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 of England that Paine had earlier described in *Common Sense*.~~

STANDARD VUS.4b

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

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;

Essential Understandings	Essential Knowledge
~~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.~~ The foundations of American government lie in 17th and 18th century English Common Law, the Parliamentary systems, and the European Enlightenment movement. The Founding Fathers blended the colonial governmental system with Enlightenment political philosophies to shape the new nation.	~~The key principles of the Declaration of Independence increased political, social, and economic participation in the American experience over a period of time.~~ ~~• Political participation (equality)~~ ~~• Extending the franchise~~ ~~• Upholding due process of law~~ ~~• Providing free public education~~ ~~• Social participation (liberty)~~ ~~• Abolishing slavery~~ ~~• Extending civil rights to women and other groups~~ ~~• Economic participation (pursuit of happiness)~~ ~~• Regulating the free enterprise system~~ ~~• Promoting economic opportunity~~ ~~• Protecting property rights~~ **Key political ideas of the Enlightenment** • Natural Rights • Consent of the Governed • Social Contract • Ordered Liberty • Separation of Church and State • Separation of Powers

STANDARD VUS.4c

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
c) ~~describing the~~ explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;

Essential Understandings	Essential Knowledge
The ideas of the Enlightenment and the perceived unfairness of British policies by some Americans provoked debate and resistance by the American colonists.	~~**Anglo-French rivalry leading to conflict with the colonies**~~ ~~• The rivalry in North America between Britain 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, Britain took several actions that angered the American colonies and led to the American Revolution. These included~~ ~~• 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.~~ **The Road to Revolution: Changes in British Policy led to the American Revolution** • Taxation Policy: Parliament enacted several revenue raising taxes to pay for the costs incurred from the French and Indian War and for British troops to protect the colonists throughout the 1760s and 1770s, including the Sugar Act, Stamp Act, and the Townshend Acts. These Acts were protested against by some colonists through boycotts, intimidation, and violence. • Civil Liberties: Some American colonists believed their civil liberties as Englishmen were violated by the British government through their use of writs of assistance and the Quartering Act. ~~and vice admiralty courts.~~ • Military Maneuvers: Some American colonists believed the employment of the Quartering Act, martial law, and the closing of Boston Harbor were f~~lagrant~~ clear violations of their rights. **The beginning of the American Revolution** ~~• The Boston Tea Party occurred.~~ ~~• 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.~~

STANDARD VUS.4c (continued)

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
c) ~~describing the~~ explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;

Essential Understandings	Essential Knowledge

	Resistance to British rule in the colonies mounted, leading to war:
	• The Boston Massacre took place when British troops fired on anti-British demonstrators.
	• The Boston Tea Party, led by the Sons of Liberty, occurred.
	• 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.
	• War began when the "Minutemen" in Massachusetts fought a ~~brief~~ skirmish with British troops at Lexington and Concord.
	• The Second Continental Congress was called, to which all colonies eventually sent representatives.
	• Members of the Continental Congress selected George Washington as Commander-in-Chief of the Continental Army and debated the issue of independence.
	
	Differences among the colonists
	The colonists were divided into three main groups during the Revolution:
	• Patriots
	  • Believed in complete independence from Britain
	  • 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 Virginian George Washington
	• Loyalists (Tories)
	  • Remained loyal to Britain because of 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
	  • The many colonists who tried to stay as uninvolved in the war as possible

STANDARD VUS.4d

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

d) analyzing ~~reasons for~~ the competing factors that led to colonial victory in the Revolutionary War~~.~~; and

Essential Understandings	Essential Knowledge
~~The American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans.~~ Competing factors in Europe led to the American victory over the British. Despite Britain's military superiority, the colonists achieved victory in the American Revolution through the efforts of colonial military and political leaders.	**Competing advantages of the opposing forces** • Britain had a more powerful military as its army was well-trained and well-equipped along with a superior navy; however the war continued to lose popular support in Britain • American colonists had the advantages of fighting a defensive war and having a committed political leadership **Developments leading to colonial victory in the Revolutionary War** • American victory at the Battle of Saratoga led to the Treaty of Alliance negotiated by Ben Franklin with France. • American victory at the Battle of Yorktown under the command of George Washington with the assistance of the French army and navy ~~Factors leading to colonial victory~~ ~~• Diplomatic~~ ~~• Benjamin Franklin negotiated a Treaty of Alliance with France.~~ ~~• The war did not have popular support in Great Britain.~~ ~~• Military~~ ~~• 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.~~

STANDARD VUS.4e

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
e) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.

Essential Understandings	Essential Knowledge

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.
 	
The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which Americans live.
 	
New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.
	The Declaration of Independence
	The Declaration of Independence was inspired by ideas concerning natural rights and political authority that laid the institutional foundations for the system of government which ultimately unified the American people.
	
	• The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of John Locke and Thomas Paine.
	• Locke's writings on "natural rights," "social contract," "ordered liberty," and "consent of the governed" were incorporated when Jefferson wrote:
	  ○ "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…."
	
	• Paine's *Common Sense* challenged the rule of the American colonies by the King of England. It was read by many American colonists and contributed to the growing sentiment for independence from Great Britain. Jefferson incorporated into the Declaration of Independence many of the grievances against the King of England that Paine had outlined in *Common Sense*.

STANDARD VUS.5a

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;

Essential Understandings	Essential Knowledge
~~During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.~~ American political leaders wrote a series of documents intended to provide an effective system of government based on republican principles.	~~American political leaders, fearful of a powerful central government like Britain's, created the Articles of Confederation, adopted at the end of the war.~~ **The Articles of Confederation** American political leaders, fearful of a powerful central government like Britain's, created a weak national system of government. Significant powers given to the states ultimately made the national government ineffective. • 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 or population • Provided for no executive or judicial branch • Ultimately was replaced with a stronger central government through the formation of the Constitution of the United States **Virginia Declaration of Rights (George Mason)** Stated that governments should not violate the people's natural rights **Virginia Statute for Religious Freedom (Thomas Jefferson)** Supported freedom of religious exercise and separation of church and state. **The United States Constitution's Bill of Rights** James Madison 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.

STANDARD VUS.5b

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

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;

Essential Understandings	Essential Knowledge

~~The Constitution of the United States 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.~~
 	
The U.S. Constitution was created in a spirit of compromise in order to establish an effective form of government, with notable contributions by Virginians George Washington and James Madison.
	Key issues and their resolutions
	• Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves
	• Balanced power between large and small states by creating a Senate, where each state has two senators, and a House of Representatives, where membership is based on population as stated in the Great Compromise
	• ~~Placated~~ Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States 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 providing for separation of powers
	• Limited the powers of the federal government to those identified in the Constitution
	
	Key leaders
	• George Washington, president of the Convention
	  • 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"
	  • 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, he 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 and how the principles of limited government, consent of the governed, and the social contract are embodied in it by~~

~~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;~~
[Moved to SOL VUS.5a]

Essential Understandings	Essential Knowledge
~~The major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.~~	**~~Virginia Declaration of Rights (George Mason)~~** • ~~Reiterated the notion that basic human rights should not be violated by governments~~ **~~Virginia Statute for Religious Freedom (Thomas Jefferson)~~** • ~~Outlawed the established church – that is, the practice of government support for one favored church~~ **~~Bill of Rights~~** • ~~James Madison 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.~~

STANDARD VUS.5-~~d~~c

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

~~d~~c) 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

Essential Understandings	Essential Knowledge
The debates between the Federalists and Anti-federalists set the stage for the development of political parties in the United States.	**Debates over the ratification of the U.S. Constitution** Federalists, including George Washington and James Madison, supported ratification because they 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.~~ Anti-Federalists, including Patrick Henry, George Mason, and Thomas Jefferson, were opposed to the ratification of the Constitution because they feared an overly powerful central government destructive of the rights of individuals and states leading to their demand for the incorporation of the U.S. Bill of Rights. ~~the prerogatives of the states thus demanding the addition of a Bill of Rights upon ratification of the Constitution. Today, the more conservative thinkers echo these concerns and champion liberty, individual initiative, and free markets~~. ~~The leading Virginia opponents of ratification were Patrick Henry and George Mason; the leading Virginia proponents of ratification were George Washington and James Madison.~~ **Issues leading to the formation of political parties** Controversy over the Federalists' support for Hamilton's Financial Plan, especially the Bank of the United States; Washington's Proclamation of Neutrality including the Jay Treaty; and the undeclared war on France during the John Adams' Administration contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison. **Formation of political parties** The Federalists, led by John Adams and Alexander Hamilton, typically believed in a strong national government and commercial economy. They 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 presidential 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.

STANDARD VUS.5~~e~~d

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

~~e~~d) ~~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.

Essential Understandings	Essential Knowledge
Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.	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 Supreme Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests, as decided during John Marshall's tenure as the Chief Justice of the Supreme Court.

STANDARD VUS.~~6a~~

~~The student will demonstrate knowledge the major events from 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]

Essential Understandings	Essential Knowledge
~~Different views of economic and foreign policy issues led to the development of the first American political parties.~~	~~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.~~ ~~The presidential 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.~~ ~~The Federalists, led by John Adams and Alexander Hamilton, typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast.~~ ~~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.~~

STANDARD VUS.6 ~~b~~a

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

~~b~~a) ~~identifying the economic, political, and geographic factors that led to~~ explaining territorial expansion and its impact on the American Indians;

Essential Understandings	Essential Knowledge
~~Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean.~~ ~~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.~~ Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many American Indians to reservations. Economic and strategic interests of the populace led to territorial expansion which resulted in dominance over indigenous cultures.	~~**Expansion resulting from the Louisiana Purchase and War of 1812**~~ **Early Stages of Territorial Expansion** • Thomas Jefferson, as president in 1803, purchased the huge Louisiana Territory from France, which doubled the size of the United States ~~overnight~~. As a result, the United States gained control of the Mississippi River and New Orleans to facilitate western trade. ~~He~~ Jefferson authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an American Indian woman, served as their guide and translator. • American settlers streamed westward from the coastal states through the use of roads, canals, and railroads, which had intended and unintended consequences for American Indians. ~~• 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 the following:~~ ~~• 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—i.e., they were republics by nature rather than monarchies.~~ ~~• The United States would regard as a threat to her 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 ~~b~~a (continue)

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
~~b~~a) ~~identifying the economic, political, and geographic factors that led to~~ explaining territorial expansion and its impact on the American Indians;

Essential Understandings	Essential Knowledge
	~~**The westward movement and economic development**~~ ~~• American settlers streamed westward from the coastal states into the Old Northwest, Midwest, Texas, 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 United States.~~ ~~• 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.~~ **Impact on the American Indians** • The belief that it was America's "Manifest Destiny" to stretch from the Atlantic to the Pacific provided political support for territorial expansion. • During this period of westward migration, 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 Coastal states to present-day Oklahoma) or confined to reservations.

STANDARD VUS.6b

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
b) describing the political results of territorial expansion;

Essential Understandings	Essential Knowledge
The continental United States was established through international diplomacy and warfare.	Following the War of 1812, the United States and Britain agreed, through treaty, to establish the 49th parallel as the boundary between the United States and Canada along the Louisiana Territory. It was later extended to the Pacific following the acquisition of the Oregon Territory from Britain in 1846. Florida was acquired by the United States through a treaty with Spain in 1819. To protect America's interests in the Western Hemisphere, the Monroe Doctrine was issued. The Monroe Doctrine (1823) stated the following: • 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, i.e., they were republics by nature rather than monarchies. • The United States would regard as a threat to her 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. • American migration into Texas led to an armed revolt against Mexican rule and a battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior Mexican force. The Texans' eventual victory over Mexican forces subsequently brought Texas into the United States. • 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.

STANDARD VUS.6c

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

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;

Essential Understandings	Essential Knowledge
~~Regional self-interests led to a divided nation at war against the British.~~ The second war with Britain had lasting political and economic consequences as American nationalism and economic production greatly increased.	British interference with American shipping and western expansionism fueled the call for a declaration of war. **War of 1812** • Caused by British interference with American shipping and American desire for western expansionism fueled the call for a declaration of war. • Federalists, in opposition to Madison's war resolution and to the war effort, met at the Hartford Convention and discussed secession. • Following the outcomes of the War of 1812, the Federalists were viewed as unpatriotic and treasonous which ultimately led to the demise of the political party. • The war led to the departure of thousands of enslaved African Americans to British forces, resulting in enhanced American efforts to prevent future foreign invasions (Fort Monroe). ~~Federalists opposed Madison's war resolution, talked of secession, and proposed constitutional amendments, which were not acted upon.~~ **Economic Impact of the War of 1812** A "market revolution" emerged following the War of 1812 which transformed the American economy through: • Transportation improvements in canals and railroads. • Agricultural improvements such as the cotton gin and mechanical reaper • Industrial innovations including textile mills. • Communication improvements including the telegraph. • Many of these internal improvements were funded by tariffs through the American System.

STANDARD VUS.6d

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

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);

Essential Understandings	Essential Knowledge
~~An extension of the franchise, westward expansion, and the rise of sectional interests prompted increased participation in state and national politics.~~ Although the Age of Jackson led to an increase in democracy, political tensions and nativist tendencies impacted the American political climate.	**The "Age of the Common Man"** ~~The changing character of American politics in "the age of the common man" was characterized by~~ • Universal manhood suffrage increased the electorate ~~heightened emphasis on equality in the political process for adult white males~~ • Rise of interest groups ~~politics and sectional issues~~ including nativists • Political campaigning ~~a changing style of campaigning~~ • Spoils System ~~increased voter participation~~. ~~Andrew Jackson personified the "democratic spirit" of the age by challenging the economic elite and rewarding campaign supporters with public office (Spoils System).~~ ~~The Federalist Party disappeared, and new political parties, the Whigs and Know-Nothings, were organized in opposition to the Democratic Party.~~ **Emergence of New Political Parties** • Whigs were organized in opposition to the Democratic Party. • Know-Nothings were organized in opposition to continued immigration by Irish and German immigrants. **Cultural Changes Sparked by the Second Great Awakening** • Temperance Movement • ~~Woman's~~ Women's Suffrage Movement • Abolitionist Movement

STANDARD VUS.6e

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

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~~.~~;

Essential Understandings	Essential Knowledge

~~The nation struggled to resolve sectional issues, producing a series of crises and compromises.~~
 	
~~These crises took place over the admission of new states to the Union during the decades before the Civil War. The issue was whether the number of "free states" and "slave states" would remain balanced, thus affecting the distribution of power in the Congress.~~
 	
As the nation struggled to resolve sectional issues, compromises were developed to defuse a series of political crises.
	Sectional tensions caused by competing economic interests
	• The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition.
	• The agricultural South opposed high tariffs that made the price of imports more expensive.
	
	Sectional tensions caused by westward expansion
	• As new states entered the Union, compromises were reached that maintained the balance of power in Congress between "free" and "slave" states.
	  • 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, giving people in Kansas and Nebraska the choice whether to allow slavery in their states or not ("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.6e (continued)

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

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~~.~~;

Essential Understandings	Essential Knowledge
As the expansion of the electorate occurred for white males, women aspired to be included as well.	**Sectional tensions caused by debates over the nature of the Union** • South Carolinians, in the South Carolina Exposition and Protest, 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). • President Jackson threatened to send federal troops to collect the tariff revenues and uphold the power of federal law. **Sectional tensions caused by the institution of slavery** • Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southerners' fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. • Northerners, led by William Lloyd Garrison, publisher of *The Liberator*, 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. • ~~Fugitive slave events~~ Enslaved African Americans who escaped to free states, many aided by the Underground Railroad, pitted Southern slave owners against outraged Northerners who opposed returning escaped slaves to bondage. **The women's suffrage movement** • At the same time the abolitionist movement grew, another reform movement took root—the movement to give equal rights to women. • Seneca Falls Declaration • Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in the women's suffrage movement before the Civil War and continued with the movement after the war

STANDARD VUS.6f

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
f) explaining how Manifest Destiny and President Polk's policies impacted the nation; and

Essential Understandings	Essential Knowledge
America's desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests.	The popular belief that it was America's "Manifest Destiny" to stretch across the continent from the Atlantic to the Pacific provided political support for territorial expansion. President James K. Polk, a Democrat, was elected on a "Manifest Destiny" platform. During Polk's presidency, the United States acquired • The Oregon Territory from Great Britain. • The Mexican Cession from Mexico. This acquisition of land led to renewed controversy concerning the expansion of slavery into new territories. This controversy led to the Compromise of 1850, the Kansas-Nebraska Act, and the rise of the Republican Party.

STANDARD VUS.6g

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
g) evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

Essential Understandings	Essential Knowledge
The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern States. Sectional tensions, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.	**Causes of the Civil War** • Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the nature of the Union (states' rights) • Northern abolitionists versus Southern defenders of slavery • Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe • United States Supreme Court decision in the Dred Scott case • A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act

STANDARD VUS.7a

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;

Essential Understandings	Essential Knowledge

~~Mounting sectional tensions and a failure of political will led to the Civil War.~~
 	
Major political and military leaders impacted the course of the Civil War and its aftermath.
	~~**Causes of the Civil War**~~
	~~• Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the nature of the Union (states' rights)~~
	~~• Northern abolitionists versus Southern defenders of slavery~~
	~~• United States Supreme Court decision in the Dred Scott case~~
	~~• Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe~~
	~~• Ineffective presidential leadership in the 1850s~~
	~~• A series of failed compromises over the expansion of slavery in the territories~~
	~~• President Lincoln's call for federal troops in 1861~~
	Major events
	• Election of Lincoln as president of the United States (1860), followed by the secession of several Southern states that feared Lincoln would try to abolish slavery
	• Fort Sumter: Opening confrontation of the Civil War
	• Emancipation Proclamation: Issued after Battle of Antietam
	• Gettysburg: Turning point of the Civil War
	• Sherman's March to the Sea
	• Appomattox: Site of Lee's surrender to Grant
	
	Key leaders and their roles
	• Jefferson Davis
	  • U.S. senator who became president of the Confederate States of America
	• Ulysses S. Grant
	  • Union military commander who won victories over the South after several other Union commanders had failed
	• Robert E. Lee
	  • Confederate general of the Army of Northern Virginia
	  • Opposed secession, but did not believe the Union should be held together by force
	• Frederick Douglass
	  • Former enslaved African American
	  • Became a prominent abolitionist
	  • Urged Lincoln to recruit former enslaved African Americans to fight in the Union army

STANDARD VUS.7b

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

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;

Essential Understandings	Essential Knowledge
~~The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the restoration of the Union and emancipation of the slaves.~~ ~~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.~~	~~**Major events**~~ • ~~Election of Lincoln (1860), followed by the secession of several Southern states that feared Lincoln would try to abolish slavery~~ • ~~Fort 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~~ ~~**Key leaders and their roles**~~ • ~~Abraham Lincoln: President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary~~ • ~~Jefferson Davis: U.S. senator who became president of the Confederate States of America~~ • ~~Ulysses S. Grant: Union military commander, who won victories over the South after several other Union commanders had failed~~ • ~~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 enslaved African American who became a prominent abolitionist and who urged Lincoln to recruit former enslaved African Americans to fight in the Union army~~

STANDARD VUS.7b

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

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;

Essential Understandings	Essential Knowledge
Abraham Lincoln's vision of the United States as a nation and democratic society was evident in his speeches and political decrees.	**Abraham Lincoln's Leadership** • Believed secession was an illegal act and that the United States was a "nation," not a collection of sovereign states; Southerners believed the states had freely joined the Union and could freely leave • First Inaugural Address: "In your hands my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war…" • Initial Goal: Preserve the Union • Later Goal: End slavery and expand citizenship **Emancipation Proclamation** • Developed after enslaved African Americans given asylum at Fort Monroe were declared "contraband of war" • Freed those slaves located in the "rebelling" states (Southern states that had seceded) • Made the abolition of slavery a Northern war aim • Discouraged any interference of foreign governments • Allowed for the enlistment of African American soldiers in the Union Army **Gettysburg Address** • 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."

STANDARD VUS.7c

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

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;

Essential Understandings	Essential Knowledge
~~Lincoln's Gettysburg Address said the United States was one nation, not a federation of independent states. For Lincoln, the Civil War was about preserving the Union as a nation "of the people, by the people, and for the people."~~ ~~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.~~ The Civil War had a profound impact on the whole of American society.	~~**Emancipation Proclamation**~~ ~~• Freed those slaves located in the "rebelling" states (Southern states that had seceded)~~ ~~• Made the abolition of slavery a Northern war aim~~ ~~• Discouraged any interference of foreign governments~~ ~~• Allowed for the enlistment of African American soldiers in the Union Army~~ ~~**Gettysburg Address**~~ ~~• 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.~~ **African Americans** • Served in the Union Army and Navy following the implementation of the Emancipation Proclamation • Served as a part of contraband armies and aboard Union naval ships • Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom. • Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers. **Common soldiers** • Warfare often involved hand-to-hand combat. • After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities. **Women** • Managed homes and families with scarce resources • Often faced poverty and hunger as evidenced by Bread Riots in Richmond, Virginia • Assumed new roles in agriculture, nursing, and war industries

~~STANDARD VUS.7f~~

~~The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by f) explaining postwar contributions of key leaders of the Civil War.~~ [Moved to VUS.7a]

Essential Understandings	Essential Knowledge
~~The war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans, and ultimately political, economic, and social control of the South returned to whites.~~ ~~The economic and political gains of former slaves proved to be temporary.~~	**~~Ulysses S. Grant~~** • ~~Urged radical Republicans not to be harsh with former Confederates~~ • ~~Was elected president and served during most of Reconstruction~~ • ~~Advocated rights for the freedman~~ • ~~Opposed retribution directed at the defeated South~~ **~~Robert E. Lee~~** • ~~Urged Southerners to reconcile and rejoin the United States~~ • ~~Served as president of Washington College (Washington & Lee University today)~~ • ~~Emphasized the importance of education to the nation's future~~ **~~Frederick Douglass~~** • ~~Supported full equality for African Americans~~ • ~~Advocated for the passage of the 14th and 15th Amendments~~ • ~~Encouraged federal government actions to protect the rights of freedmen in the South~~ • ~~Served as ambassador to Haiti and in the civil service~~

STANDARD VUS.7d

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

d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and

Essential Understandings	Essential Knowledge
Different leaders' objectives as the result of the Civil War led to the development of competing plans for Reconstruction.	**10 Percent Plan** • 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 Southern state governments once 10% percent of the registered voters of that state in 1860 pledged loyalty to the U.S. government. • Lincoln also believed that 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…." • 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. **Johnson's Reconstruction Plan** • Andrew Johnson, Lincoln's successor as president, adopted much of Lincoln's Reconstruction plan but offered pardons to high-ranking military and political Confederate leaders who personally requested them. • Johnson's authority in leading the Reconstruction of the South was challenged by Congressional leaders who were angered by the South's enactment of Black Codes and the election of-high-ranking former-Southern leaders to Congress. **Radical Republicans** • The secessionist states would not be 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 Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office.

STANDARD VUS.7~~d~~e

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

~~d~~e) ~~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~~;~~.

Essential Understandings	Essential Knowledge
~~The war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans, and ultimately political, economic, and social control of the South returned to whites.~~ ~~The economic and political gains of former slaves proved to be temporary~~ The United States Constitution was permanently altered as a result of the Civil War Era. A new wave of economic expansion and migration in the North and West resulted from the Civil War Era while the South maintained an agricultural economy.	**Political effects** • ~~Lincoln's view that the United States was one indivisible nation 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 Southern state governments that were loyal to the Union.~~ • ~~Lincoln also believed that 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…."~~ • ~~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: – 13th Amendment: Slavery was abolished permanently in the United States. – 14th Amendment: States were prohibited from denying equal rights under the law to any American and citizenship was redefined. – 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 from Southern Democrats in the Electoral College vote, 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.~~ • Following the end of Reconstruction, former Confederates regained political power in the South. This led to the installation of the "Jim Crow Era" and the restriction of civil liberties for African Americans in the South. **Economic impact** • The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as 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. The South would remain an 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 twentieth 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.

~~STANDARD VUS.7e~~

~~The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points 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.~~ [Moved to SOL VUS. 7c]

Essential Understandings	Essential Knowledge
~~Although slavery ended, African-Americans did not achieve full equality during the next 100 years.~~ ~~For the common soldier, warfare was brutal and camp life was lonely and boring. Many soldiers returned home wounded or disabled.~~ ~~On the home front, women were required to assume nontraditional roles.~~ ~~Enslaved African-Americans seized the opportunity presented by the approach of Union troops to achieve freedom.~~	**~~African Americans~~** • ~~The Emancipation Proclamation allowed for the enlistment of African-American soldiers.~~ **~~Common soldiers~~** • ~~Warfare often involved hand-to-hand combat.~~ • ~~Wartime diaries and letters home record this harsh reality.~~ • ~~After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities.~~ **~~Women~~** • ~~Managed homes and families with scarce resources~~ • ~~Often faced poverty and hunger~~ ~~Assumed new roles in agriculture, nursing, and war industries~~

STANDARD VUS.8a

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

a) ~~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 VUS.8e] the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;

Essential Understandings	Essential Knowledge
~~In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.~~ New technologies, innovations, and government policies led to a new wave of internal and international migration and growth. This growth, while positive for some, resulted in more displacement for American Indians.	**Westward movement** • Following the Civil War, the westward movement of settlers intensified in 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. They responded to the incentive of free public land 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, including African Americans in particular, moved west to seek new opportunities after the Civil War. • New technologies ~~(for example, railroads and the mechanical reaper),~~ such as the railroads, telegraph, telephone, and 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. By the turn of the century, the Great Plains and Rocky Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of farms, ranches, and towns. • The forcible removal of the American Indians from their lands continued throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War. ~~**Immigration**~~ ~~• 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, present-day Hungary, and former 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~~ apply social science skills to understand ~~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, 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 VUS.8e] the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;

Essential Understandings	Essential Knowledge
	~~• 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 and the clothing industry in New York City. Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and endured 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, as their ships arrived following the voyage across the Atlantic.~~ ~~• 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 would accept, and there was prejudice based on religious and cultural differences.~~ • ~~Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and the 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.~~ ~~**Growth of cities**~~ ~~• 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.~~ ~~• 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 was the first city to begin construction of a subway system around the turn of the twentieth century, and many cities built trolley or streetcar lines.~~ ~~**Admission of new states**~~ ~~As the population moved westward, many new states in the Great Plains and Rocky Mountains regions were added to the United States. By the early twentieth century, all the states that make up the continental United States today, from the Atlantic to the Pacific, had been admitted.~~

STANDARD VUS.8b

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

b) ~~describing the~~ analyzing the factors that transform~~ation~~ed ~~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;

Essential Understandings	Essential Knowledge
~~During the period from the Civil War to World War I, the United States underwent an economic transformation that involved the development of an industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.~~ Economic growth at the turn of the century laid the foundation for modern America.	Technological change spurred growth of industry primarily in northern cities. **Inventions/Innovations** • 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) **Industrial leaders** • Andrew Carnegie (steel) • J. P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads) **Reasons for economic transformation** • 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 **Emergence of Leisure Activities** • Sporting Events such as baseball • Vaudeville shows • Amusement parks and fairs

STANDARD VUS.8c

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
c) examining the contributions of new immigrants and evaluating the challenges they faced including anti-immigration legislation;

Essential Understandings	Essential Knowledge
A new wave of immigration at the turn of the 20th century transformed American society.	**Immigration** • 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, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan). • Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families. • 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 and the clothing industry in New York City. Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and endured 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, as their ships arrived following the voyage across the Atlantic. • 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. • Immigrants were often exploited by urban political machines, who provided useful services in exchange for immigrant votes, which increased animosity toward them. • 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 would accept, and there was prejudice based on religious and cultural differences. • Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and the 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.

STANDARD VUS.8 ~~c~~d

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

~~c~~d) 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;

Essential Understandings	Essential Knowledge
~~Discrimination against and segregation of African Americans intensified and took new forms in the late nineteenth century and early twentieth century.~~ ~~African Americans disagreed about how to respond to these developments.~~ During the early 20th century, Supreme Court rulings limited the civil liberties of Americans. Newly formed organizations began to address segregation and discrimination issues.	**Discrimination against and segregation of African Americans** • Laws limited freedoms for African Americans. • 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 *Plessy v. Ferguson*, 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 twentieth century, African Americans began the "Great Migration" to Northern cities in search of jobs and to escape poverty and discrimination in the South. **Responses of African Americans** • 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. DuBois 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). **Practice of Eugenics in Virginia** • Eugenics is the belief in the possibility of improving the qualities of the human population by discouraging reproduction by individuals presumed to have "undesirable" traits and encouraging reproduction by those who had desired inheritable traits. • A movement throughout the twentieth century, worldwide as well as in Virginia, that demonstrated the misuse of the principles of heredity. • *Buck vs. Bell* (1927), the United States Supreme Court upheld a Virginia statute for the sterilization of people considered genetically unfit. Upholding Virginia's sterilization statute provided for similar laws in 30 states, under which an estimated 65,000 Americans were sterilized without their own consent or that of a family member.

STANDARD VUS.8-~~d~~e

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

~~d~~e) ~~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

Essential Understandings	Essential Knowledge
During the early 20th century, America shifted from a primarily rural to an urban society.	**Growth of cities** • 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. • The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. Cities in the Northeast, such as Boston and New York, constructed subway systems around the turn of the twentieth century, and many cities built trolley or streetcar lines. **Industrialization: Reputation of Capitalists as Captains of Industry or Robber Barons** • Excesses of the Gilded Age • Income disparity • Lavish lifestyles • Ruthless business practices of capitalists in forming monopolies and trusts **Industrialization: Impact on working conditions for labor** • Long hours and low wages, especially for women and children • No job security and no benefits such as workingmen's compensation • Dangerous working conditions, including the Triangle Shirtwaist Company Fire and work-related illnesses such as lung disease. • Company towns **Industrialization: Formation of Labor Unions** • Goals: Higher wages, fewer work hours, safer conditions • Labor Organizations • Knights of Labor led by Terence Powderly • American Federation of Labor led by Samuel Gompers • American Railway Union led by Eugene V. Debs • International Ladies' Garment Workers' Union **Strikes** • Haymarket Square Riot led to the demise of the Knights of Labor • Homestead Strike by Carnegie steel workers • Pullman Strike by railroad workers **Gains** • Limited work hours • Regulated working conditions

STANDARD VUS.8-~~d~~e

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

~~d~~e) ~~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

Essential Understandings	Essential Knowledge
~~The period from Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians, leading to new federal Indian policies. Industrial development brought great fortunes to a few and 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.~~	~~The Progressive Movement used government to institute reforms for problems created by industrialization. Examples of reform include Theodore Roosevelt's "Square Deal" and Woodrow Wilson's "New Freedom."~~ ~~**Causes of the Progressive Movement**~~ ~~• Excesses of the Gilded Age~~ ~~• Income disparity, lavish lifestyles~~ ~~• Practices of robber barons~~ ~~• Working conditions for labor~~ ~~• Dangerous working conditions~~ ~~• Child labor~~ ~~• Long hours, low wages, no job security, no benefits~~ ~~• Company towns~~ ~~• Employment of women~~ ~~**Goals of Progressive Movement**~~ ~~• Government controlled by the people~~ ~~• Guaranteed economic opportunities through government regulation~~ ~~• Elimination of social injustices~~ ~~**Progressive accomplishments**~~ ~~• In local governments~~ ~~• New forms of government (commissioner-style and city-manager-style) to meet needs of increasing urbanization~~ ~~• In state governments~~ ~~• Referendum~~ ~~• Initiative~~ ~~• Recall~~

STANDARD VUS.8~~-de~~ ~~(continued)~~

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

~~de)~~ ~~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

Essential Understandings	Essential Knowledge
	~~• In elections~~ ~~• Primary elections~~ ~~• Direct election of U.S. senators (17th Amendment)~~ ~~• Secret ballot~~ ~~• In child labor~~ ~~• Muckraking literature describing abuses of child labor~~ ~~• Child labor laws~~ ~~• Impact of labor unions~~ ~~• Organizations~~ ~~◦ Knights of Labor~~ ~~◦ American Federation of Labor (Samuel Gompers)~~ ~~◦ American Railway Union (Eugene V. Debs)~~ ~~◦ International Ladies' Garment Workers' Union~~ ~~• Strikes~~ ~~◦ Haymarket Square Riot~~ ~~◦ Homestead Strike~~ ~~◦ Pullman Strike~~ ~~• Gains~~ ~~◦ Limited work hours~~ ~~◦ Regulated working conditions~~ ~~• Antitrust laws~~ ~~• 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~~ ~~• Women's suffrage~~ ~~• 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 the 19th Amendment to the Constitution~~

STANDARD VUS.8f

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

f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

Essential Understandings	Essential Knowledge
The Progressive Movement sought to reform the economic, political, and social systems of the United States through government regulation and oversight.	**Causes of the Progressive Movement** • Economic exploitation: formation of trusts and monopolies, and exploitation of natural resources • Political corruption: formation of political machines maintaining power through bribes and voter intimidation • Social injustice: child labor, living conditions, consumer protection, racial, gender, and ethnic equality **Goals of the Progressive Movement** • Increase economic opportunity • Increase democracy • Increase social justice **Muckraking Progressive Leaders** • Muckrakers: Progressives whose investigative literature exposed abuses in economics, politics, and society • Ida Tarbell: *History of Standard Oil* • Lincoln Steffens: *Shame of the Cities* • Upton Sinclair: *The Jungle* **Progressive Accomplishments: National Legislation** Economic: • The earlier Sherman Anti-Trust Act prevented any business structure that "restrains trade" (monopolies) • The Clayton Anti-Trust Act expanded upon the Sherman Anti-Trust Act by exempting unions from prosecution under the Sherman Act and outlawed price-fixing; • The Federal Reserve System was established Political: • Primary elections were established; • Passed the 17th Amendment that established the direct election of U.S. Senators; • Enacted the 19th Amendment that provided women with the right to vote; Efforts to gain the right to vote were realized through the strong leadership of the women's movement by Carrie Chapman Catt and Alice Paul as well as the nation's recognition of women's wartime contributions during World War I

STANDARD VUS.8f (continued)

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

f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

Essential Understandings	Essential Knowledge
	Social • Consumer Protection: Enacted the Meat Inspection Act and the Pure Food and Drug Act • Alcohol Consumption: Passage of the 18th Amendment, better known as "Prohibition"; later the amendment was repealed by the 21st Amendment Progressive Accomplishments: State Level • Initiative • Referendum • Recall • Secret Ballot

STANDARD VUS.9a

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

a) explaining ~~the~~ chang~~in~~ges in foreign polici~~es~~y 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;

Essential Understandings	Essential Knowledge

~~Many twentieth-century American foreign policy issues have their origins in America's emergence as a world power at the end of the nineteenth 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.~~
 	
As a result of the Spanish-American War, the United States was recognized as a world power.
	~~**Creation of international markets**~~
	~~• 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."~~
	
	Latin America
	• Spanish American War
	  • Puerto Rico was annexed by the United States.
	  • The United States asserted her right to intervene in Cuban affairs.
	
	• Panama Canal and the role of Theodore Roosevelt
	  • The United States encouraged Panama's independence from Colombia.
	  • The parties negotiated a treaty to build the canal.
	
	Roosevelt Corollary
	  • Expanded the U.S. "police" presence in the western hemisphere that was established in the Monroe Doctrine
	
	Asia and the Pacific
	• Hawaii: U.S. efforts to depose Hawaii's monarchy; U.S. annexation of Hawaii
	• Philippines: Annexed after the Spanish American War
	• Guam: Annexed after the 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~~ 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

b) 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.~~; and [Moved to SOL VUS.9c]

Essential Understandings	Essential Knowledge

~~While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.~~
 	
The United States fought in World War I in defense of democratic and humanitarian principles.
	United States involvement in World War I
	• 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~~ maintained neutrality due to popular support for isolationism.
	• The decision to enter the war was the result of continuing German submarine warfare (violating freedom of the seas) and American ties to Great Britain.
	• Americans wanted to "make the world safe for democracy." (Woodrow Wilson)
	• America's military resources of soldiers and war materials tipped the balance of the war and led to Germany's defeat.
	
	Fourteen Points
	• Wilson's plan to eliminate the causes of war
	• Key points
	  • Self-determination
	  • Freedom of the seas
	  • League of Nations
	  • ~~Mandate system~~
	
	~~**Treaty of Versailles**~~
	~~• The French and English insisted on punishment of Germany.~~
	~~• A League of Nations was created.~~
	~~• National boundaries were redrawn, creating many new nations.~~
	
	~~**League of Nations debate in United States**~~
	~~• Objections to United States foreign policy decisions being made by an international organization, not by U.S. leaders~~
	• ~~The Senate's failure to approve the Treaty of Versailles~~

STANDARD VUS.9c

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
c) evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

Essential Understandings	Essential Knowledge
~~While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.~~ The Treaty of Versailles failed to secure a just and lasting peace.	**Treaty of Versailles** • The French and English insisted on punishment of Germany. • A League of Nations was created. • National boundaries were redrawn, creating many new nations. • Established the Mandate System in the Middle East **League of Nations debate in United States** • Many senators objected to United States foreign policy decisions would be made by international organizations rather than U.S. leaders • The U.S. Senate's failure to approve the Treaty of Versailles led to the United States not joining the League of Nation.

STANDARD VUS.10a

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~of~~ key ~~domestic~~ events ~~of~~ during the 1920s and 1930s by
a) analyzing how ~~radio, movies, newspapers, and magazines created~~ popular culture evolved and challenged traditional values;

Essential Understandings	Essential Knowledge
~~Popular culture reflected the prosperity of the era.~~ Popular culture began to evolve into an age of "modernism" that challenged traditional values.	Modernism marked the beginning of a period that rejected conventional ways of viewing and interacting with the world. The movement was reflected in art, architecture, literature, music, entertainment, and fashion. **Mass media and communications** • Radio: Broadcast jazz , entertainment programing, sporting events, and Fireside Chats • Movies: Provided escape from Depression-era realities • Newspapers and magazines: Shaped cultural norms, established a consumer culture, and sparked fads **Challenges to traditional values** • Traditional religion: Darwin's Theory; the Scopes Trial • Traditional role of women: Flappers, 19th Amendment • Open immigration: Rise of new Ku Klux Klan (KKK) and a Red Scare • Prohibition: Smuggling alcohol and speakeasies

STANDARD VUS.10b

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~of~~ key ~~domestic~~ events ~~of~~ during the 1920s and 1930s by
b) assessing and explaining the economic causes and consequences of the stock market crash of 1929;

Essential Understandings	Essential Knowledge
~~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.~~ The Stock Market experienced unprecedented growth in the 1920s but serious flaws in the economy and the market itself led to economic collapse.	**Causes of the stock market crash of 1929** • Business was booming, but investments were made ~~with borrowed money~~ through buying stocks on credit. ~~(overspeculation).~~ • Overspeculation of monetary returns on investments. • Large number of small investors. • Panic selling of stocks led to the collapse of the stock market. • There was excessive expansion of credit. • Business failures led to bankruptcies. • Bank deposits were invested in the market. • When the market collapsed, the banks ran out of money. **Consequences of the stock market crash of 1929** • Signaled the beginning of the Great Depression although serious flaws in the economy had existed for years. • People lost investments, which led to financial ruin, and many committed suicide. • Bank Runs: Clients panicked, attempting to withdraw their money from the banks, discovered their funds were lost. ~~but there was nothing to give them.~~ • There were no new investments.

STANDARD VUS.10c

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~of~~ key ~~domestic~~ events ~~of~~ during the 1920s and 1930s by
c) explaining the causes of the Great Depression and its impact on the American people; and

Essential Understandings	Essential Knowledge
~~The Great Depression caused widespread hardship.~~ The Great Depression was caused by severe weaknesses in the nation's agricultural, financial, and industrial sectors resulting in widespread hardships.	**Causes of the Great Depression** • ~~The stock market crash of 1929 and collapse of stock prices~~ • Overproduction of industrial and agricultural products • Purchasing items on credit, placing Americans in a unstable financial position. • Unequal distribution of wealth, making it difficult for many Americans to make purchases. • An agricultural depression that had plagued farmers throughout the 1920s. • 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 restricting ~~strangling~~ world trade (~~Tariff Act of 1930, popularly called the Hawley-Smoot Act)~~ **Impact of the Great Depression** • Unemployment and homelessness • Collapse of the financial system (bank closings) • Decline in demand for goods • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration

STANDARD VUS.10d

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~of~~ key ~~domestic~~ events ~~of~~ during the 1920s and 1930s by

d) ~~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.

Essential Understandings	Essential Knowledge
~~The New Deal permanently altered 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.~~ The New Deal had many long term effects on United States government and society. As a result of the New Deal, the role of the Federal government changed, transforming American politics, the economy and society.	**New Deal (Franklin Roosevelt)** • 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 the nation out of the 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. 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.

STANDARD VUS.11a

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;

Essential Understandings	Essential Knowledge
~~The United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.~~ The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.	**The war in Europe** • World War II began with Hitler's invasion of Poland in 1939, followed shortly thereafter by the Soviet Union's invasion of Poland and the Baltic countries from the east. • During the first two years of the war, the United States stayed officially neutral while Germany overran France and 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." **The war in Asia** • 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 United States 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.11b

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~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~~ [Moved to SOL VUS.11c] key leaders of the European theater;

Essential Understandings	Essential Knowledge
~~Wartime strategies reflect the political and military goals of alliances, the resources on hand, and the geographical extent of the conflict.~~	~~**Allied strategy**~~ ~~• America and her 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 for cutting off Japanese supplies through submarine warfare against Japanese shipping.~~ ~~**Axis strategy**~~ ~~• 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.~~ ~~• Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Her 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.~~ ~~**Major battles and military turning points**~~ ~~• North Africa~~ ~~ • 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 attacking the Soviet Union from the south.~~ ~~• Europe~~ ~~ • 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 began.~~ ~~• Pacific~~ ~~ • Midway: In the Battle of Midway (termed the "Miracle at 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, carrying 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.~~ ~~ • Use of the atomic bomb: Facing the prospect of horrendous American and Japanese casualties if American forces were 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.11b

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~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~~ [Moved to SOL VUS.11c] key leaders of the European theater;

Essential Understandings	Essential Knowledge
Military miscalculations, by the leadership of the Axis powers and led to a strategic Allied victory in World War II.	**Key Political Leaders of the European Theater** **United States of America** • Franklin Delano Roosevelt • Harry Truman **Great Britain** • Winston Churchill **Soviet Union** • Joseph Stalin **Germany** • Adolf Hitler **Military Leaders:** • Dwight D. Eisenhower • George C. Patton **Allied Strategy in the European Theater:** America and her allies (Britain and the Soviet Union after being invaded by Germany) followed a "Defeat Hitler First" strategy. Most American resources were targeted for Europe. **Axis Strategy in the European Theater:** 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. **Major Battles of the European Theater** • Stalingrad • Normandy landings: D-Day • Battle of the Bulge

STANDARD VUS.11c

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

c) describing ~~the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments~~ [Moved to SOL VUS.11d] and locating the major battles and key leaders of the Pacific theater.

Essential Understandings	Essential Knowledge
~~World War II solidified the nation's role as a global power, ushered in social changes, and established reform agendas that would preoccupy public discourse in the United States for the remainder of the twentieth 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.~~	~~**Minority participation**~~ • ~~African Americans generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than support roles.~~ ~~**All-minority military units**~~ • ~~Tuskegee Airmen (African American) served in Europe with distinction.~~ • ~~Nisei regiments (Asian American) earned a high number of decorations.~~ ~~**Additional contributions of minorities**~~ • ~~Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break).~~ • ~~Mexican Americans also fought, but in nonsegregated units.~~ • ~~Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action~~

STANDARD VUS.11c

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

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;

Essential Understandings	Essential Knowledge

The war strategy of the United States in the Pacific led to an America's victory against Japan.	**Key Leaders of the Pacific Theater**
	
	• **United States of America**
	  • Douglas MacArthur
	• **Japan**
	  • Emperor Hirohito
	  • Hideki Tojo
	
	United States' Strategy: In the Pacific, American military strategy called for an "island hopping campaign, seizing islands increasingly closer to Japan and using them as bases for air attacks on Japan, and for cutting off Japanese supplies through submarine warfare against Japanese shipping.
	
	Japan's Strategy: Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Japan's leaders hoped that America would accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains.
	
	Major Battles in the Pacific Theater
	• Battle of MidwayIwo Jima and Okinawa
	• Use of the atomic bomb on Hiroshima and Nagasaki

STANDARD VUS.11d

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

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 contributions of media, minorities, and women to the war effort;

Essential Understandings	Essential Knowledge
~~The conduct of war often reflects the social and moral codes of a nation.~~ ~~The treatment of prisoners of war often reflects the savage nature of conflict and the cultural norms of a nation.~~	~~The Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.~~ ~~The treatment of prisoners of war in the Pacific Theater often reflected the savagery of the fighting there.~~ • ~~In the Bataan Death March, American POWs suffered brutal treatment by the Japanese after surrender of the Philippines.~~ • ~~Japanese soldiers often committed suicide rather than surrender.~~ • ~~The treatment of prisoners of war in Europe more closely followed the ideas of the Geneva Convention.~~

STANDARD VUS.11d

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

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 contributions of media, minorities, and women to the war effort;

Essential Understandings	Essential Knowledge
World War II was a total war in which all of America's economic and human resources had to be mobilized to its greatest capacity.	**Minority participation** • African Americans generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than in support roles. **All-minority military units** • Tuskegee Airmen (African Americans) served in Europe with distinction. • Nisei regiments (Japanese Americans) earned a high number of decorations. **Additional contributions of minorities** • Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break). • Mexican Americans also fought, but in non-segregated units. • Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action **Economic resources** • United States government and industry forged a close working relationship to allocate resources effectively. • Rationing was used to maintain supply of essential products to the war effort. • War bonds and income tax were used to finance the war. • Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing). **Human resources** • More women and minorities entered the labor force. • Citizens volunteered in support of the war effort.

STANDARD VUS.11d (continued)

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

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 contributions of media, minorities, and women to the war effort;

Essential Understandings	Essential Knowledge
World War II was a total war in which all of America's economic and human resources had to be mobilized to its greatest capacity.	**Military resources** The draft (selective service) was used to provide personnel for the military. **Women on the home front during World War II** • Increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter) • Typically participated in noncombat military roles **African Americans on the home front during World War II** • Migrated to cities in search of jobs in war plants • Campaigned for victory in war and equality at home **Media and communications assistance** • The United States 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.

STANDARD VUS.11e

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~of~~ World War II by
e) analyzing the Holocaust (Hitler's "final solution"), and its impact on Jews and other groups, and the postwar trials of war criminals; and

Essential Understandings	Essential Knowledge
~~Specific groups that are the object of hatred and prejudice often face increased discrimination during wartime.~~ The Nazis targeted specific groups for genocide to create a "master race."	**The Holocaust** • Germany's decision to exterminate the Jewish population through genocide was referred to as the "Final Solution" • Additional groups including Poles, Slavs, Gypsies, homosexuals, the mentally ill, and the physically handicapped were also targeted • Following the end of World War II, the Nuremberg trials were conducted to hold Nazi leaders and other individuals accountable for their own participation in war crimes regardless of orders received • The outcome of the trials led to increased demand for a Jewish homeland ~~**Terms to know**~~ ~~• genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group~~ ~~• final solution: Germany's decision to exterminate all Jews~~ ~~**Affected groups**~~ ~~• Jews~~ ~~• Poles~~ ~~• Slavs~~ ~~• Gypsies~~ ~~• "Undesirables" (homosexuals, the mentally ill, political dissidents)~~ ~~**Significance**~~ ~~• 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.~~

STANDARD VUS.11f

The student will ~~demonstrate~~ ~~knowledge~~ apply social science skills to understand ~~of~~ World War II by
f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.

Essential Understandings	Essential Knowledge
The savagery of war and indecencies against humanity were prevalent during World War II.	**Prisoners of War** • The Geneva Convention established international rules concerning the humane treatment of prisoners of war. • The treatment of prisoners of war in Europe more closely followed the agreements of the Geneva Convention. • The treatment of prisoners of war in the Pacific often reflected the savagery of fighting as displayed in the Bataan Death March. **Treatment of Japanese American Civilians** • Japanese Americans were relocated to internment camps as a result of strong anti-Japanese prejudice and the fear that Japanese Americans were aiding the enemy. • The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States. • Civil Liberties Act of 1988 was signed into law to provide a Presidential apology and symbolic payment to the internees, evacuees, and persons of Japanese ancestry who lost liberty or property because of discriminatory action by the Federal government during World War II

~~STANDARD 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;~~ [Moved to SOL VUS.11d]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The United States' 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.~~	**~~Economic resources~~** • ~~United States government and industry forged a close working relationship to allocate resources effectively.~~ • ~~Rationing was used to maintain supply of essential products to the war effort.~~ • ~~War bonds and income tax were used for financing the war.~~ • ~~Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing).~~ **~~Human resources~~** • ~~More women and minorities entered the labor force.~~ • ~~Citizens volunteered in support of the war effort.~~ **~~Military resources~~** • ~~The draft (selective service) was used to provide personnel for the military.~~

~~STANDARD 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;~~ [Moved to SOL VUS.11d]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Contributions to the war effort came from all segments of 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.~~	**~~Women on the home front during World War II~~** • ~~Increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter)~~ • ~~Typically participated in noncombat military roles~~ **~~African Americans on the home front during World War II~~** • ~~Migrated to cities in search of jobs in war plants~~ • ~~Campaigned for victory in war and equality at home~~

~~STANDARD 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;~~ [Moved to SOL VUS.11f]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Prejudice coupled with wartime fears can adversely affect civil liberties of minorities.~~	**~~Reasons for internment of Japanese Americans~~** • ~~Strong anti-Japanese prejudice on the West Coast~~ • ~~False belief that Japanese Americans were aiding the enemy~~ **~~Internment of Japanese Americans~~** • ~~Japanese Americans were relocated 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 United States government, and financial payment was made to survivors.~~

~~STANDARD 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.~~ [Moved to SOL VUS.11d]

~~Essential Understandings~~	~~Essential Knowledge~~
~~During World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism (patriotism).~~	**~~Media and communications assistance~~** • ~~The United States 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.~~

STANDARD VUS.~~13a~~12a

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;

Essential Understandings	Essential Knowledge
~~Wars have political, economic, and social consequences.~~ World War II led to the reshaping of political boundaries and international relationships.	**Postwar outcomes** • 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, as was its capital city of Berlin. West Germany and West Berlin became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany and East Berlin 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. • 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, with the United States being one of five key members of the United Nations' Security Council.

STANDARD VUS.~~13b~~12b

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

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]

Essential Understandings	Essential Knowledge
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. ~~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.~~ ~~The United States 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.~~	**Origins of the Cold War** • The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1991. • 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~~, not to uproot it where it already existed, but to keep it from spreading and to resist communist aggression into other countries. • ~~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 becoming strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President Nixon in the 1970s exploited. • 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.

STANDARD VUS.~~13b~~12b(continued)

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

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]

Essential Understandings	Essential Knowledge
	~~**The Korean War**~~ ~~• 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 United Nations counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea, and although the war threatened to widen, it eventually ended in a stalemate with South Korea free of communist occupation.~~ ~~**The Vietnam War**~~ ~~• 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 during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but by fighting a limited war, could not force an end to the war on favorable terms.~~ ~~• America became bitterly divided over the issue. 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. President Nixon was forced out of office by the Watergate scandal. In 1975, North and South Vietnam were merged under communist control.~~ ~~**Confrontation between the United States and Cuba**~~ ~~• 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.~~13b~~12b(continued)

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

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]

Essential Understandings	Essential Knowledge
	~~**Impact of the Cold War at home**~~ • ~~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 other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term *McCarthyism* – the making of false accusations based on rumor or guilt by association.~~ • ~~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 in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.~~

STANDARD VUS.~~13c~~12c

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

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 the North Atlantic Treaty Organization (NATO);

Essential Understandings	Essential Knowledge
~~A strong military was the key to America's victory over the Soviet Union in the Cold War.~~ ~~Millions of Americans served in the military during the Cold War. Their service was often at great personal, professional and political and family sacrifice, yet they did their duty.~~ Millions of Americans served in the military during the Cold War, and their contributions were often at significant personal, professional, and political sacrifice in service to the United States.	**American military forces during the Cold War** • In response to the events associated with the Berlin Airlift, 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. • 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. • President Kennedy pledged in his inaugural address 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." • 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 United States 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 Vietnam 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

The student will apply social science skills to understand the United States' foreign policy during the Cold War Era by
d) analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;

Essential Understandings	Essential Knowledge
The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism.	**The Korean War** • American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism. • The United States military maintains a presence in South Korea. **The Vietnam War** • 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 during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but fought a limited war. • America became bitterly divided over the issue. 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~~. President Nixon was forced out of office by the Watergate scandal~~. In 1975, North and South Vietnam were merged under communist control

STANDARD VUS.~~13d~~12e

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

d) ~~explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy~~ [Moved to VUS.12g]~~.~~ analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;

Essential Understandings	Essential Knowledge
~~Both internal problems and external pressures caused the collapse of communism and the Soviet Union.~~ The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism.	~~**Internal problems of the Soviet Union**~~ ~~• Increasing Soviet military expenses to compete with the United States~~ ~~• Rising nationalism in Soviet republics~~ ~~• Fast-paced reforms – market economy~~ ~~• Economic inefficiency~~ ~~• Gorbachev's *glasnost* and *perestroika* (openness and economic restructuring)~~ ~~**Role of President Ronald Reagan**~~ ~~• Challenged moral legitimacy of the Soviet Union, for example, in a speech at the Berlin Wall ("Mr. Gorbachev, tear down this wall!")~~ • ~~Increased United States military and economic pressure on the Soviet Union~~ **The Korean War** • American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism. • The United States military maintains a presence in South Korea. **The Vietnam War** • 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 during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but fought a limited war. • America became bitterly divided over the issue. 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~~. President Nixon was forced out of office by the Watergate scandal~~. In 1975, North and South Vietnam were merged under communist control

STANDARD VUS.~~13d~~12d (continued)

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

d) ~~explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy~~ [Moved to VUS.12g]~~.~~ analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;

Essential Understandings	Essential Knowledge
	China • While negotiating an end to the Vietnam War, Richard Nixon, along with his Secretary of State Henry Kissinger, instituted the Cold War policy of détente which led to Nixon's visit to China and the U. S. formal recognition of the communist-controlled People's Republic of China. • Due to this relaxation of tensions between the United States and China, the Soviets sought to improve relations with the United States which led to the Strategic Arms Limitations Treaty (SALT). President Nixon was forced out of office by the Watergate scandal.

STANDARD VUS.~~13e~~12f

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

e) ~~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

Essential Understandings	Essential Knowledge
~~With the end of the Cold War, the United States changed her goals and policies.~~ ~~Involvement in conflicts in other areas of the world has been an integral part of United States foreign policy since 1988.~~ The expansion of communism into Latin America challenged American interests in the region.	~~**Selected post-Cold War era goals and policies**~~ ~~Foreign aid~~ ~~Humanitarian aid~~ ~~Support for human rights~~ ~~**President George H. W. Bush, 1989–1993**~~ ~~Fall of communism in Eastern Europe~~ ~~Reunification of Germany~~ ~~Collapse of Yugoslavia~~ ~~Breakup of the Soviet state~~ ~~Persian Gulf War of 1990–1991~~ ~~First war in which American women served in a combat role~~ ~~Operation Desert Storm~~ ~~**President William J. Clinton, 1993–2001**~~ ~~North American Free Trade Agreement (NAFTA)~~ ~~Full diplomatic relations with Vietnam~~ ~~Lifting of economic sanctions against South Africa when her government ended the policy of apartheid~~ ~~NATO action in former Yugoslavia~~ ~~**President George W. Bush, 2001–2009**~~ ~~Terrorists attacks on United States soil on 9/11/2001~~ ~~War in Afghanistan~~ ~~War in Iraq~~ **Confrontation between the United States and Cuba** • 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, instituted a naval blockade of Cuba as Soviet ships approached, and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership ordered the removal of the missiles from Cuba.

STANDARD VUS.~~13e~~ 12f (continued)

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

e) ~~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

Essential Understandings	Essential Knowledge
The fight against communism abroad impacted the daily life of Americans.	**Impact of the Cold War at home** • 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 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 other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of false accusations based on rumor or guilt by association. • 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 in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

STANDARD VUS.12g

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

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.

Essential Understandings	Essential Knowledge
Both internal problems and external pressures caused the collapse of communism in the Soviet Union.	**Internal Problems of the Soviet Union** • Rising nationalism in Soviet republics • Increasing Soviet military expenses • Economic inefficiency of communism **Role of President Ronald Reagan** • Reagan instituted a policy of massive military build-up • He supported the development of the Strategic Defense Initiative (SDI) also commonly known as "Star Wars" • Reagan challenged the moral legitimacy of the Soviet Union with strong rhetoric, including his speech at the Berlin Wall. • Ultimately, President Reagan and Soviet Premier Mikhail Gorbachev agreed to terms of arms reduction in the Strategic Arms Reduction Treaty (START)

STANDARD VUS.13a

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

a) explaining the factors that led to United States expansion;

Essential Understandings	Essential Knowledge
The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts.	**Expansion of Economic Prosperity** • Implementation of the G.I. Bill • Development of the Interstate Highway System • Rise of the Middle Class **Expansion of Initiatives for non-Middle Class Americans** • Lyndon Johnson attempted to create a "Great Society" by waging a "War on Poverty." • Initiatives included Medicare, Medicaid, and the Economic Opportunity Act.

STANDARD VUS.~~14a~~13b

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~~b) ~~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;

Essential Understandings	Essential Knowledge
By interpreting its powers broadly, the United States Supreme Court can reshape American society. The *Brown v. Board* of *Education* decision had intended and unintended consequences for Virginia and the entire nation.	***Brown v. Board of Education*** • Supreme Court decision that segregated schools are unequal and must desegregate • Included Virginia case *Davis v. County School Board of Prince Edward County* **Key people** • Barbara Johns, student leader, Prince Edward County • Thurgood Marshall: NAACP Legal Defense Team • Oliver W. Hill, Sr.: NAACP Legal Defense Team in Virginia • Earl Warren, Supreme Court Chief Justice **Virginia's response** • Massive Resistance: Closing some schools • Establishment of private academies • White flight from urban school systems to suburbs

STANDARD VUS.~~14b~~13c

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

~~b~~c) ~~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 (ADA) had an impact on all Americans;

Essential Understandings	Essential Knowledge
~~African Americans~~, ~~w~~Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights.	**National Association for the Advancement of Colored People (NAACP)** • Challenged segregation in the courts. • Long history of working to overturn the *Plessy v. Ferguson* decision. **1963 March on Washington** • Participants were inspired by the "I Have a Dream" speech given by Dr. Martin Luther King, Jr. • The march helped influence public opinion to support civil rights legislation. • The march demonstrated the power of nonviolent, mass protest. **Civil Rights Act of 1964** • The act prohibited discrimination based on race, color, religion, gender, or national origin. • The act desegregated public accommodations (i.e. hotels, restaurants, movie theaters) • President Lyndon B. Johnson played an important role in the passage of the act. **Voting Rights Act of 1965** • 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 Johnson played an important role in the passage of the act. **Americans with Disabilities Act** • Although the Civil Rights Act of 1964 addressed a broad scope of discrimination, the discrimination against people with disabilities would not be addressed until 1973 with the passage of Section 504 of the Rehabilitation Act of 1973. • Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in federal programs and by recipients of federal financial assistance. • The Individuals with Disabilities Act (IDEA), requires that all children with disabilities receive a free, appropriate public education in the least restrictive environment.

STANDARD VUS.13d

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
d) analyzing changes in immigration policy and the impact of increased immigration;

Essential Understandings	Essential Knowledge
Rising immigration to the United States has increased American diversity. It has promoted changes in public policy, and has altered the economic and cultural landscape of the United States.	The Immigration Act of 1965, which reversed the Immigration Restriction Acts of the 1920s, opened the United States to increased immigration from many diverse countries, especially from Asian and Latin American countries. **Reasons for immigration** • Political freedom • Economic opportunity **Issues related to immigration policy** • Strain on government services • Filling low-paying jobs in the United States • Border issues • Pathway to citizenship • Bilingual education • Increasing cultural diversity **Contributions of immigrants** • Diversity in music, the visual arts, and literature • Roles in the labor force • Achievements in science, engineering, and other fields • Many minorities have been elected to high public offices at the state and national levels of government.

STANDARD VUS.13e

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
e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;

Essential Understandings	Essential Knowledge
The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America. Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism.	President Reagan and conservative Republicans advocated for • Tax cuts • Transfer of responsibilities to state governments • Appointment of judges/justices who exercised "judicial restraint" • Reduction in the number and scope of government programs and regulations • Strengthening of the American military. **President George H. W. Bush, 1989–1993** • Fall of communism in Eastern Europe and the breakup of the Soviet state • Reunification of Germany • Persian Gulf War of 1990–1991 (Operation Desert Storm), the first war where American women served in a combat role • Americans with Disabilities Act of 1990 and Clean Air Act Amendments of 1990 **President William J. Clinton, 1993–2001** • North American Free Trade Agreement (NAFTA) • Restored full diplomatic relations with Vietnam • Lifting of economic sanctions against South Africa when the policy of apartheid ended • Dramatically reshaped welfare programs and helped reduce federal welfare spending **President George W. Bush, 2001–2009** • Terrorists attacks on United States soil on 9/11/2001 • Wars in Afghanistan and Iraq • No Child Left Behind Act (NCLB) **President Barack H. Obama, 2009 – 2016** • Osama Bin Laden and the campaign against Al Qaeda • Withdrawal of United States' forces from Iraq • Patient Protection and Affordable Care Act of 2010

STANDARD VUS.13f

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

f) explaining how scientific and technological advances altered American lives; and

Essential Understandings	Essential Knowledge

Scientific and technological advances in the United States increased opportunities for communications and global interactions.	In the early 1960s, President 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."
	
	Sally Ride was the first female American astronaut.
	
	Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.
	
	Examples of technological advances
	• Space exploration
	  • Space shuttle
	  • Mars rover
	  • Voyager missions
	  • Hubble telescope
	
	• Communications
	  • Televisions
	  • Personal Computers
	  • Cellular Telephones
	  • Electronic Mail (email)
	  • Social media
	
	• Robotics
	
	• Medical Care
	  • Polio Vaccine by Dr. Jonas Salk
	  • Cancer Screenings

STANDARD VUS.13g

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

g) evaluating and explaining the changes that occurred in American culture.

Essential Understandings	Essential Knowledge
During the second half of the 20th century, American society experienced a variety of cultural changes.	**Expansion of Popular Culture** • The invention of the television became the main mode of media for news, entertainment, and cultural trends of the Post-World War II Era. • Introduction of new genres of music including Rock and Roll, Disco, and Hip-Hop. • The expansion of popular culture led to conflict between opposing cultural views. • More occupations opened up to women during the 20th century, changing their role and influence • Influence and effect of the internet and social media allowing people to share information worldwide

STANDARD VUS.14a

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;

Essential Understandings	Essential Knowledge
Changes in domestic policies, and political and social conditions have impacted the role and membership of the United States Supreme Court.	The membership of the United States Supreme Court during the end of the twentieth century and early twenty-first century has included women and minorities, such as Sandra Day O'Connor, Ruth Bader Ginsburg, Clarence Thomas, Sonia Sotomayor, and Elena Kagan The United States Supreme Court protects the individual rights enumerated in the Constitution of the United States. **Right to Privacy** The United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference. • *Roe v. Wade* established precedent of "right to privacy" • *Riley v. California* (2014) protects the privacy of digital information on a cell phone~~s~~ **Equal Rights** The civil rights movement of the 1940s, 1950s, and 1960s provided a model that other minority groups have used to extend civil rights and promote equal justice. • *Loving v. Virginia* (1967) protected equal rights for individuals, struck down state laws that prohibited inter-racial marriage, and held that marriage was a fundamental right • *Arizona v. Inter Tribal Council of Arizona* (2013) invalidated a state law requiring proof of citizenship during voter registration application process **Rule of Law** Rule of law is a principle under which all persons, institutions, and entities are accountable to the laws • *Gideon v. Wainwright* (1963) requires states to provide counsel for needy defendants charged with serious offenses. • *Snyder v. Phelps* (2011) upholds that protests of public concern are entitled to greater protection under the Free Speech Clause of the First Amendment.

STANDARD VUS.14b

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

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);

Essential Understandings	Essential Knowledge
The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.	**The United States has experienced multiple terrorist attacks at home and abroad.** • Attack on the USS Cole • September 11, 2001: Attacks on the World Trade Center towers, the Pentagon, and Flight 93 • Boston Marathon Bombing **The United States responses to terrorism** • Heightened security at home (Patriot Act) • Diplomatic and military initiatives • Formation of the Transportation Security Administration (TSA)

STANDARD VUS.14c

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by
c) evaluating the evolving and changing role of government including and its role in the American economy; and

Essential Understandings	Essential Knowledge

The federal government has the ability to influence the United States economy.	Government promotes a healthy economy characterized by full employment and low inflation through the actions of
	• The Federal Reserve: Monetary policy decisions control the supply of money and credit to expand or contract economic growth.
	• The president and Congress: Fiscal policy decisions determine levels of government taxation and spending; government regulates the economy.
	
	The "Reagan Revolution" extended beyond his tenure in office with
	• The election of his vice president, George H. W. Bush
	• The Republican sweep of congressional elections and statehouses in the 1990s
	• The election of George W. Bush as president.
	
	President George W. Bush, 2001–2009
	• Launched the War on Terror
	• Promoted policies on the economy, health care, education, and social security reform
	• Signed into law broad tax cuts, the Patriot Act, and the No Child Left Behind Act
	• Obtained congressional passage of economic programs intended to preserve American financial system
	
	President Barack H. Obama, 2009 – 2016
	• Signed into law economic stimulus legislation in response to the "Great Recession"
	  o American Recovery and Reinvestment Act of 2009
	  o Tax Relief, Unemployment Insurance Reauthorization and Job Creation Act of 2010
	• Called for Congress to pass legislation to reform health care in the United States

STANDARD VUS.14d

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by
d) explaining the scientific and technological changes and evaluating their impact on American culture.

Essential Understandings	Essential Knowledge
Contemporary America has experienced a wide variety of technological advancements that have significantly impacted American life.	**Industries benefiting from new technologies** • Computer industry • Satellite systems: global positioning systems (GPS) • Telecommunications: Smartphones • Internet-based businesses **Impact of new technologies on American life** • Increased domestic and international travel for business and pleasure • Greater access to news and other information • Cheaper and more convenient means of communication • Convenience of online shopping opportunities • Hacking and personal identity theft • Social Media • Telecommuting • Online course work • Growth of service industries • Advancements in medical research, including improved medical diagnostic and imaging technologies as well as stem cell research • Outsourcing and offshoring

~~STANDARD VUS.15a~~

~~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.14a]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The membership of the United States Supreme Court has changed to become more diverse over time.~~ ~~The decisions of the United States Supreme Court have expanded individual rights in the years since *Brown v. Board of Education of Topeka, Kansas* (1954).~~	~~The membership of the United States Supreme Court has included women and minorities, such as Sandra Day O'Connor, Ruth Bader Ginsburg, and Clarence Thomas.~~ ~~The civil rights movement of the 1940s, 1950s, and 1960s provided a model that other groups have used to extend civil rights and promote equal justice.~~ ~~The United States Supreme Court protects the individual rights enumerated in the Constitution of the United States.~~ ~~The United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference.~~ ~~The United States 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.~~

~~STANDARD VUS.15b~~

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

~~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.13d]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Rising immigration to the United States has increased American diversity and redefined American identity.~~	~~Immigration to the United States has increased from many diverse countries, especially Asian and Latin American countries.~~ **~~Reasons for immigration~~** • ~~Political freedom~~ • ~~Economic opportunity~~ **~~Issues related to immigration policy~~** • ~~Strain on government services~~ • ~~Filling low-paying jobs in the United States~~ • ~~Border issues~~ • ~~Pathway to citizenship~~ • ~~Bilingual education~~ • ~~Increasing cultural diversity~~ **~~Contributions of immigrants~~** • ~~Diversity in music, the visual arts, and literature~~ • ~~Roles in the labor force~~ • ~~Achievements in science, engineering, and other fields~~

~~STANDARD VUS.15c~~

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

~~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]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Dramatic advances in technology have affected life in America in many significant areas.~~ ~~The American space program was a triumph of American technological prowess.~~ ~~Technology can make communication and information more accessible.~~	~~In the early 1960s, President 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."~~ ~~Sally Ride was the first female American astronaut.~~ ~~Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.~~ **~~Examples of technological advances~~** ~~• Space exploration~~ ~~ • Space shuttle~~ ~~ • Mars rover~~ ~~ • Voyager missions~~ ~~ • Hubble telescope~~ ~~• Communications~~ ~~ • Satellites~~ ~~ • Global positioning system (GPS)~~ ~~ • Personal communications devices~~ ~~• Robotics~~ **~~Changes in work, school, and health care in recent decades~~** ~~• Telecommuting~~ ~~• Online course work~~ ~~• Growth of service industries~~ ~~• Breakthroughs in medical research, including improved medical diagnostic and imaging technologies~~ ~~• Outsourcing and offshoring~~

~~STANDARD VUS.15d~~

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

~~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]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Ronald Reagan's policies had an impact on the relationship between the federal government and state governments.~~ ~~The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America.~~	~~President Reagan and conservative Republicans advocated for~~ ~~• tax cuts~~ ~~• transfer of responsibilities to state governments~~ ~~• appointment of judges/justices who exercised "judicial restraint"~~ ~~• reduction in the number and scope of government programs and regulations~~ ~~• strengthening of the American military.~~ ~~The "Reagan Revolution" extended beyond his tenure in office with~~ ~~• the election of his vice president, George H. W. Bush~~ ~~• the election of a centrist Democrat, William J. Clinton~~ ~~• the Republican sweep of congressional elections and statehouses in the 1990s~~ ~~• the election of George W. Bush as president.~~

~~STANDARD VUS.15e~~

~~The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by~~
~~e) assessing the role of government actions that impact the economy~~; [Moved to SOL VUS.14c]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product (GDP), exchange rates, rate of inflation, and unemployment rate.~~	~~Government promotes a healthy economy characterized by full employment and low inflation through the actions of~~ ~~• the Federal Reserve: Monetary policy decisions control the supply of money and credit to expand or contract economic growth.~~ ~~• the president and Congress: Fiscal policy decisions determine levels of government taxation and spending; government regulates the economy.~~

~~STANDARD VUS.15f~~

~~The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by~~
~~f) assessing the role of the United States in a world confronted by international terrorism.~~ [Moved to SOL VUS.14b]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.~~	**~~United States responses to terrorism~~** • ~~Heightened security at home (Patriot Act)~~ • ~~Diplomatic and military initiatives~~

~~STANDARD VUS.15f~~

~~The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by~~
~~f) assessing the role of the United States in a world confronted by international terrorism.~~ [Moved to SOL VUS.14b]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.~~	**~~United States responses to terrorism~~** • ~~Heightened security at home (Patriot Act)~~ • ~~Diplomatic and military initiatives~~

History and Social Science Standards of Learning Curriculum Framework ~~2008~~ 2015

Virginia and United States Government

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015,* approved by the Board of Education on [Date TBD], is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments. ~~The Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn. The *History and Social Science Standards of Learning* Curriculum Framework, define the essential understandings, knowledge, and skills.~~

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further ~~amplify~~ the standards and clarify the concepts under investigation ~~will be~~ are found in the curriculum framework.

The format of ~~T~~the Curriculum Framework ~~consists of~~ facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. ~~at least one framework page for every Standard of Learning. Each of these pages is divided into four columns parts~~, ~~as described below~~ The purpose of each section is explained below:

Standard of Learning ~~s~~Statement
Each page begins with a complete Standard of Learning statement as a focus for teaching and learning. As a foundation to develop historical thinking skills, students will apply social science skills to understand the interrelationships between the history, geography, economics and civics content. Application of the social science skills affords the opportunity for students to become actively engaged in their learning.

Essential Skills
The essential history and social science skills are outlined in Standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographic, political, and economic events or trends. They are the tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1contains "Essential Understandings." However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

~~This column part includes~~ The Essential Understandings column includes the fundamental background information necessary ~~for answering the essential questions and acquiring applying~~ to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning~~.~~,

~~The understandings are listed below the Standard of Learning statement.~~ ~~These understandings~~ as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

~~**Essential Questions**~~

~~In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them. The questions are also designed to amplify the essential knowledge which supports the standard.~~

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

~~**Essential Skills**~~

~~This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.(Note: on separate pages in the curriculum framework)~~

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

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

~~**The student will demonstrate mastery of the social studies skills responsible 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 solutions, using a decision-making model;**~~
~~**g) select and defend positions in writing, discussion, and debate.**~~

~~The various skills identified in this standard are cited, as applicable, in the "Essential Skills" columns of the charts throughout this curriculum framework, with the exception of skill "g." Students should have opportunities to practice writing, discussing, debating, and defending positions, but these skills will not be assessed on the Standards of Learning test. All other skills listed above will be assessed on the test, and teachers should incorporate them into instruction throughout the year.~~

STANDARD GOVT.1a

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 artifacts and diverse primary and secondary sources;

Essential Understandings	Experiences including but not limited to…
Inquiries result in the development of questions in response to identified issues. Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content. Evidence is evaluated, analyzed and organized to support the development of a response to an identified issue. Proposed responses to identified issues and problems are developed based upon evidence found in a variety of sources.	Historical information may be acquired from a variety of sources. **Informational Sources: Various factors contribute to determine whether a source is primary or secondary** • Diaries • Interviews (including recordings or transcripts) • Letters • Raw data • Official documents • Court records and transcripts • Photographs • Journal articles that report the findings of original research and are written by the researchers themselves • Newspaper articles reporting on current events • Autobiographies • Speeches • Creative works such as novels, plays, poems, music, and art. Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to: • make and record observations about the sources and generate questions about each item. • determine commonalities, patterns in themes, relationships and connections the sources have to the overarching topic of the lesson, • determine its local implications, impacts, costs and benefits, and develop a position.

STANDARD GOVT.1b

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

b) analyzing ~~demographic information to determine~~ how political and economic trends influence public policy using demographic information and other data sources ~~and understand both the influence of time and location~~:

Essential Understandings	Experiences including but not limited to…

Analysis includes identifying important trends based on demographic information from data sources.
 	
Demographic information comes in a variety of forms.
 	
Demographic information is often used by governments and businesses in the development of policies and decisions.
 	
Demographic information can be used to identify trends and patterns over time.
	• Demographic information is presented in a variety of forms including:
	  • Election data
	  • Economic data
	  • Census data
	• Use census data, election data, and economic data to determine patterns and trends.
	• Compare and contrast change over time.
	• Use different types of maps from multiple perspectives to compare and contrast changes over time regarding a particular issue such as:
	  • transportation legislation at the state and local level.
	  • watershed legislation and its impact on local communities.
	  • legislation that supports or prohibits strip mining in Appalachia.

STANDARD GOVT.1c

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
c) comparing and contrasting historical, cultural, economic, and political perspectives;

Essential Understandings	Experiences including but not limited to…
Close examination and interpretation of various data and images are essential to making informed decisions. The context of the time period influences a person's perspective about an event or issue. Public perspectives on an issue evolve over time.	• Analyze an issue from a variety of perspectives (historical, cultural, economic, and political) to determine how the issue has evolved over time. Topics might include • Equal Rights Amendment (ERA) • American with Disability Act (ADA) • Elementary and Secondary Education Act (ESEA) • Civil Rights Act

STANDARD GOVT.1d

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
d) evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;

Essential Understandings	Experiences including but not limited to…
Not all primary and secondary sources are reliable and accurate. The context from the time period of the primary or secondary source can influence the information included. It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.	Develop criteria or questions to evaluate a source. Consider the following for evaluating a source: • Timeliness of the information • Importance of the information • Source of the information • Reliability, truthfulness and correctness of the content • Reason the information exist Select an event or issue. Explore multiple sources that report the same event or issue. Examine the information to determine the accuracy and validity of the sources. • Presidential election • School Board election • Action taken by local district court • Legislation passed by the Virginia General Assembly • Expansion of internet company • Foreign acquisition of American company • Trade agreement between the United States and another nation

STANDARD GOVT.1e

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
e) constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;

Essential Understandings	Experiences including but not limited to…
Critical evaluation and analysis of multiple resources impact what we know and how opinions are formed. Citing evidence to support a claim or stance about a topic increases the creditability of the author. Constructing an informed argument involves questioning the sources. • How is credibility of a source determined? • What is the context surrounding the source cited? • What evidence from the source supports the argument or claim being made? • Does evidence from more than one source support the argument or claim being made? Analyzing various types of sources with multiple points of view produces a complete understanding of ideas, concepts, and actions of individuals or groups.	To construct an argument, consider the following: • Apply a variety of planning strategies to generate, gather, and organize ideas to address a specific audience and purpose. • Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. • Organize ideas in a sustained and logical manner. • Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. • Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. Select an issue; gather information from a variety of sources (executive orders, founding documents, foreign policy, political or business Web sites, social or political blogs), and argue the costs or benefits: • local community action • state funding • federal policies • international impact Gathering information from a variety of sources, prepare an Op-Ed piece persuading readers to adopt a chosen perspective about: • expanding the juvenile justice system • lowering the voting age to sixteen • providing monetary incentives for school attendance • using social media to increase voter turnout during interim elections

STANDARD GOVT.1f

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
f) explaining how cause-and-effect relationships impact political and economic events;

Essential Understandings	Experiences including but not limited to…

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).
 	
Relationships can have multiple causes and effects.
 	
Determining relationships involves drawing conclusions about the causes and effects.
 	
The relationships (interactions) between people places and ideas, have an enduring influence on political and economic decision-making and events.
 	
Diversity creates a variety of perspectives, contributions, and challenges.
 	
Explaining includes justifying why the evidence credibly supports the claim.
	• Explain intended and unintended outcomes and related consequences public policy in terms of. Topics might include:
	  • NCLB (No Child Left Behind Act)
	  • Articles of Confederation
	  • Campaign Finance reform
	  • NAFTA (North American Free Trade Agreement)
	  • Supreme Court decisions dealing with civil rights
	• A process for explaining indirect cause-and-effect relationships:
	  • Choose an established effect and brainstorm causes of that effect relationships.
	  • Categorize and organize the causes into direct or indirect causes.
	  • Describe direct and indirect items separately.
	  • Compare and contrast direct and indirect causes.
	  • Identify the most important difference between the direct and indirect causes.
	  • Draw conclusions about the impact on people, places, and events
	  • Discuss, defend, and refine conclusions
	• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
	• Create flow charts, story boards, diagrams, or timelines to help students explore multiple causes and effects.
	• Determine how the choices of selected people/groups impacted.
	• Draw conclusions about ~~the~~ public policies:
	  • The addition of the Bill of Rights to the United States Constitution
	  • The role of government in industrialization

STANDARD GOVT.1g

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

g) taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;

Essential Understandings	Experiences including but not limited to…
Taking informed action includes implementing steps to influence change. Individuals and groups can influence the actions of others. Individual and/or group actions can make a difference in the community at all levels.	Research a local, state, or national issue. Create a timeline or graphic organizer to illustrate how that issue has changed over time. Identify significant people, legislation, policy, or economic impacts that have contributed to the changes. Develop a plan of action that addresses the current status of the issue. Identify and explain current costs and benefits of people, events, legislation, or economic influences. The plan can include but is not limited to: • The issue • Stakeholders involved • Action steps • Intended outcomes and potential impact on the community • Evaluation of the intended and unintended consequences of the plan

STANDARD GOVT.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to analyze the costs and benefits of a specific choice considering incentives and possible consequences;

Essential Understandings	Experiences including but not limited to…
Decision-making models serve several purposes: • make decisions for the future; • better understand the choices people faced in the past; or • analyze the outcomes of the decisions that people already made. • Effective decision-making requires comparing the expected costs and benefits of alternative choices. • Choices have consequences, unintended and intended to be considered when making a final decision. •	• Cost-Benefit Analysis

Should the state legislature add lanes on US Route 60 from the Midland Trail to Virginia Beach (303 miles).	
BEFORE THE CHOICE WAS MADE	
Expected costs	Expected benefits
The money required to build the lanes	Decreased traffic congestion through town
Increased congestion while the lanes are being built	
AFTER THE CHOICE WAS MADE - OUTCOME	
Unintended Consequences	Intended Consequences
Fewer people may choose to carpool or use alternative transportation, and the number of cars on the road might increase to meet the capacity of the new lanes.	The lane is constructed.
More people from outside the area might now choose this route, thus actually increasing congestion.	
Congestion could ultimately remain the same, though the increased number of cars may increase pollution.	

• PACED Decision Grid; [Problem, Alternatives, Criteria, Evaluate, Decision]

Problem: Which state taxe(s) should increase.?				
Criteria / Alternatives	Raises the most revenue	Does not affect too many voters	Takes a larger percentage of income from people in higher-income groups..	Tax increase may go unnoticed.
Sales tax				
Gasoline tax				
Cigarette tax				
Income tax				
Decision				

STANDARD GOVT.1j

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
j) communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.

Essential Understandings	Experiences including but not limited to…

Effective argumentation includes the establishment of a claim, supporting evidence from a variety of credible sources, and conclusions drawn by the author.
 	
Effective communication of ideas, opinions, and knowledge requires a variety of approaches and techniques.
 	
The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
 	
Students take more ownership over investigating and researching when able to choose the type of product to produce while asking the question: How can a person mirror the work of historians, geographers, political scientists and economists?
	• Select a political principle, ideal, or concept. Provide examples of how that principle, ideal, or concept is reflected in legislation, execution of laws, or interpretation by the courts.
	• Create a blog that explores the greatest impact. Use evidence and data to support the argument.
	  • Most valuable liberty: freedom of speech or freedom of religion
	  • Greatest impact on democracy: Rule of law or limited government
	  • Most transformative legislation: Fair Labor Standards Act or Americans with Disabilities Act
	  • Most influential role of a chief executive: Chief Executive or Commander-in-Chief
	• Select a local community concern. Determine the sources needed for the investigation. Develop a position about the concern. Gather and analyze the data. Prepare a presentation for the student government association to gain support for the chosen position.
	• Investigate transportation routes of the locality. Research the past history of transportation in the local community. Determine the sources to gather information and data. Determine what issues or concerns there are for transportation. Prepare a three-minute speech to deliver to the local governing body about the concerns and offer possible solutions.
	• Survey campaign ads, both print and media, for candidates running for a local, state, or national office. Create a quick guide for first-time voters to use when making decisions on Election Day.
	• Investigate a local issue that has a global impact. Prepare a three-minute speech to deliver to the civic league about your concerns and offer possible solutions.

STANDARD GOVT.2a

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;

Essential Understandings	Essential Knowledge
The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.	**Democratic elements of the United States constitutional system borrowed from Athens and Rome** • Athens: Direct democracy • Rome: Indirect (representative) democracy, republic

STANDARD GOVT.2b

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
b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;

Essential Understandings	Essential Knowledge

The United States and Virginia constitutional systems of government incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights.	**Magna Carta**
	• Limited power of government
	• Fundamental rights
	• Trial by jury
	• Due process of law
	
	English Petition of Rights
	• Early document supporting the idea that men have rights and establishing the concept of rule of law
	• Included basic rights:
	  • Guarantee of trial by jury
	  • Protection against ~~marshal~~ martial law
	  • Protection against quartering of troops
	  • Protection of private property
	
	English Bill of Rights
	• Limited power of the monarch
	• No standing army in peacetime
	• Free elections
	• Right of petition
	• Parliamentary checks on power

STANDARD GOVT.2c

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

c) ~~examining~~ evaluating the writings of Hobbes, Locke, and Montesquieu;

Essential Understandings	Essential Knowledge
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.	**Fundamental political principles** • Limited government: John Locke (Constitution of Virginia, Constitution of the United States, Declaration of Independence) • Government's authority coming only from the consent of the governed: Thomas Hobbes, John Locke (Declaration of Independence, Constitution of the United States) • Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia)

STANDARD GOVT.2d

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

d) explaining the guarantee of the "rights of Englishmen" set forth in the charters of the Virginia Company of London;

Essential Understandings	Essential Knowledge
The charters of the Virginia Company of London extended the rights of Englishmen to the colonists.	The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London. Examples of "basic rights" include: • land ownership • representation • create a council to make their own laws

STANDARD GOVT.2e

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

e) analyzing the natural rights philosophies expressed in the Declaration of Independence; and

Essential Understandings	Essential Knowledge
The Declaration of Independence is an expression of natural rights philosophies.	**Natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence** • 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.

STANDARD GOVT.2f

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

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.

Essential Understandings	Essential Knowledge
Virginians played key roles in securing individual liberties.	**Virginia Declaration of Rights, by George Mason** • States that all Virginians should have certain rights, including freedom of religion and the press • Basis for the Bill of Rights of the Constitution of the United States **Virginia Statute for Religious Freedom, by Thomas Jefferson** • States that all people should be free to worship as they please • First time religious freedom was protected by law • Basis for the First Amendment to the Constitution of the United States, which guarantees religious freedom **James Madison, "Father of the Constitution"** • Kept detailed notes during the Constitutional Convention • Engineered compromises on the most difficult issues facing the delegates • Authored the "Virginia Plan," which proposed a federal government of three separate branches (legislative, executive, and judicial) and became the foundation for the structure of the new government • Authored much of the Bill of Rights

STANDARD GOVT.3a, b, c, d, e, and f

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 ~~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.

Essential Understandings	Essential Knowledge
Concepts of democracy define and shape the meaning of ~~U.S.~~United States citizenship.	**Fundamental concepts of democracy** • 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 under 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. An analysis of current events demonstrates contemporary applications of these democratic concepts.

STANDARD GOVT.4a

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*;

Essential Understandings	Essential Knowledge

The debates over ratification of the Constitution of the United States focused on powers given to the national government and the protection of individual rights.	**Ratification debates**
	• Nine of thirteen states were needed to ratify the Constitution.
	• Anti-Federalist position
	  • Suspicious of a strong central government
	  • Wanted Bill of Rights to protect personal liberties
	• Federalist position
	  • Believed that a strong central government was the best way to protect freedom
	
	The Federalist (later known as *The Federalist Papers*) was a series of essays supporting adoption of the Constitution of the United States.

STANDARD GOVT.4b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the Constitution of the United States by
b) ~~identifying~~ evaluating the purposes for government stated in the Preamble;

Essential Understandings	Essential Knowledge
The purposes for government are established in the Preamble to the Constitution of the United States.	**Purposes for government as stated in the Preamble** • To form a more perfect union • To establish justice • To ensure domestic tranquility • To provide for the common defense • To promote the general welfare • To secure the blessings of liberty

STANDARD GOVT.4c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the Constitution of the United States by

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;

Essential Understandings	Essential Knowledge
The Constitution of the United States is based on fundamental principles which can be found in the writings of philosophers during the Age of Enlightenment.	**Fundamental principles** • 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 — the legislative, executive, and judicial. • Checks and balances: This is a system whereby each branch of government exercises some control over 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 is supreme, and all individuals are accountable under the law.

STANDARD GOVT.4d

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the Constitution of the United States by
d) ~~illustrating~~ defining the structure of the national government outlined in Article I, Article II, and Article III; and

Essential Understandings	Essential Knowledge
Articles I, II, and III of the Constitution of the United States establish three ~~co-equal~~ branches of government.	**Organization of the national government** • Article I establishes the legislative branch of the national government by 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.

STANDARD GOVT.4e

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the Constitution of the United States by
e) ~~describing~~ analyzing and explaining the amendment process.

Essential Understandings	Essential Knowledge
The amendment process provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation. To date, there have been 27 amendments to the Constitution.	**Terms to know** amendment: A formal revision to the Constitution, responding to needs of a changing nation **National amendment procedure (Article V)** • Proposing an amendment requires a two-thirds vote of both houses of Congress *or* requires a national convention requested by two-thirds of the state legislatures. • Ratifying an amendment requires approval by three-fourths of the state legislatures *or* requires acceptance by conventions in three-fourths of the states.

STANDARD GOVT.5a, b, c, d

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;
b) ~~describing~~ examining the extent to which power is shared;
c) identifying the powers denied state and national governments; and
d) ~~examining~~ analyzing the ongoing debate that focuses on the balance of power between state and national governments.

Essential Understandings	Essential Knowledge
The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government.	The Constitution of the United States establishes a federal form of government in which the national government is supreme (Supremacy Clause). The powers not given to the national government by the Constitution of the United States are reserved to the states or people (10th Amendment). 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. **Powers of national government** • Expressed powers are those directly stated in the Constitution of the United States, such as the power to levy and collect taxes, make war, and regulate trade among the states. • Implied powers are those reserved by the national government but not specifically listed; the source for implied powers is the elastic clause or "necessary and proper" clause (Article I, Sec. 8). • Inherent powers are those that the national government may exercise simply because it is the national government, such as establishment of diplomatic relations and regulation of immigration. **Areas where powers are shared** • Taxation ~~• Education policy~~ • Transportation • Establish courts • ~~Criminal justice~~ Make laws Conflicts between the state and national authority in a federal system are found in concurrently held powers. **Powers denied to both the national and state governments** Ex post facto laws Tax on exports

STANDARD GOVT.6a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand local, state, and national elections by
a) describing the nomination and election process, including the organization, and evolving role~~, and constituencies~~ of political parties.

Essential Understandings	Essential Knowledge
Political parties are organized to win elections. Party factions can control the election process by controlling candidate selection. At each level of government, candidates for elective office are chosen by using a variety of nominating methods.	Political parties have national, state, and local organizations. **Roles of political parties** • Select candidates • Raise funds • Conduct campaigns • Identify important issues • Monitor the party in power Each major political party seeks to define itself in ways that win majority support while remaining committed to core principles. 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. A third party could form to highlight single issues in a given election or provide a long-term forum for minority views. ~~**Ways individuals may seek nomination for national, state, and local offices**~~ Methods used by political parties to select candidates for national, state, and local offices. • Direct primary • Caucus • Nominating convention • Petition The two major political parties use a national nominating convention to select presidential and vice-presidential candidates. 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. 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.

STANDARD GOVT.6b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand local, state, and national elections by

b) ~~describing the nomination and election process;~~ [Moved to SOL GOVT.6a] examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;

Essential Understandings	Essential Knowledge

~~At each level of government, candidates for elective office are chosen by using a variety of nominating methods.~~
 	
Candidates must appeal to an increasing number of independent voters to win elections.
 	
Campaigning for political office is expensive. Recent laws and Supreme Court decisions have attempted to influence campaign financing.
	~~**Ways individuals may seek nomination for national, state, and local offices**~~
	~~• Caucus~~
	~~• Nominating convention~~
	~~• Petition~~
	~~• Direct primary~~
	
	~~The two major political parties use a national nominating convention to select presidential and vice-presidential candidates.~~
	~~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.~~
	~~Democracy requires that elections be free, honest, and accurate.~~
	~~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.~~
	
	Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.
	
	The Federal Election Campaign Act
	• Provides for a system of financing based on three principles:
	  • Public funding of presidential elections
	  • Limitations on the amounts presidential and congressional candidates may receive from contributors
	  • Public disclosure of the amounts candidates spend to get elected
	• Legalized the creation of Political Action Committees (PAC)
	
	Court cases impacting campaign financing
	• Citizens United v. FEC-Deals with regulation of campaign financing by organizations; overturns portions of McCain-Feingold (Bipartisan Campaign Reform Act)
	
	In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported.
	
	Rising campaign costs require candidates to conduct extensive fundraising activities.
	Increasingly, fundraising is done online.

STANDARD GOVT.6c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand local, state, and national elections by

c) ~~examining campaign funding and spending;~~ [Moved to SOL GOVT.6b] analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections;

Essential Understandings	Essential Knowledge
~~Campaigning for political office is expensive.~~ Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign.	~~Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.~~ ~~**The Federal Election Campaign Act**~~ ~~• Provides for a system of financing based on three principles:~~ ~~• Public funding of presidential elections~~ ~~• Limitations on the amounts presidential and congressional candidates may receive from contributors~~ ~~• Public disclosure of the amounts candidates spend to get elected~~ ~~In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported.~~ ~~Rising campaign costs require candidates to conduct extensive fundraising activities.~~ ~~Increasingly, fundraising is done online.~~ **Influences on elections** • Mass media (including Internet) influence public opinion • Campaign advertisements are used to persuade and/or mobilize the electorate • Polling is used to measure public attitudes, target ads, and refine campaign strategies **Internet-based communications include** • campaign Web sites • e-mail communications with voters • use of social networking sites and blogging • online grassroots organizing

STANDARD GOVT.6d

The student will ~~demonstrate knowledge of~~ apply social science skills to understand local, state, and national elections by

d) ~~analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections;~~ [Moved to SOL GOVT.6c] investigating and explaining the impact of reapportionment and redistricting on elections and governance;

Essential Understandings	Essential Knowledge
~~Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign.~~ Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections.	~~**Influences on elections**~~ ~~• 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.~~ ~~**Internet-based communications include**~~ ~~• campaign Web sites~~ ~~• e-mail communications with voters~~ ~~• use of social networking sites and blogging~~ • ~~online grassroots organizing.~~ **Terms to know** • reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 Congressional seats) • redistricting: Redrawing the boundaries of legislative districts • gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens ~~The Constitution of the United States requires~~ Reapportionment of Congressional districts occur after each census. In Virginia, the General Assembly's majority party redraws state and Congressional districts. Some states have removed legislators completely or partially from the process (e.g., by using nonpartisan commissions). United States Supreme Court cases in the early 1960s established the "one man, one vote" principle.

STANDARD GOVT.6e

The student will ~~demonstrate knowledge of~~ apply social science skills to understand local, state, and national elections by

e) ~~examining the impact of reapportionment and redistricting on elections;~~ [Moved to SOL GOVT.6d] describing how amendments have extended the right to vote; and

Essential Understandings	Essential Knowledge
~~Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections. (Move to 6.c)~~ Amendments to the Constitution of the United States have extended the right of suffrage.	~~**Terms to know**~~ ~~• reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 Congressional seats)~~ ~~• redistricting: Redrawing the boundaries of legislative districts~~ ~~• gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens~~ ~~The Constitution of the United States requires reapportionment of Congressional districts following each census.~~ ~~In Virginia, the General Assembly's majority party redraws state and Congressional districts. Some states have removed legislators completely or partially from the process (e.g., by using non-partisan commissions).~~ ~~United States Supreme Court cases in the early 1960s established the "one man, one vote" principle.~~ **Amendments to the Constitution of the United States that extended suffrage** • The 15th Amendment ensures right to vote regardless of race. • The 19th Amendment grants women the right to vote. • The 23rd Amendment allows voters in Washington, D.C., to vote for the United States president and vice president. • The 26th Amendment gives the right to vote to citizens 18 years old and older.

STANDARD GOVT.6f

The student will ~~demonstrate knowledge of~~ apply social science skills to understand local, state, and national elections by

f) ~~identifying how amendments extend the right to vote;~~ [Moved to SOL GOVT.6e] analyzing voter turnout in local, state, and national elections.

Essential Understandings	Essential Knowledge
~~Amendments to the Constitution of the United States have extended the right of suffrage.~~ Analyzing trends among voter turnout helps to understand the outcome of election results and potentially influence future campaigns.	~~**Amendments to the Constitution of the United States that extended suffrage**~~ ~~• The 15th Amendment ensures right to vote regardless of race.~~ ~~• The 17th Amendment provides for direct election of United States senators.~~ ~~• The 19th Amendment grants women the right to vote.~~ ~~• The 23rd Amendment allows voters in Washington, D.C., to vote for president and vice president.~~ ~~• The 26th Amendment gives the right to vote to citizens 18 years old and older.~~ **Influences on voter turnout** • Campaign issues • Candidates • Political efficacy • Voter attitudes toward government • Voter loyalty to political parties • Competitive and noncompetitive races Education, age, and income are important factors in predicting which citizens will vote. More citizens vote in presidential elections than in other national, state, and local contests. A voter's belief that he/she has little impact on the outcome of an election tends to discourage voter turnout. Voter apathy, dissatisfaction, and failure to meet voting requirements can contribute to decline in voting.

~~STANDARD GOVT.6g~~

~~The student will demonstrate knowledge of local, state, and national elections by~~
~~g) analyzing voter turnout;~~ [Moved to SOL GOVT.6f]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The extent of engagement in a political campaign can be measured by voter turnout.~~	**~~Influences on voter turnout~~** • ~~Campaign issues~~ • ~~Candidates~~ • ~~Voter attitudes toward government~~ • ~~Voter loyalty to political parties~~ • ~~Competitive and noncompetitive races~~ ~~Education, age, and income are important factors in predicting which citizens will vote.~~ ~~More citizens vote in presidential elections than in other national, state, and local contests, but the percentage of Americans voting in presidential elections was on the decline until the 2008 election.~~ ~~A voter's belief that he/she has little impact on the outcome of an election tends to discourage voter turnout.~~ ~~Voter apathy, dissatisfaction, and failure to meet voting requirements can contribute to decline in voting.~~

~~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 Knowledge~~
~~Interest groups help shape legislation by influencing legislators.~~	**~~Ways interest groups influence political life~~** • ~~Stimulate interest in public affairs~~ • ~~Serve as a vehicle for participation in the political process~~ • ~~Advance specific political, social, or economic issues~~ • ~~Contribute to political campaigns~~ ~~The high cost of campaigning increases the influence of interest groups and political action committees (PACs).~~

~~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 Knowledge~~
~~Students can learn the importance of the individual's participation in the political process through direct involvement in campaigns and/or simulations.~~	~~Student participation in the democratic process can include the following:~~ • ~~Participating in student elections and school governance~~ • ~~Volunteering to work in political campaigns~~ • ~~Registering and voting in a primary election (if the student turns 18 on or before the general election)~~ • ~~Participating in classroom and online simulations.~~

STANDARD GOVT.7a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the organization and powers of the national government by

a) examining the legislative, executive, and judicial branches;

Essential Understandings	Essential Knowledge
The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process. The Constitution of the United States grants both expressed and implied powers to the legislative branch. The executive branch consists of the president, vice president, and the federal bureaucracy. The organization and powers of the judicial branch are derived from the Constitution of the United States and federal law.	**The two houses of Congress** • The Senate: 100 members, with each state having two senators • The House of Representatives: 435 members, with each state's representation based on the population **Congressional committees** • Committees are organized by subject matter. • Because of the large volume of work, committees are essential to the legislative process. **Expressed powers of Congress** • Levy taxes • Borrow money • Regulate commerce • Coin money • Declare war • Establish Post Office Implied powers of Congress allow it to do all things "necessary and proper" to carry out its expressed powers. The executive branch is headed by the president and vice president, who are supported by the Executive Office, the Cabinet, and the federal bureaucracy.

STANDARD GOVT.7a (continued)

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the organization and powers of the national government by

a) examining the legislative, executive, and judicial branches;

Essential Understandings	Essential Knowledge
	Responsibilities of the president ~~and vice president~~ • Overseeing the various parts of the executive branch • Enforcing laws • Issuing executive ~~ordinances~~ orders • Appointing and removing officials • Making treaties and executive agreements • Commanding the military **United States court system** • Supreme Court: Nine justices, no jury Hears appeals from lower federal courts and highest state courts Has limited original jurisdiction • United States Court of Appeals: Judges, no jury Hears appeals from United States district courts and certain other federal courts and commissions • United States District Court: Judge, with or without jury Tries cases involving federal crimes and federal civil proceedings Does not hear appeals

STANDARD GOVT.7b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the organization and powers of the national government by
b) analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and

Essential Understandings	Essential Knowledge

A constitutional system of checks and balances and separation of powers gives each of the three branches of government ways to limit the powers of the other branches.	**Checks of the legislative branch**
	• over the executive branch:
	  • To override presidential vetoes
	  • To impeach and convict a president
	  • To approve treaties
	  • To approve presidential appointments
	• over the judicial branch:
	  • To approve federal judges/justices
	  • To impeach and convict judges/justices
	
	Checks of the executive branch
	• over the legislative branch:
	  • To veto acts of Congress
	  • To call special sessions of Congress
	• over the judicial branch:
	  • To appoint federal judges/justices
	
	Checks of the judicial branch
	• over the legislative branch:
	  • To declare laws to be unconstitutional
	• over the executive branch:
	  • To declare executive actions to be unconstitutional

STANDARD GOVT.7c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the organization and powers of the national government by
a) ~~examining~~ investigating and explaining the ways individuals and groups exert influence on the national government.

Essential Understandings	Essential Knowledge
Individuals and groups exert influence on the national government.	**Ways individuals influence public policy** • Participating in politics (e.g., voting, campaigning, seeking office) • Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials) • Joining interest groups or political parties • Donating money to support a particular cause **Ways interest groups/lobbyists influence public policy** • Identifying issues • Stimulating interest in public affairs • Working to build a positive image for the group • Organizing individuals of like-minded interests • Providing useful information to government officials • Lobbying to persuade policymakers to share an interest group's point of view • Making political contributions • Monitoring the policymaking and regulatory processes • Organizing communities of like interests

STANDARD GOVT.8a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand 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 Knowledge

The Constitution of Virginia provides for legislative, executive, and judicial branches.
 	
Actions taken by state and local governments have direct impact on the everyday lives of Virginians.
	Branches of Virginia government
	~~The executive branch consists of three statewide-elected officials:~~
	~~• The governor, who is the chief executive officer of the state, is responsible for overseeing the state bureaucracy, preparing the biennial state budget, overseeing the execution of state laws and policies, proposing legislation, and appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions. The governor can exercise veto power. Governors serve a four-year term but may not serve two consecutive terms.~~
	~~• The lieutenant governor's main duty is to preside over the Virginia Senate.~~
	~~• 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.~~
	• **Executive branch** consists of three statewide-elected officials:
	  • governor
	  • chief executive officer of the state,
	  • responsible for:
	  • overseeing the state bureaucracy,
	  • preparing the biennial state budget,
	  • overseeing the execution of state laws and policies,
	  • proposing legislation, and
	  • appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions
	  ▪ exercises veto power
	  ▪ serves a four-year term but may not serve two consecutive terms
	  • lieutenant governor
	  • presides over the Virginia Senate.
	  • exercises the powers of the governor if the governor is incapacitated temporarily.
	  • serves the governor's unexpired term if the governor dies or otherwise can no longer fulfill his duties,
	  • attorney general
	  • main function is the lawyer for the state,
	  • issues nonbinding advisory opinions on legal issues, and
	  • defends the state in legal matters.

STANDARD GOVT.8a (continued)

The student will ~~demonstrate knowledge of~~ apply social science skills to understand 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 Knowledge

	~~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.~~
	~~• It confirms the governor's appointments, enacts laws, passes the budget, and levies taxes to fund the budget.~~
	~~• 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.~~
	• **Legislative branch** of Virginia is known as the General Assembly:
	  • oldest continuous legislative body in the Americas
	  • bicameral (two-house) law-making body
	  • The **Senate** consists of 40 members
	  • serve single-member districts based upon population
	  • elected to four-year terms
	  • The **House of Delegates** consists of 100 members
	  • represent single-member districts based upon population
	  • serve two-year terms
	  • confirm the governor's appointments
	  • enacts laws
	  • passes the budget
	  • levies taxes to fund the budget
	
	~~Virginia's judicial branch consists of four levels of courts.~~
	~~• Judges are elected by the state legislature for a specific term.~~
	~~• Supreme Court reviews decisions of lower state courts.~~
	~~• Court of appeals reviews lower court decisions and state commissions.~~
	~~• Circuit courts have original and appellate jurisdiction in civil and criminal cases.~~
	~~• General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases.~~
	~~• Juvenile and domestic relations courts have original jurisdiction in cases involving juveniles.~~
	
	Judicial branch consists of four levels of courts:
	• Judges are elected by the state legislature for a specific term.
	• Supreme Court reviews decisions of lower state courts.
	• Court of appeals reviews lower court decisions and state commissions.
	• Circuit courts have original and appellate jurisdiction in civil and criminal cases.
	• General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases.

STANDARD GOVT.8b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand 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 governments (county, city, and town);

Essential Understandings	Essential Knowledge
Virginia local governments vary in type, form of organization, and responsibilities.	Counties, independent cities, and incorporated towns are the three types of local governments in Virginia. ~~Cities are separate governmental entities, independent of the authority and taxing power of adjoining counties.~~ ~~Incorporated towns are governmentally part of the county in which they are located.~~ ~~Counties and independent cities, as units of local government, adopt and enforce ordinances, set their own budget and tax rate, and provide services for their residents.~~ ~~An elected board of supervisors is generally responsible for the legislative and administrative affairs of the county.~~ ~~An elected council is the local legislative body in independent cities and incorporated towns.~~ ~~A city or town manager can be appointed by the council to oversee daily operations of the local government.~~ Cities: • Are separate government entities, independent of authority and taxing power of adjoining counties • Adopt and enforce ordinances • Set their own budget and tax rate • Provide services for their residents • An elected council is the local legislative body • A city manager can be appointed by the council to oversee daily operations Counties: • Adopt and enforce ordinances • An elected board of supervisors is generally responsible for the legislative and administrative affairs Towns: • Part of the county in which they are located • An elected council is the local legislative body • A town manager can be appointed by the council to oversee daily operations An elected or appointed school board oversees the operation of the public schools in cities and counties.

STANDARD GOVT.8c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand 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 roles of regional authorities, governing boards, and commissions;

Essential Understandings	Essential Knowledge

The authority of local governments in Virginia is derived from the Virginia Constitution and the state government.
 	
Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.
	Dillon's Rule: All power of the local government is derived from the state.
	
	Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.
	
	~~Regional authorities are created by the General Assembly to serve one or more special functions, such as planning for regional land use, transportation, water and waste disposal systems, and facilities such as parks, libraries, and jails.~~
	
	~~Boards and commissions establish policy, work collaboratively with government officials, and oversee public institutions such as Virginia's public universities~~.
	
	Regional authorities:
	• Created by the General Authority
	• Serve one or more special functions
	  • Transportation
	  • Water and waste disposal
	  • Jails
	• Boards and commissions
	  • Establish policy
	  • Work collaboratively with government officials
	  • Oversee public institutions (Virginia's public universities)

STANDARD GOVT.8d

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by
d) ~~examining~~ investigating and explaining the ways individuals and groups exert influence on state and local governments; and

Essential Understandings	Essential Knowledge
Individuals and groups influence public policy at the state and local levels.	**Ways individuals influence public policy** • Participating in politics (e.g., voting, campaigning, seeking office) • Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials) • Joining interest groups or political parties • Providing officials with accurate and detailed information **Ways groups influence public policy** • Identifying issues • Stimulating interest in public affairs, including through use of media • Working to build a positive image for the group • Organizing individuals of like-minded interests • Providing useful information to government officials • Lobbying to persuade policymakers to share the group's point of view

STANDARD GOVT.8e

The student will ~~demonstrate knowledge of~~ apply social science skills to understand 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 governments by examining historical or contemporary events.

Essential Understandings	Essential Knowledge
Citizens can exert a powerful influence on the policymaking process at the state and local levels. ~~Case studies may be used to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.~~	~~Informed~~ Engaged individuals can have a great impact on policymakers. At the state and local levels, individuals can influence public policy through • direct participation in public meetings • personal contact with elected officials • service on commissions and boards • membership in interest groups • advocacy within the community and across Virginia ~~A contemporary or historical case study of a public policy debate provides the opportunity to evaluate the effectiveness of citizen efforts to influence decisions of state and local governments.~~

STANDARD GOVT.9a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by
a) defining public policy and determining how to differentiate public and private action;

Essential Understandings	Essential Knowledge
~~Individuals have different opinions about the role of government in shaping public policy.~~ Public policy relates to government action or inaction in regard to a specific public need.	~~Differences of opinion about the role of government are due primarily to ideology.~~ ~~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 three broad categories of opinion:~~ • ~~Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted.~~ • ~~Moderate opinion generally seeks middle ground between conservative and liberal positions.~~ • ~~Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted.~~ ~~Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society.~~ Public policy: purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency. Private sector activity-Actions taken by individuals, nonprofits, or corporations to fulfill a public need • Examples include utilities (electric, gas), food banks, Red Cross, Habitat for Humanity Privatization of government services – occurs when there is an identified public need that the government is willing to outsource and that the private sector is capable of and willing to provide • Examples include prisons, waste collection, roads

STANDARD GOVT.9~~a~~b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by ~~a~~b) examining different perspectives on the role of government;

Essential Understandings	Essential Knowledge
~~Individuals have different opinions about the role of government in shaping public policy.~~ Individual ideologies are shaped by a number of demographic factors. Political opinions about the role of government shape public policy.	Differences of opinion about the role of government are due primarily to ideology. 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~~ demographic factors, including family, education, religion, socioeconomic status, race and ethnicity, gender, and region. Traditionally, mainstream American political perspective falls into three broad categories of opinion: • Conservative opinion generally believes that the role of government should be limited and that free enterprise and initiative should be promoted. • Moderate opinion generally ~~seeks~~ represents middle ground between conservative and liberal positions. • Liberal opinion generally believes that the role of government should be active and that economic opportunity should be promoted. Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society.

STANDARD GOVT.9~~b~~c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by

~~b~~c) describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;

Essential Understandings	Essential Knowledge
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.	~~Public policy is the action the government takes to address an issue, solve a problem, or meet the needs and wishes of the citizens.~~ Public policy: purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency. Participants in the policy process include elected officials, political leaders, interest groups, the media, and individual citizens. These participants influence the public agenda and shape public policy by • attending political and governmental meetings • lobbying • working in campaigns • contributing money to candidates and funding causes • organizing public opinion utilizing social media • filing legal challenges • petitioning government • demonstrating • running for office Equal Rights Amendment – a proposed amendment to the Constitution stating, equality of rights shall not be abridged by the government or any state based on gender Americans with Disabilities Act – prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, government services, public accommodations, commercial facilities, and transportation. The Individuals with Disabilities Act (IDEA) formerly Public Law 94.142, entitles children and young adults with disabilities access to a free appropriate public education (FAPE). Section 9524 of the Elementary and Secondary Education Act of 1965 – local school divisions shall certify that there is no policy which prevents or denies participation in constitutionally protected prayer in public schools

STANDARD GOVT.9~~c~~d

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by ~~c~~d) describing how the state and local governments influence the public agenda and shape public policy;

Essential Understandings	Essential Knowledge
In Virginia's state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens. The legislative acts of the state and local governments affect directly the everyday life of all Virginians.	State and local government officials and individual citizens can shape policy through • direct participation in public meetings • personal contact with elected officials • service on boards and commissions • advocacy within the community and across the state, individually or as a member of an interest group.

STANDARD GOVT.9~~d~~e

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by ~~d~~e) ~~describing~~ investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;

Essential Understandings	Essential Knowledge

Public policy is primarily implemented by bureaucracies at the national, state, and local levels.	Bureaucracy – government agencies responsible for the implementation, administration, and regulation of policy
	
	At all levels of government, employees of public agencies ~~the 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.
	
	Levels of bureaucracy
	• National
	  • Cabinet departments
	  • Office of the president
	  • Federal agencies
	
	• Virginia
	  • Cabinet departments
	  • Office of the governor
	  • State agencies
	
	• Local
	  • County/city agencies
	  • Regional authorities

STANDARD GOVT.9~~e~~f

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by
~~e~~f) analyzing how the incentives of individuals, interest groups, and the media influence public policy; and

Essential Understandings	Essential Knowledge
Individuals, interest groups, and the media influence public policy.	**Ways individuals influence public policy** • Participating in politics (e.g., voting, campaigning) • Expressing opinions (e.g., lobbying, demonstrating, writing letters) • Joining interest groups **Ways interest groups influence public policy** • Identifying issues • Making political contributions • Lobbying government officials **Ways the media influences public opinion** • Giving selective attention to issues • Shaping attitudes and beliefs • Providing information to policymakers **Types of interest groups:** • Economic interest groups • Public interest groups • Government interest groups • Religious interest groups • Civil rights interest groups • Ideological interest groups • Single issue interest groups

STANDARD GOVT.9~~f~~g

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the process by which public policy is made by ~~f~~g) ~~formulating and practicing~~ devising a course of action to address local~~,~~ and/or state~~, or national~~ issues.

Essential Understandings	Essential Knowledge
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.	Students need to demonstrate the knowledge and skills responsible citizenship requires, including the ability to • formulate questions about state and/or local issues • acquire and analyze information from a variety of print and electronic sources • evaluate information • act within a group in a positive manner to resolve conflict and build trust • communicate a position effectively in writing, discussion, and debate • implement a course of action • evaluate the effectiveness of the action.

STANDARD GOVT.10a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the federal judiciary by
a) describing the organization, jurisdiction, and proceedings of federal courts;

Essential Understandings	Essential Knowledge
The United States has a court system whose jurisdiction is derived from the Constitution of the United States and federal laws.	Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal court. Congress created various federal courts beneath the United States Supreme Court **Types of jurisdiction** • Original jurisdiction is the authority of a court to hear a case first. • Appellate jurisdiction is the authority of a court to review decisions of a trial court. • ~~Exclusive jurisdiction: Certain cases, such as bankruptcy and federal crimes, can be tried only in federal courts.:~~ • Exclusive jurisdiction: Refers to the power of a court to adjudicate a case to the exclusion of other courts solely based on the issue of the case • Concurrent jurisdiction: Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states) **Jurisdiction of regular federal courts** • U.S. Supreme Court: Appellate and limited original • U.S. Court of Appeals: Appellate • U.S. District Court: Original The Supreme Court of the United States is the court of last resort. It hears appeals from federal, state, and special courts.

STANDARD GOVT.10b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the federal judiciary by

b) ~~examining~~ evaluating how the ~~John~~ Marshall Court established the Supreme Court as an independent~~, co-equal~~ branch of government through ~~his~~ its opinion in *Marbury v. Madison*;

Essential Understandings	Essential Knowledge
The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy.	Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power. In *Marbury v. Madison* (1803), Chief Justice John Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review.

STANDARD GOVT.10c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the federal judiciary by
c) describing how the Supreme Court decides cases;

Essential Understandings	Essential Knowledge
The Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices.	**Steps in deciding cases** • Request for hearing: Writs of certiorari filed or on appeal • Acceptance of cases: Rule of 4 – four of the Supreme Court justices must agree to hear the case • Briefs: Both sides of the case and any interested parties submit written information summarizing their points 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 the 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 the justices have determined which opinion they will support, the decision is announced in public. A justice who disagrees with that opinion may write a dissenting opinion.

STANDARD GOVT.10d

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the federal judiciary by
d) comparing the philosophies of judicial activism and judicial restraint; and

Essential Understandings	Essential Knowledge
Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.	Judicial activists believe federal courts should use the power of judicial review to resolve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office. (i.e., *Brown v. Board of Education*) Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, the Court should decide cases in as narrow a manner as possible. (i.e., D*red Scott, Plessy v. Ferguson)*

STANDARD GOVT.10e

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the federal judiciary by

e) ~~evaluating~~ investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

Essential Understandings	Essential Knowledge
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. ~~The judicial philosophy of a president's appointee to the U.S. Supreme Court can influence the decisions the Court makes.~~	The U.S. Supreme Court's exercise of the power of judicial review can invalidate legislative acts and executive actions that exceed the scope of powers granted by the U.S. Constitution. Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions. The U.S. Supreme Court defines the limits of government power and protects individual rights from governmental abuse.

STANDARD GOVT.11a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand civil liberties and civil rights by
a) examining the Bill of Rights, with emphasis on First Amendment freedoms;

Essential Understandings	Essential Knowledge

The first ten amendments to the Constitution of the United States, known as the Bill of Rights, outline American civil liberties.	**Term to know**
	civil liberties: Freedoms upon which the government may not infringe
	
	The Bill of Rights is composed of the first ten amendments to the Constitution of the United States. The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.
	
	First Amendment freedoms
	• Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.
	• Speech: Individuals are free to express their opinions and beliefs.
	• Press: The press is free to gather and publish information, including that which criticizes the government.
	• Assembly: Individuals may peacefully gather.
	• Petition: Individuals have the freedom to make their views known to public officials.
	
	Rights of the accused
	• The Bill of Rights protects citizens from
	  • unreasonable search and seizures
	  • double jeopardy
	  • self-incrimination
	  • cruel and unusual punishment
	
	Ninth Amendment – citizens have rights beyond what is specifically listed in the U.S. Constitution

STANDARD GOVT.11b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand civil liberties and civil rights by
b) analyzing due process of law expressed in the Fifth and Fourteenth Amendments;

Essential Understandings	Essential Knowledge
The right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States.	**Two types of due process of law** • 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. **Amendments protecting due process of law** • The 5th Amendment ~~prohibits the national government from acting in an unfair or arbitrary manner~~. • The 14th Amendment ~~prohibits state and local governments from acting in an unfair or arbitrary manner~~.

STANDARD GOVT.11c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand civil liberties and civil rights by

c) explaining ~~selective incorporation of the Bill of Rights;~~ how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;

Essential Understandings	Essential Knowledge
The selective incorporation of the Bill of Rights through the 14th Amendment (due process ~~of law~~ clause) greatly enhances the protection of civil rights.	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. 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.

STANDARD GOVT.11d

The student will ~~demonstrate knowledge of~~ apply social science skills to understand civil liberties and civil rights by
d) ~~exploring~~ investigating and evaluating the balance between individual liberties and the public interest; and

Essential Understandings	Essential Knowledge
The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States, is balanced by compelling public interest.	Few rights~~, if any,~~ are considered absolute. At times, individual rights must be balanced against public interest. **Limitations of rights** • Some forms of speech are not protected (e.g., libel, slander, 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., breach of national security).

STANDARD GOVT.11e

The student will ~~demonstrate knowledge of~~ apply social science skills to understand civil liberties and civil rights by
e) ~~explaining every citizen's right to be treated equally under the law.~~ examining how civil liberties and civil rights are protected under the law.

Essential Understandings	Essential Knowledge
~~The equal protection guarantee of the 14th Amendment provides the basis for the safekeeping of civil rights.~~ Some civil liberties and civil rights are protected by law.	The equal protection clause is contained in the 14th Amendment to the Constitution of the United States. The promise of equal protection under the law does not guarantee all people will be treated exactly the same. The government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol). ~~Applications of the equal protection principle~~ • ~~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.~~ Examples of how civil liberties and civil rights are protected under the law: • Civil Rights Act of 1964 • Voting Rights Act of 1965 • Americans with Disabilities Act • Title IX of the Education Amendments of 1972

STANDARD GOVT.12a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the role of the United States in a changing world by
a) describing the responsibilities of the national government for foreign policy and national security;

Essential Understandings	Essential Knowledge
American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries. One of the primary responsibilities of the national government is to protect its citizens.	**Foreign policy powers of the executive branch** • The president has primary responsibility for making foreign policy. • The president is the commander-in-chief of the armed forces. • The president and the executive branch negotiate, persuade, apply economic pressure, and threaten military intervention. **Foreign policy powers of other branches** • 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. **Key agencies in the foreign policy and national security arenas** • State Department • National Security Council • Foreign Service • Department of Defense • Central Intelligence Agency • Department of Homeland Security • Federal Bureau of Investigation Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues. Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.

STANDARD GOVT.12b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand the role of the United States in a changing world by
b) assessing the role ~~played by~~ of national interest in shaping foreign policy and promoting world peace; and

Essential Understandings	Essential Knowledge
~~United States foreign policy priorities reflect American political values.~~ United States foreign policy priorities reflect the political agenda of the time and can be fluid.	**Foreign policy goals** • 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 Making foreign policy decisions requires balancing competing or contradictory foreign policy goals. **Recent initiatives addressing foreign policy challenges** • Trade imbalances with other countries • Curtailing human rights abuses • Controlling nuclear and biological arms • Determining the future of NATO • Curbing drug traffic

STANDARD GOVT.12c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand 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 including trends in international trade~~, formulating, and practicing United States policy in response to global issues~~.

Essential Understandings	Essential Knowledge
~~Total world production is greater when nations specialize in the production of those products that they can produce most efficiently.~~ 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.	Virginia and United States businesses have become multinational in their quest for resources, markets, and profits. ~~International trade provides Virginia and the United States with goods and services for which they do not possess absolute or comparative advantage.~~ ~~Virginia and the United States benefit when they produce goods and services for which they have a comparative advantage, and trade for other items.~~ **In recent decades, the national government has worked to reduce barriers to international trade.** • Free trade increases worldwide material standards of living. • The gains from free trade are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced. • Despite mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons, to protect key individuals, or because some companies and workers are hurt by free trade. **United States trade agreements** • North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities. • World Trade Organization (WTO): Established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations.

~~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 Knowledge~~
~~The United States continues to face challenges to its security and economic well-being in the post-Cold War era.~~ ~~In recent decades, the national government has worked to reduce barriers to international trade.~~	**~~Recent initiatives addressing foreign policy challenges~~** • ~~Trading with China~~ • ~~Curtailing human rights abuses~~ • ~~Controlling nuclear and biological arms~~ • ~~Determining the future of NATO~~ • ~~Curbing drug traffic~~ • ~~Improving global environment~~ **~~United States trade agreements~~** • ~~North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities~~ • ~~World Trade Organization (WTO): Established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations.~~

STANDARD GOVT.13a, b, c, d

The student will ~~demonstrate knowledge of~~ apply social science skills to understand how world governments and economies ~~in Mexico, the United Kingdom, and the People's Republic of China~~ compare and contrast with the government and the 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 and contrasting the extent of participation in the political process; and
d) comparing ~~the degrees of government involvement in the economies~~ and contrasting economic systems.

Essential Understandings	Essential Knowledge
~~Governments organize their institutions to serve the fundamental purposes for which government is established.~~ Participation in the political process reflects the degree to which governmental power is limited. Different economies have different degrees of government involvement.	**The two most common ways to organize institutions of the central government** • 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 (the United Kingdom and the People's Republic of China): 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. Limited governments have restraints on power and encourage broad-based participation in the political process. Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group. ~~**Economies**~~ ~~• Mexico: Market economy with government ownership of some major industries~~ ~~• United Kingdom: Generally market economy and private ownership of property~~ ~~• People's Republic of China: Command economy with an increasing importance for markets~~ Economic systems vary based on the degree to which the government intervenes in the marketplace. In some countries, the government controls the means of production, goods, services, and resources. The key factor in determining the type of economy a country has is the extent of government involvement in economic decision making.

STANDARD GOVT.14a

The student will ~~demonstrate knowledge of~~ apply social science skills to understand economic systems by
a) identifying the basic economic questions encountered by all economic systems;

Essential Understandings	Essential Knowledge
Every society must answer ~~three~~ basic economic questions.	**Basic economic questions** • What goods and services should be produced? • How should they be produced? • For whom are they produced? How a society answers these questions determines the type of economy it has.

STANDARD GOVT.14b

The student will ~~demonstrate knowledge of~~ apply social science skills to understand economic systems by
b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and

Essential Understandings	Essential Knowledge
The type of economy a country has is determined by the amount of government involvement in economic decision-making.	**Traditional economy** • Economic decisions are based on custom and historical precedent. • People often perform the same type of work as their parents and grandparents, regardless of ability or potential. **Free market economy** • A free market economy is characterized by private ownership of property/resources, profit motive, competition, consumer sovereignty, and individual choice. • Adam Smith was one of the founders of free market capitalism. **Command economy** • 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. **Mixed economy** • 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 and less than in a command economy. • Most economies today are mixed economies.

STANDARD GOVT.14c

The student will ~~demonstrate knowledge of~~ apply social science skills to understand economic systems by
c) evaluating the impact of the government's role in the economy on individual economic freedoms;

Essential Understandings	Essential Knowledge
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. Individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting these freedoms.	The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy. **Democratic nations** • High degree of economic freedom • High degree of political freedom **Authoritarian nations** • Limited economic freedom • Limited political freedom **Economic freedoms of individuals can include:** • 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 and how much to save • Right to start new businesses and decide what to produce The government has created certain institutions and consumer-protection laws and agencies to protect these freedoms • Consumer Product Safety Commission • Fair Labor Standards Act • Occupational Safety and Health Administration • Food and Drug Administration

~~STANDARD GOVT.14d~~

~~The student will demonstrate knowledge of economic systems by~~
~~d) explaining the relationship between economic freedom and political freedom;~~ [Moved to SOL GOVT.14c]

~~Essential Understandings~~	~~Essential Knowledge~~
~~A strong relationship exists between the economic and political freedoms enjoyed by citizens of free and authoritarian nations.~~	~~The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.~~ ~~**Democratic nations**~~ • ~~High degree of economic freedom~~ • ~~High degree of political freedom~~ ~~**Authoritarian nations**~~ • ~~Limited economic freedom~~ • ~~Limited political freedom~~

~~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.~~ [Deferred to Economics and Personal Finance]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Formulation of economic policies requires an understanding of accurate measures of the economy's performance.~~	**~~Indicators of economic performance~~** • ~~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 between 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.~~ • ~~Productivity is the amount of output per unit of input over a period of time.~~ ~~Productivity and the standard of living are generally higher in economies that have limited government planning and limited control of the economy.~~

~~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.~~ [Deferred to Economics and Personal Finance]

Essential Understandings	Essential Knowledge
~~The entrepreneur sees an economic need and tries to fill it.~~ ~~Profit is an entrepreneur's reward for taking a risk and succeeding.~~ ~~Entrepreneurs must have the freedom to start new business ventures but must accept the responsibilities of that freedom.~~	• ~~Entrepreneurship is the organizational abilities and risk-taking involved in starting a new business or introducing a new product.~~ • ~~Entrepreneurs must be willing to take risks, handle rejection, survive financial uncertainty, and make personal sacrifices.~~ • ~~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.~~ • ~~Economic structures that provide freedom of choice encourage and have more entrepreneurship.~~

~~STANDARD GOVT.15b~~

~~The student will demonstrate knowledge of the United States market economy by~~
~~b) comparing types of business organizations.~~ [Deferred to Economics and Personal Finance]

~~Essential Understandings~~	~~Essential Knowledge~~
~~There are three basic ways that businesses organize to earn profits.~~	~~**Types of profit-seeking business structures**~~ ~~• 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 entity regardless of the number of owners.~~ ~~In a corporation, owners share in the profit, and their liability is limited~~

~~STANDARD GOVT.15c~~

~~The student will demonstrate knowledge of the United States market economy by~~
~~c) describing the factors of production.~~ [Deferred to Economics and Personal Finance]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The production of goods and services depends on four basic categories of resources, which are interdependent in the production process.~~	~~**Factors of production**~~ ~~• Labor, also called human resources, is any form of human effort used in the production of goods and services.~~ ~~• Capital is human-made resources (e.g., tools, buildings, equipment) used in the production of other goods and services.~~ ~~• Natural resources are 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.~~ ~~All production depends on natural resources, which need capital for conversion to usable goods and labor to make the conversion.~~

~~STANDARD GOVT.15d~~

~~The student will demonstrate knowledge of the United States market economy by~~
~~d) explaining the interaction of supply and demand. [Deferred to Economics and Personal Finance]~~

~~Essential Understandings~~	~~Essential Knowledge~~
~~The interaction of supply and demand in a market economy determines price.~~	~~(See chart below.)~~

~~Essential Knowledge~~				
	~~Definition~~	~~Laws~~	~~Determinants~~	~~Equilibrium~~
~~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;~~ [Deferred to Economics and Personal Finance]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Households, businesses, and government are interdependent in a market economy.~~ ~~Resources, goods and services, and money constantly flow in a market economy.~~	~~The interaction of households, businesses, and government are referred to as the "circular flow" of economic activity.~~ ~~• Households, which are owners of the factors of production, sell those resources to businesses.~~ ~~• Businesses 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.~~ ~~• Businesses 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.~~

~~STANDARD GOVT.15f~~

~~The student will demonstrate knowledge of the United States market economy by~~

~~f) analyzing global economic trends and the relationship of Virginia and the United States to the global economy.~~ [Deferred to Economics and Personal Finance]

~~Essential Understandings~~	~~Essential Knowledge~~
~~The economies of individual nations are interdependent.~~ ~~The economy of the United States depends on resources and markets around the world for the production and sale of goods and services.~~ ~~Total world production is greater when nations specialize in the production of those products that they can produce most efficiently.~~	~~United States businesses have become multinational in their quest for productive resources, markets, and profits. United States firms may move factories to other countries to reduce costs (off-shoring).~~ ~~Advances in technology allow businesses to get skilled work, such as engineering and accounting, done by people who remain in their home countries (i.e., to outsource this work). This increases the supply of workers and holds wages and costs of production down. Immigration brings workers into the country and increases the supply of labor.~~ ~~As foreign countries develop and grow, they demand more products and natural resources, such as oil, pushing up prices.~~ ~~When the United States imports more goods and services than it exports, the difference is the trade deficit.~~ ~~Canada, Mexico, the European Union, China, and Japan are the major trading partners of the United States.~~

STANDARD GOVT.15a

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
a) describing the provision of government goods and services that are not readily produced by the market;

Essential Understandings	Essential Knowledge
Many public goods and services would not be available if they were not provided by the government.	Government-provided public goods and services, benefit many but would not be available to everyone if individuals had to provide them. Taxes and/or fees pay for the production of government-provided goods and services. **Examples of goods and services provided by the government** • Infrastructure • Public health and safety • Public schools **Reasons why government provides public goods and services** • It is more efficient and not likely that the good or service would be provided by private individuals in the marketplace. • The goods or services may benefit everyone, not only a purchaser. • The value of the goods or services is greater than individual consumers could afford. • It promotes economic equity.

STANDARD GOVT.15b

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

b) describing government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;

Essential Understandings	Essential Knowledge
Political opinions differ about the role of government in a market economy. Protecting the environment is a public service. Property rights of an individual are relative and limited. Contracts are legally binding. The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety.	An important role for the government in the economy is to define, establish, and enforce property rights. In a free market economy, markets need a backdrop of a rule of law to function well in which the government enforces contracts and protects property rights. Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding and can be enforced within the judicial system established by government. The government can intervene in labor-management relations and can regulate competition in the marketplace. To protect the environment, the government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting. The government can also subsidize pollution reduction efforts. **Examples of government agencies created to protect** • Consumers (e.g., Consumer Product Safety Commission regulates the safety of many products not covered by other agencies, the Food and Drug Administration regulates the safety of food, drugs, and cosmetics) • Labor (e.g., Occupational Safety and Heath Administration) • The environment (e.g., Environmental Protection Agency)

STANDARD GOVT.15c

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

c) investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;

Essential Understandings	Essential Knowledge
The governments of Virginia and the United States finance the operations of government through the taxes that are collected from individuals and corporations. Different tax structures affect taxpayers differently and can be distinguished by whether the tax burden falls more heavily on higher or lower income levels	Taxes and/or fees pay for the production of government-provided goods and services. The power to tax is the first among the expressed powers of Congress. Taxation is used to raise revenue; it is also used to regulate or discourage some activities. Tax policies can also be used to encourage certain activities. Taxes and/or fees pay for the production of government-provided goods and services. Income taxes paid by individuals and corporations are the largest single source of revenue today. **Types of taxes** • Individual income tax • Corporate income tax • Payroll taxes • Customs duties • Sales tax • Real estate and personal property taxes A progressive tax takes a larger percentage of taxes from people in higher-income groups than from people in lower-income ones; the U.S. federal income tax is an example. A proportional tax is one in which the same tax rate is paid by people at all income levels. People who earn more pay more, but they pay the same percentage rate. Also called a flat tax. Property tax is an example of a proportional tax. A regressive tax applies the same to everyone, but the tax paid represents a larger share from lower-income groups than from higher-income groups. Sales tax is a regressive tax.

STANDARD GOVT.15d

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
d) analyzing how Congress can use fiscal policy to stabilize the economy;

Essential Understandings	Essential Knowledge
Congress has a variety of fiscal tools available for use to impact the economy.	**Fiscal tools available for use by Congress include:** • Budgeting • Deficit spending • Supplemental budget requests • Sequestration • Wage and price freeze • Tax policy • Rationing Fiscal policy refers to how government taxing and spending policy can be used to influence the economy. In the short term, fiscal policy can be used to reduce the extremes of recession and inflation. Fiscal policies are decisions by the federal government to change spending and taxation levels in order to influence national levels of output, employment, and prices. Under conditions of slow growth or high unemployment, Congress can stimulate the economy by increasing federal spending and/or reducing taxes to promote more employment and output. When inflation is growing too rapidly, Congress may slow the economy by decreasing federal spending and/or increasing taxes which tends to lower price levels and interest rates. Fiscal policy is independent of monetary policy conducted by the Federal Reserve System which tries to achieve the same objectives by controlling the money supply.

STANDARD GOVT.15e

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
e) describing the effects of the Federal Reserve's monetary policy on price stability, ~~and its influence on~~ employment, and the economy; and

Essential Understandings	Essential Knowledge
The Federal Reserve System serves as the United States' central bank. Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money, short term interest rates, and the availability of credit.	Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money and the availability of credit in order to promote price stability, full employment, and reasonable rates of economic growth. The Federal Reserve Board controls monetary policy by changing the availability of loanable funds and/or adjusting interest rates. Three instruments of monetary policy are • reserve requirements: the fraction of banks' deposits that they are required by law to keep on hand or with the Federal Reserve. • discount rates: interest rate the Federal Reserve charges commercial banks for loans. • open-market operations: buying and selling of government bonds by the Federal Reserve to control bank reserves and the money supply. Expanding the money supply can lower short-term interest rates and increase the availability of credit. Contracting the money supply raises the interest rates and decreases availability of credit. These changes can influence overall levels of spending, employment, and prices in the economy by influencing changes in the levels of personal and business investment spending.

STANDARD GOVT.15f

The student will apply social science skills to understand the role of government in the Virginia and United States economies by
f) evaluating the trade-offs in government decisions.

Essential Understandings	Essential Knowledge
Since economic resources are limited, the government must make choices about what it can and cannot fund.	Trade-offs – The giving up of one benefit or advantage in order to gain another regarded as more favorable. A tradeoff is not an all-or-nothing decision and is not always monetary. When creating a new policy that requires funding, or considering an existing one, the government has to make choices to either decrease resources from existing programs, raise taxes, or borrow money.

~~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; [Moved to SOL GOVT.15a-d and e]~~

~~Essential Understandings~~	~~Essential Knowledge~~
~~Two major instruments for influencing economic activity are monetary and fiscal policies.~~	~~Changes in fiscal and monetary policies can stimulate or slow the economy.~~ ~~The Federal Reserve System serves as the United States central bank.~~ ~~The Federal Reserve Board controls monetary policy by changing the availability of loanable funds and/or adjusting interest rates.~~ ~~Three instruments of monetary policy are reserve requirements, discount rates, and open-market operations.~~ ~~The government can use fiscal policies such as changes in taxing, changes in spending, and the issue of government bonds to influence economic activity.~~

~~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 government-provided goods and services that are not readily produced by the market;~~ [Moved to SOL GOVT.15a]

Essential Understandings	Essential Knowledge
~~Many public goods and services would not be available if they were not provided by the government.~~	~~Government-provided 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.~~ ~~Taxes and/or fees pay for the production of government-provided goods and services.~~ **~~Examples of goods and services provided by the government~~** • ~~Infrastructure~~ • ~~Public health and safety~~ • ~~Public schools~~ **~~Reasons why government provides public goods and services~~** • ~~It is more efficient.~~ • ~~The goods or services may benefit everyone, not only a purchaser.~~ • ~~The value of the goods or services is greater than individual consumers could afford.~~ • ~~It promotes economic equity.~~

~~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;~~ [Moved to SOL GOVT.15b]

Essential Understandings	Essential Knowledge
~~Protecting the environment is a public service.~~ ~~Property rights of an individual are relative and limited.~~ ~~Contracts are legally binding.~~ ~~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.~~	~~The government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting. The government also subsidizes pollution reduction efforts.~~ ~~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.~~ ~~Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding.~~ **~~Government agencies created to protect consumer safety and against fraud and deception~~** • ~~The Consumer Product Safety Commission ensures safety of products other than food, drugs, and cosmetics~~ • ~~The Food and Drug Administration ensures the safety of food, drugs, and cosmetics~~ • ~~The government can intervene in labor-management relations and can regulate competition in the marketplace.~~

~~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.~~ [Moved to SOL GOVT.15c]

Essential Understandings	Essential Knowledge
~~The governments of Virginia and the United States finance the operations of government through the taxes that are collected from individuals and corporations.~~	~~The power to tax is the first among the expressed powers of Congress.~~ ~~Income taxes paid by individuals and corporations are the largest single source of revenue today.~~ ~~Taxation is used to raise revenue; it is also used to regulate or discourage some activities.~~ ~~**Types of taxes**~~ • ~~Income tax: 16th Amendment~~ • ~~Individual income tax~~ • ~~Corporate income tax~~ • ~~Payroll taxes~~ • ~~Customs duties~~ • ~~Sales tax~~ • ~~Real estate and personal property taxes~~ • ~~Proportional tax (flat tax)~~

STANDARD GOVT.16a, b, c, d, e, f, g, h, i, j

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

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

Essential Understandings	Essential Knowledge
Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.	**Characteristics of a good citizen** • Trustworthiness and honesty • Courtesy • Respect for the rights of others • Responsibility • Accountability • Self-reliance • Respect for the law • Patriotism • Financial responsibility **Ways to participate thoughtfully and effectively in civic life** • Obey the law • Pay taxes • Serve as a juror • Register and vote • Perform public service • Keep informed • Respect the opinions of others • Practice personal and fiscal responsibility

~~STANDARD GOVT.17a, b, c, d, e, f~~

~~The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by~~
~~a) practicing trustworthiness and honesty;~~ [Moved to GOVT.16a]
~~b) practicing courtesy and respect for the rights of others;~~ [Moved to GOVT.16g]
~~c) practicing responsibility, accountability, and self-reliance;~~ [Moved to GOVT.16a]
~~d) practicing respect for the law;~~ [Moved to GOVT.16b]
~~e) practicing patriotism;~~ [Moved to GOVT.16j]
~~f) practicing financial responsibility.~~ [Moved to GOVT.16h]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.~~	**~~Characteristics of a good citizen~~** • ~~Trustworthiness and honesty~~ • ~~Courtesy~~ • ~~Respect for the rights of others~~ • ~~Responsibility~~ • ~~Accountability~~ • ~~Self-reliance~~ • ~~Respect for the law~~ • ~~Patriotism~~ • ~~Financial responsibility~~

~~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;~~ [Moved to GOVT.16b]
~~b) serving as a juror;~~ [Moved to GOVT.16c]
~~c) participating in the political process;~~ [Moved to GOVT.16d]
~~d) performing public service;~~ [Moved to GOVT.16e]
~~e) keeping informed about current issues;~~ [Moved to GOVT.16f]
~~f) respecting differing opinions in a diverse society;~~ [Moved to GOVT.16g]
~~g) practicing personal and fiscal responsibility.~~ [Moved to GOVT.16h]

~~Essential Understandings~~	~~Essential Knowledge~~
~~Thoughtful and effective participation in civic life is essential to the nation's well-being.~~	**~~Ways to participate thoughtfully and effectively in civic life~~** • ~~Obey the law~~ • ~~Pay taxes~~ • ~~Serve as a juror~~ • ~~Register and vote~~ • ~~Perform public service~~ • ~~Keep informed~~ • ~~Respect the opinions of others~~ • ~~Practice personal and fiscal responsibility~~

~~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 Knowledge~~
~~Citizenship confers full membership in the American constitutional system.~~	~~To participate fully in civic and political life, individuals must be citizens of the United States and residents of their respective state and locality.~~ ~~Privileges reserved to citizens include the following:~~ • ~~Voting~~ • ~~Serving on a jury~~ • ~~Running for office~~

~~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 Knowledge~~
~~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.~~	**~~Shared political and civic beliefs and values~~** • ~~Popular sovereignty~~ • ~~Equal justice under the law~~ • ~~Equality of all people~~ • ~~Individual rights and liberties~~ • ~~Patriotism~~ • ~~Limited government~~ • ~~Representative government~~

~~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 Knowledge~~
~~American citizens are citizens of the nation, their individual state, and the locality in which they reside.~~	~~American citizenship provides individuals the right to full political and civic participation in the state and 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.~~ ~~Certain individuals may maintain their official residency in a locality in which they do not currently reside (e.g., active duty military personnel).~~

~~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 noncitizens can become citizens.~~

~~Essential Understandings~~	~~Essential Knowledge~~
~~Citizenship is obtained by birth and through naturalization.~~	~~Noncitizens gain citizenship through the naturalization process. Congress determines the requirements for citizenship.~~ ~~Current requirements of citizenship include the following:~~ ~~• A period of continuous residence in the United States~~ ~~• Ability to read, write, speak, and understand words in ordinary usage in the English language~~ ~~• Belief in the principles of the Constitution~~ ~~• Good moral character~~ ~~Requirements to obtain citizenship are not the same for all applicants (e.g., active duty military, spouses of citizens).~~