
History and Social Science Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

March 2015

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**Adopted in March 2015 by the
Board of Education**

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Preface

In 1995, the Virginia Board of Education published Standards of Learning in English, mathematics, science, and history and social science for kindergarten through grade 12. Subsequently, Standards of Learning were developed for all academic content areas. The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia. School divisions and teachers have worked to incorporate the standards in local curriculum and classroom instruction.

Pursuant to legislation from the 2000 Virginia General Assembly, the Board of Education established a seven-year cycle for review of the Standards of Learning. Thus, the 1995 *History and Social Science Standards of Learning* were reviewed in 2001, 2008, and 2015, and the results of those reviews are contained in this document.

Review committee members were encouraged to be judicious in the scope of their recommendations in consideration of the burden to school divisions of aligning curriculum, instructional materials, and professional development initiatives with the revised standards. The committee thoughtfully considered the key events and persons to be included. Names of individuals traditionally studied at grades K–3 have been included in the standards for those grades. In keeping with the committee recommendation to identify content that can be taught within the minimum instructional time, only individuals and events that are crucial to understanding the concepts identified are included in the standards for grades 4–12.

The *History and Social Science Standards of Learning*, supported by the *History and Social Science Standards of Learning Curriculum Framework*, define 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 nor to 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 enriches the standards and clarifies the concepts under investigation, will be found in the curriculum framework.

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

The *History and Social Science Standards of Learning* and the Standards of Learning assessment program form the core of the Virginia Board of Education's efforts to strengthen public education across the Commonwealth and to raise the level of academic achievement of all Virginia students.

Introduction

Goals

The study of history and social science is vital in promoting a civic-minded, democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The *History and Social Science Standards of Learning* were developed with the assistance of educators, parents, business leaders, and others who have an interest in public education and a civil society.

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

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective;
- instill in students a thoughtful pride in the history of America through an understanding that what “We the People of the United States” launched more than two centuries ago was not a perfect union, but a continual effort to build a “more perfect” union, one which has become the world’s most successful example of constitutional self-government;
- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed, responsible, and participatory citizenship;
- develop students’ skills in debate, discussion, and writing; and
- provide students with a framework for continuing education in history and the social sciences.

Skills

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

History

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

Geography

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

Civics

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

Economics

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

Kindergarten

Introduction to History and Social Science: Focus on the Community

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

Skills

- K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- viewing artifacts and primary and secondary sources to develop an understanding of history;
 - using basic map skills to support an understanding of the community;
 - gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;
 - asking appropriate questions to solve a problem;
 - comparing and contrasting people, places, or events;
 - recognizing direct cause-and-effect relationships;
 - making connections between past and present;
 - using a decision-making model to make informed decisions;
 - practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and
 - developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

History

- K.2 The student will recognize that history describes events and people from other times and places by
- identifying examples of historical events, stories, and legends that describe the development of the local community; and
 - identifying people who helped establish and lead the local community over time.
- K.3 The student will sequence events in the past and present and begin to recognize that things change over time.

Geography

- K.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.
- K.5 The student will use simple maps and globes to
- 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 Earth;
 - describe places referenced in historical events, stories, and real-life situations;
 - locate land and water features;
 - identify basic map symbols in a map legend; and
 - identify places and objects of a familiar area.

- K.6 The student will develop an awareness that maps and globes
- show a view from above;
 - show things in smaller size; and
 - show the position of objects.
- K.7 The student will describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

- K.8 The student will match simple descriptions of work that people do with the names of those jobs.
- K.9 The student will
- recognize that people make choices because they cannot have everything they want; and
 - explain that people work to earn money to buy the things they want.

Civics

- K.10 The student will demonstrate that being a good citizen involves
- taking turns and sharing;
 - taking responsibility for certain classroom chores;
 - taking care of personal belongings and respecting what belongs to others;
 - following rules and understanding the consequence of breaking rules;
 - practicing honesty, self-control, and kindness to others;
 - participating in decision making in the classroom; and
 - participating successfully in group settings.
- K.11 The student will develop an understanding of how communities express patriotism through events and symbols by
- recognizing the American flag;
 - recognizing the Pledge of Allegiance;
 - knowing that the president is the leader of the United States; and
 - recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).

Grade One

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

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

Skills

- 1.1 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 an understanding of Virginia history;
 - b) using basic map skills to support an understanding of Virginia history;
 - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;
 - d) asking appropriate questions to solve a problem;
 - e) comparing and contrasting people, places, or events in Virginia history;
 - f) recognizing direct cause-and-effect relationships;
 - g) making connections between past and present;
 - h) using a decision-making model to make informed decisions;
 - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

History

- 1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including
- a) the settlement of Virginia at Jamestown;
 - b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and
 - c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.
- 1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on
- a) Powhatan;
 - b) Pocahontas;
 - c) Christopher Newport;
 - d) Maggie L. Walker; and
 - e) Arthur R. Ashe, Jr.
- 1.4 The student will describe the lives of people associated with major holidays, including
- a) George Washington Day (Presidents' Day);
 - b) Independence Day (Fourth of July); and
 - c) Martin Luther King, Jr., Day.

Geography

- 1.5 The student will develop map skills by
- recognizing basic map symbols, including references to land, water, cities, and roads;
 - using cardinal directions on maps;
 - identifying the shapes of the United States and Virginia on maps and globes;
 - locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and
 - constructing simple maps, including a title, map legend, and compass rose.
- 1.6 The student will develop a geographic understanding that
- the location of Virginia determines its climate and results in four distinct seasons; and
 - the landforms of Virginia affect the places people live.

Economics

- 1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.
- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

Civics

- 1.10 The student will apply the traits of a good citizen by
- focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - recognizing the purpose of rules and practicing self-control;
 - working hard in school;
 - taking responsibility for one's own actions;
 - valuing honesty and truthfulness in oneself and others; and
 - participating in classroom decision making through voting.
- 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.
- 1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by
- identifying the Virginia flag, state capitol building, state bird, and state flower; and
 - describing why people have symbols and traditions.
- 1.13 The student will understand that the people of Virginia
- have state and local government officials who are elected by voters;
 - make contributions to their communities; and
 - include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.

Grade Two

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

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

Skills

- 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) identifying artifacts and primary and secondary sources to understand events in American history;
 - b) using basic map skills to locate places on maps and globes to support an understanding of American history;
 - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;
 - d) asking appropriate questions to solve a problem;
 - e) comparing and contrasting people, places, or events in American history;
 - f) recognizing direct cause-and-effect relationships;
 - g) making connections between past and present;
 - h) using a decision-making model to make informed decisions;
 - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - j) defending positions orally and in writing, using content vocabulary.

History

- 2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.
- 2.3 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.

- 2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on
- Christopher Columbus;
 - Benjamin Franklin;
 - Abraham Lincoln;
 - George Washington Carver;
 - Helen Keller;
 - Thurgood Marshall;
 - Rosa Parks;
 - Jackie Robinson;
 - Cesar Chavez; and
 - Martin Luther King, Jr.
- 2.5 The student will describe why United States citizens celebrate major holidays, including
- Martin Luther King, Jr., Day;
 - George Washington Day (Presidents' Day);
 - Memorial Day;
 - Independence Day (Fourth of July);
 - Labor Day;
 - Columbus Day;
 - Veterans Day; and
 - Thanksgiving Day.

Geography

- 2.6 The student will develop map skills by using globes and maps of the world and the United States to locate
- the seven continents and the five oceans;
 - the equator, the Prime Meridian, and the four hemispheres; and
 - major rivers, mountain ranges, lakes, and other physical features in the United States.
- 2.7 The student will locate and describe the relationship between the environment and culture of
- the Powhatan of the Eastern Woodlands;
 - the Lakota of the Plains; and
 - the Pueblo Indians of the Southwest.

Economics

- 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).
- 2.9 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.
- 2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Civics

- 2.11 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) describing the purpose of rules and laws.
- 2.12 The student will understand that the people of the United States of America
- a) make contributions to their communities;
 - b) vote in elections;
 - c) are united as Americans by common principles; and
 - d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.
- 2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by
- a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
 - b) learning the words and meaning of the Pledge of Allegiance.

Grade Three

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

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

Skills

- 3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- identifying artifacts and primary and secondary sources to understand events in world cultures;
 - using geographic information to support an understanding of world cultures;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
 - summarizing points and evidence to answer a question;
 - comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
 - determining relationships with multiple causes or effects;
 - explaining connections across time and place;
 - using a decision-making model to make informed decisions;
 - practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - accessing a variety of media, including online resources.

History

- 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.
- 3.3 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.
- 3.4 The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.

Geography

- 3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps
- at the beginning of their culture;
 - during their period of greatest influence; and
 - today.

- 3.6 The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of
- a) Africa;
 - b) Asia;
 - c) Europe;
 - d) North America; and
 - e) South America.
- 3.7 The student will describe how people in ancient world cultures adapted to their environment.

Economics

- 3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.
- 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.
- 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).

Civics

- 3.11 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) describing the purpose of rules.
- 3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by
- a) explaining the purpose of 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.
- 3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Virginia Studies

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

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

- VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
 - analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;
 - recognizing points of view and historical perspectives;
 - comparing and contrasting ideas and cultural perspectives in Virginia history;
 - determining relationships with multiple causes or effects in Virginia history;
 - explaining connections across time and place;
 - using a decision-making model to identify costs and benefits of a specific choice made;
 - practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - investigating and researching to develop products orally and in writing.

Virginia: The Physical Geography and Native Peoples

- VS.2 The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by
- locating Virginia and its bordering states on maps of the United States;
 - locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
 - 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);
 - locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
 - describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
 - describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and
 - describing the lives of American Indians in Virginia today.

Colonization and Conflict: 1607 through the American Revolution

- VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by
- explaining the reasons for English colonization;
 - describing the economic and geographic influences on the decision to settle at Jamestown;
 - describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
 - identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
 - identifying the impact of the arrival of Africans and English women to the Jamestown settlement;
 - describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and
 - describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.
- VS.4 The student will demonstrate an understanding of life in the Virginia colony by
- explaining the importance of agriculture and its influence on the institution of slavery;
 - describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;
 - explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg;
 - describing how money, barter, and credit were used; and
 - describing everyday life in colonial Virginia.
- VS.5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by
- identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
 - identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;
 - identifying the importance of the American victory at Yorktown; and
 - examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond.

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

- VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by
- explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;
 - identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom; and
 - 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.

Civil War and Postwar Eras

- VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by
- 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;
 - describing Virginia’s role in the war, including identifying major battles that took place in Virginia; and
 - describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.
- VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
- identifying the effects of Reconstruction on life in Virginia;
 - identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and
 - describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

Virginia: 1900 to the Present

- VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
- describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;
 - describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens;
 - describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and
 - describing the political, social, or economic 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.
- VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by
- identifying the three branches of Virginia government and the function of each;
 - describing the major products and industries important to Virginia’s economy;
 - explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.

United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

- USI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
 - analyzing and interpreting geographic information to determine patterns and trends in United States history;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
 - using evidence to draw conclusions and make generalizations;
 - comparing and contrasting historical, cultural, and political perspectives in United States history;
 - determining relationships with multiple causes or effects in United States history;
 - explaining connections across time and place;
 - using a decision-making model to identify the costs and benefits of a specific choice made;
 - identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
 - investigating and researching to develop products orally and in writing.

Geography

- USI.2 The student will interpret maps, globes, photographs, pictures, or tables to
- locate the seven continents and five oceans;
 - locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - locate major water features and explain their importance to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico; and
 - recognize key geographic features on maps, diagrams, and/or photographs.

Exploration to Revolution: Pre-Columbian Times to the 1770s

- USI.3 The student will apply social science skills to understand how early cultures developed in North America by
- describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;
 - locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and
 - describing how the American Indians used the resources in their environment.
- USI.4 The student will apply social science skills to understand European exploration in North America and West Africa by
- describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - 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
 - identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- USI.5 The student will apply social science skills to understand the factors that shaped colonial America by
- describing the religious and economic events and conditions that led to the colonization of America;
 - 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;
 - describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;
 - 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
 - explaining the political and economic relationships between the colonies and Great Britain.

Revolution and the New Nation: 1770s to the Early 1800s

- USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by
- explaining the issues of dissatisfaction that led to the American Revolution;
 - describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
 - describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and
 - explaining reasons why the colonies were able to defeat Great Britain.
- USI.7 The student will apply social science skills to understand the challenges faced by the new nation by
- explaining the weaknesses and outcomes of the government established by the Articles of Confederation;
 - describing the historical development of the Constitution of the United States; and
 - describing the major accomplishments of the first five presidents of the United States.

Expansion and Reform: 1801 to 1861

- USI.8 The student will apply social science skills to understand 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;
 - b) explaining how geographic and economic factors influenced the westward movement of settlers;
 - c) explaining the impact of westward expansion on American Indians;
 - d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and
 - e) explaining the main ideas of the abolitionist and women’s suffrage movements.

Civil War: 1861 to 1865

- USI.9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by
- a) describing the cultural, economic, and constitutional issues that divided the nation;
 - b) explaining how the issues of states’ rights and slavery increased sectional tensions;
 - c) locating on a map the states that seceded from the Union and those that remained in the Union;
 - 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;
 - e) describing critical developments in the war, including the location of major battles; and
 - f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

United States History: 1865 to the Present

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

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

Skills

- USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;
 - analyzing and interpreting geographic information to determine patterns and trends in United States history;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;
 - using evidence to draw conclusions and make generalizations;
 - comparing and contrasting historical, cultural, and political perspectives in United States history;
 - determining relationships with multiple causes or effects in United States history;
 - explaining connections across time and place;
 - using a decision-making model to identify costs and benefits of a specific choice made;
 - identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
 - investigating and researching to develop products orally and in writing.

Geography

- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after 1865; and
 - locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant.

Reconstruction: 1865 to 1877

- USII.3 The student will apply social science skills to understand the effects of Reconstruction on American life by
- 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;
 - describing the impact of Reconstruction policies on the South and North; and
 - describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

- USII.4 The student will apply social science skills to understand how life changed after the Civil War by
- examining the reasons for westward expansion, including its impact on American Indians;
 - explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;
 - describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
 - explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and
 - 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.

Turmoil and Change: 1890s to 1945

- USII.5 The student will apply social science skills to understand the changing role of the United States from the late nineteenth century through World War I by
- explaining the reasons for and results of the Spanish-American War;
 - describing Theodore Roosevelt’s impact on the foreign policy of the United States; and
 - 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.
- USII.6 The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by
- 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;
 - describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
 - examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance; and
 - analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.
- USII.7 The student will apply social science skills to understand the major causes and effects of American involvement in World War II by
- explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - locating and describing the major events and turning points of the war in Europe and the Pacific; and
 - explaining and evaluating the impact of the war on the home front.

The United States since World War II

- USII.8 The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations;
 - b) describing the conversion from a wartime to a peacetime economy;
 - c) examining the role of 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;
 - d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and
 - e) evaluating and explaining the impact of international trade and globalization on American life.
- USII.9 The student will apply social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- a) examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans;
 - b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;
 - c) analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and
 - d) evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.

Civics and Economics

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

Civic and economic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students will learn to consider their own talents, aptitudes, personalities, and market demand as they explore future decisions. Students will practice these skills both inside and outside the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

Skills

- CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;
 - b) analyzing how political and economic trends influence public policy, using demographic information and other data sources;
 - c) analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;
 - d) determining the accuracy and validity of information by separating fact and opinion and recognizing bias;
 - e) constructing informed, evidence-based arguments from multiple sources;
 - f) determining multiple cause-and-effect relationships that impact political and economic events;
 - g) taking informed action to address school, community, local, state, national, and global issues;
 - h) using a decision-making model to analyze and explain the costs and benefits of a specific choice;
 - i) applying civic virtue and democratic principles to make collaborative decisions; and
 - j) defending conclusions orally and in writing to a wide range of audiences, using evidence from sources.

- CE.2 The student will apply social science skills to understand the foundations of American constitutional government by
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - 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 on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
 - describing the purposes for the Constitution of the United States as stated in its Preamble; and
 - describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.3 The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by
- describing the processes by which an individual becomes a citizen of the United States;
 - 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;
 - describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - 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
 - evaluating how civic and social duties address community needs and serve the public good.
- CE.4 The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life by
- practicing trustworthiness and honesty;
 - practicing courtesy and respect for the rights of others;
 - practicing responsibility, accountability, and self-reliance;
 - practicing respect for the law;
 - practicing patriotism;
 - practicing thoughtful decision making; and
 - practicing service to the school and/or local community.
- CE.5 The student will apply social science skills to understand the political process at the local, state, and national levels of government by
- describing the functions of political parties;
 - comparing and contrasting political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;
 - evaluating and explaining the role of campaign contributions and costs;
 - examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections; and
 - describing the role of the Electoral College in the election of the president and vice president.

- CE.6 The student will apply social science skills to understand the American constitutional government at the national level by
- describing the structure and powers of the national government;
 - explaining the principle of separation of powers and the operation of checks and balances;
 - explaining and/or simulating the lawmaking process; and
 - describing the roles and powers of the executive branch.
- CE.7 The student will apply social science skills to understand the American constitutional government at the state level by
- describing the structure and powers of the state government;
 - explaining the relationship of state governments to the national government in the federal system;
 - explaining and/or simulating the lawmaking process; and
 - describing the roles and powers of the executive branch and regulatory boards.
- CE.8 The student will apply social science skills to understand the American constitutional government at the local level by
- describing the structure and powers of the local government;
 - explaining the relationship of local government to the state government; and
 - explaining and/or simulating the lawmaking process.
- CE.9 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
- describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
 - describing the exercise of judicial review;
 - comparing and contrasting civil and criminal cases; and
 - explaining how due process protections seek to ensure justice.
- CE.10 The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government by
- examining the impact of the media on public opinion and public policy;
 - describing how individuals and interest groups influence public policy; and
 - describing the impact of international issues and events on local decision making.
- CE.11 The student will apply social science skills to understand how economic decisions are made in the marketplace by
- explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and
 - comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources.

- CE.12 The student will apply social science skills to understand the United States economy by
- a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;
 - b) describing how in a market economy supply and demand determine prices;
 - c) describing the types of business organizations and the role of entrepreneurship;
 - d) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
 - e) explaining how financial institutions channel funds from savers to borrowers; and
 - f) analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.
- CE.13 The student will apply social science skills to understand the role of government in the United States economy by
- a) examining competition in the marketplace;
 - b) explaining how and why government provides certain goods and services;
 - c) describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;
 - d) explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;
 - e) describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights; and
 - f) explaining the role of government currency and analyzing the purpose of a money economy.
- CE.14 The student will 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) analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

World Geography

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students understanding and applying geographic concepts and skills to their daily lives.

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

Skills

- WG.1 The student will 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 information about the world's countries, cities, and environments;
 - b) using geographic information to determine patterns and trends to understand world regions;
 - c) creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;
 - d) evaluating sources for accuracy, credibility, bias, and propaganda;
 - e) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives;
 - f) explaining indirect cause-and-effect relationships to understand geospatial connections;
 - g) analyzing multiple connections across time and place;
 - h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and
 - j) investigating and researching to develop products orally and in writing.
- WG.2 The student will analyze how physical and ecological processes shape Earth's surface by
- a) explaining regional climatic patterns and weather phenomena and their effects on people and places;
 - b) describing how humans influence the environment and are influenced by it; and
 - c) explaining how technology affects one's ability to modify and adapt to the environment.

- WG.3 The student will apply the concept of a region by
- explaining how characteristics of regions have led to regional labels;
 - describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
 - analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;
 - explaining how different cultures use maps and place names to reflect their regional perspectives; and
 - developing and refining mental maps of world regions.
- WG.4 The student will apply social science skills to evaluate the significance of natural, human, and capital resources by
- comparing the distribution of major natural resources throughout world regions;
 - showing the influence of resources on patterns of economic activity and land use; and
 - evaluating perspectives regarding the use of resources.
- WG.5 The student will analyze the characteristics of the regions of the United States and Canada by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.6 The student will analyze the characteristics of the Latin American and Caribbean regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.7 The student will analyze the characteristics of the European region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.8 The student will analyze the characteristics of the Russian and Central Asian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.9 The student will analyze the characteristics of the Sub-Saharan African region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.

- WG.10 The student will analyze the characteristics of the North African and Southwest Asian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.11 The student will analyze the characteristics of the South Asian and Southeast Asian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.12 The student will analyze the characteristics of the East Asian region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.13 The student will analyze the characteristics of the Australian and Pacific Islands regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globes;
 - describing major physical and environmental features;
 - explaining important economic characteristics; and
 - recognizing cultural influences and landscapes.
- WG.14 The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by
- examining demographic data to determine the relative level of development;
 - distinguishing between developed and developing countries; and
 - comparing and contrasting the level of economic development to the standard of living and quality of life.
- WG.15 The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by
- determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; and
 - determining how human migration and cultural diffusion influence the current human characteristics of places and regions.
- WG.16 The student will apply social science skills to analyze the patterns of urban development by
- applying the concepts of site and situation to major cities in each region;
 - explaining how the functions of towns and cities have changed over time; and
 - describing the unique influence of urban areas and challenges they face.

- WG.17 The student will apply social science skills to analyze the impact of globalization by
- a) identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;
 - b) describing ways that economic and social interactions change over time; and
 - c) mapping, describing, and evaluating economic unions.
- WG.18 The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth's surface by
- a) explaining and evaluating reasons for the creation of different political divisions; and
 - b) describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

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

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Skills

- WHI.1** The student will 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 information about events in world history;
 - b) using geographic information to determine patterns and trends to understand world history;
 - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;
 - d) evaluating sources for accuracy, credibility, bias, and propaganda;
 - e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;
 - f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;
 - g) analyzing multiple connections across time and place;
 - h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and
 - j) investigating and researching to develop products orally and in writing.

Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

- WHI.2** The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
 - b) describing characteristics of hunter-gatherer societies, including their use of tools and fire;
 - c) analyzing how technological and social developments gave rise to sedentary communities; and
 - d) analyzing how archaeological discoveries are changing current understanding of early societies.
- WHI.3** The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by
- a) locating these civilizations in time and place and describing their major geographic features;
 - b) describing the development of social, political, and economic patterns, including slavery;
 - c) explaining the development and interactions of religious traditions;
 - d) describing the origins, beliefs, traditions, customs, and spread of Judaism; and
 - e) explaining the development of language and writing.

Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

- WHI.4** The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;
 - locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;
 - describing the origins, beliefs, traditions, customs, and spread of Hinduism;
 - describing the origins, beliefs, traditions, customs, and spread of Buddhism;
 - locating China in time and place, including the development of an empire and the construction of the Great Wall; and
 - describing the impact of Confucianism, Taoism, and Buddhism.
- WHI.5** The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by
- locating Greek civilizations in time and place and describing their major geographic features;
 - describing the social and religious structure of ancient Greece;
 - describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;
 - evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars;
 - evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and
 - citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.
- WHI.6** The student will apply social science skills to understand 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
- locating Roman civilizations in time and place and describing their major geographic features;
 - describing the social and religious structure of ancient Rome;
 - describing the social structure and cultural development of the Roman Republic;
 - describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;
 - describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar;
 - assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and
 - evaluating the fall of the Western Roman Empire and the Germanic invasions.

- WHI.7 The student will apply social science skills to understand the development of Christianity by
- describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place;
 - explaining the unifying role of the Church in Europe after the collapse of Rome; and
 - sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

Postclassical Civilizations, 300 to 1000 A.D. (C.E.)

- WHI.8 The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by
- 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;
 - describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;
 - characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;
 - explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and
 - analyzing and explaining the influence of Byzantine culture on Eastern Europe.
- WHI.9 The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
 - assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and
 - explaining the cultural and scientific contributions and achievements of Islamic civilization.
- WHI.10 The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by
- locating and describing the societies of Western Europe during the Middle Ages in time and place;
 - describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne;
 - explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons;
 - describing the social, religious, and cultural patterns of the Vikings; and
 - evaluating and explaining the development of feudalism and the manor system.

Regional Interactions, 1000 to 1500 A.D. (C.E.)

- WHI.11 The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by
- locating and explaining major global and regional trade routes;
 - explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;
 - explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and
 - evaluating the impact of the Mongol Empire throughout Asia.

- WHI.12 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
- locating early civilizations and kingdoms in time and place and describing major geographic features;
 - explaining the development of social, political, economic, religious, and cultural patterns in each region; and
 - evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.
- WHI.13 The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- locating early civilizations in time and place and describing major geographic features;
 - explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and
 - evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.
- WHI.14 The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by
- describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;
 - explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;
 - explaining patterns of crisis and recovery related to the Black Death (bubonic plague); and
 - evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.
- WHI.15 The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
- determining the economic and cultural foundations of the Italian Renaissance;
 - 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*;
 - citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and
 - comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.

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

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

Although the study of history rests on knowledge of dates, names, places, events, and ideas, historical understanding requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. Students will apply these social science skills to engage in their exploration of the global challenges of the twenty-first century.

Skills

- WHII.1** The student will 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 information about events and life in world history;
 - b) using geographic information to determine patterns and trends in world history;
 - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;
 - d) evaluating sources for accuracy, credibility, bias, and propaganda;
 - e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;
 - f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;
 - g) analyzing multiple connections across time and place;
 - h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and
 - j) investigating and researching to develop products orally and in writing.
- WHII.2** The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- a) locating major states and empires;
 - b) describing artistic, literary, and intellectual ideas of the Renaissance;
 - c) describing the distribution of major religions;
 - d) analyzing major trade patterns; and
 - e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Emergence of a Global Age, 1500 to 1800 A.D. (C.E.)

- WHII.3** The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by
- explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
 - describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; and
 - describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.
- WHII.4** The student will apply social science skills to understand the impact of the European Age of Exploration by
- explaining the political and economic goals of European exploration and colonization;
 - describing the geographic expansion into Africa, Asia, and the Americas;
 - comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas;
 - analyzing how competition for colonies changed the economic system of Europe; and
 - defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.
- WHII.5** The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by
- locating European nations and their empires in time and place and identifying major geographic features of Europe;
 - describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;
 - describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;
 - describing the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;
 - explaining the causes and effects of the American and French Revolutions;
 - describing the development of social and cultural patterns in the German states;
 - describing the development of social and cultural patterns in the Italian states; and
 - describing the development of social and cultural patterns in Russia, with emphasis on Peter the Great.
- WHII.6** The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E) to about 1800 A.D. (C.E) by
- locating Asian empires in time and place and identifying major geographic features;
 - describing the location and development of social and cultural patterns in the Ottoman Empire;
 - describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade;
 - describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty;
 - describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate; and
 - comparing and contrasting the political and economic systems of Asian empires.

- WHII.7 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by
- locating major societies in Africa in time and place and identifying major geographic features;
 - comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;
 - comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and
 - explaining the development of political and economic systems in African societies.

Age of Revolutions and Imperialism

- WHII.8 The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by
- explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;
 - 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 and the status of women and children;
 - describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;
 - assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;
 - explaining the events related to the unification of Italy and the role of Italian nationalism; and
 - explaining the events related to the unification of Germany and the role of Bismarck.
- WHII.9 The student will apply social science skills to understand global interactions between 1800 to about 1900 by
- locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;
 - 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;
 - describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine;
 - assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and
 - analyzing the relationship between industrialization, imperialism, and nationalism.

The Modern Era

- WHII.10 The student will apply social science skills to understand World War I and its worldwide impact by
- explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
 - describing the location of major battles and the role of new technologies;
 - analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;
 - citing causes and consequences of the Russian Revolution;
 - explaining the causes and assessing the impact of worldwide depression in the 1930s; and
 - examining the rise of totalitarianism.
- WHII.11 The student will apply social science skills to understand World War II and its worldwide impact by
- explaining the major causes of the war;
 - describing 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;
 - describing the major events, including major battles and the role of new technologies;
 - examining the Holocaust and other examples of genocide in the twentieth century; and
 - 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).
- WHII.12 The student will apply social science skills to understand the conflicts during the second half of the twentieth century by
- explaining 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;
 - describing the major leaders and events of the Cold War, including the location of major conflicts;
 - describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and
 - 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.
- WHII.13 The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by
- describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;
 - describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; and
 - describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser.

- WHII.14 The student will 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;
 - b) assessing the link between economic and political freedom;
 - c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and
 - d) analyzing the increasing impact of terrorism.
- WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by
- a) describing their beliefs, sacred writings, traditions, and customs; and
 - b) locating the geographic distribution of religions in the contemporary world.

Virginia and United States History

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

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

Skills

- VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;
 - using geographic information to determine patterns and trends in Virginia and United States history;
 - interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
 - constructing arguments, using evidence from multiple sources;
 - comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
 - explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
 - analyzing multiple connections across time and place;
 - using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
 - investigating and researching to develop products orally and in writing.

Early America: Settlement and Colonization

- VUS.2 The student will apply social science skills to understand the impact of the Age of Exploration by
- describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; and
 - analyzing the cultural interactions among American Indians, Europeans, and Africans.
- VUS.3 The student will apply social science skills to understand early European colonization by
- evaluating the economic characteristics of the colonies;
 - analyzing how social and political factors impacted the culture of the colonies; and
 - explaining the impact of the development of indentured servitude and slavery in the colonies.

Revolution and the New Nation

- VUS.4 The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by
- describing the results of the French and Indian War;
 - evaluating how political ideas of the Enlightenment helped shape American politics;
 - explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;
 - analyzing the competing factors that led to colonial victory in the Revolutionary War; and
 - evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.
- VUS.5 The student will apply social science skills to understand the development of the American political system by
- examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
 - describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington;
 - assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties; and
 - evaluating the impact of John Marshall’s precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.

Expansion

- VUS.6 The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by
- explaining territorial expansion and its impact on the American Indians;
 - describing the political results of territorial expansion;
 - assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;
 - analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);
 - 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;
 - explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation; and
 - evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

Civil War and Reconstruction

- VUS.7 The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by
- 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;
 - evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
 - evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
 - evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
 - 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.

Industrialization

- VUS.8 The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;
 - analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
 - examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
 - analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;
 - evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and
 - evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

Emergence of Modern America and World Conflicts

- VUS.9 The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by
- explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;
 - evaluating the United States’ involvement in World War I, including Wilson’s Fourteen Points; and
 - evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

- VUS.10 The student will apply social science skills to understand key events during the 1920s and 1930s by
- analyzing how popular culture evolved and challenged traditional values;
 - assessing and explaining the economic causes and consequences of the stock market crash of 1929;
 - explaining the causes of the Great Depression and its impact on the American people; and
 - evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy.
- VUS.11 The student will apply social science skills to understand World War II by
- analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;
 - describing and locating the major battles and key leaders of the European theater;
 - describing and locating the major battles and key leaders of the Pacific theater;
 - 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;
 - analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals; and
 - evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.

The United States since World War II

- VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by
- locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan;
 - explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism;
 - analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO);
 - analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;
 - evaluating and explaining how policy changes impacted the United States' relationships in Latin America;
 - analyzing the domestic impact of the Cold War; and
 - evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.

- VUS.13 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;
 - b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;
 - c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;
 - d) analyzing changes in immigration policy and the impact of increased immigration;
 - e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;
 - f) explaining how scientific and technological advances altered American lives; and
 - g) evaluating and explaining the changes that occurred in American culture.
- VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by
- a) assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
 - b) evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);
 - c) evaluating the evolving and changing role of government, including its role in the American economy; and
 - d) explaining scientific and technological changes and evaluating their impact on American culture.

Virginia and United States Government

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

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

Skills

- GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- planning inquiries by synthesizing information from diverse primary and secondary sources;
 - analyzing how political and economic trends influence public policy, using demographic information and other data sources;
 - comparing and contrasting historical, cultural, economic, and political perspectives;
 - evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;
 - constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims;
 - explaining how cause-and-effect relationships impact political and economic events;
 - taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;
 - using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences;
 - applying civic virtues and democratic principles to make collaborative decisions; and
 - communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources.
- GOVT.2 The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by
- describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic;
 - explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
 - evaluating the writings of Hobbes, Locke, and Montesquieu;
 - explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
 - analyzing the natural rights philosophies expressed in the Declaration of Independence; and
 - evaluating and explaining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

- GOVT.3 The student will apply social science skills to understand the concepts of democracy by
- recognizing the fundamental worth and dignity of the individual;
 - recognizing the equality of all citizens under the law;
 - recognizing what defines a citizen and how noncitizens can become citizens;
 - recognizing majority rule and minority rights;
 - recognizing the necessity of compromise; and
 - recognizing the freedom of the individual.
- GOVT.4 The student will apply social science skills to understand the Constitution of the United States by
- examining the ratification debates and *The Federalist*;
 - evaluating the purposes for government stated in the Preamble;
 - 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;
 - defining the structure of the national government outlined in Article I, Article II, and Article III; and
 - analyzing and explaining the amendment process.
- GOVT.5 The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by
- evaluating the relationship between the state government and the national government;
 - examining the extent to which power is shared;
 - identifying the powers denied state and national governments; and
 - analyzing the ongoing debate that focuses on the balance of power between state and national governments.
- GOVT.6 The student will apply social science skills to understand local, state, and national elections by
- describing the nomination and election process, including the organization and evolving role of political parties;
 - examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;
 - analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections;
 - investigating and explaining the impact of reapportionment and redistricting on elections and governance;
 - describing how amendments have extended the right to vote; and
 - analyzing voter turnout in local, state, and national elections.
- GOVT.7 The student will apply social science skills to understand the organization and powers of the national government by
- examining the legislative, executive, and judicial branches;
 - analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and
 - investigating and explaining the ways individuals and groups exert influence on the national government.

- GOVT.8 The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by
- examining the legislative, executive, and judicial branches;
 - examining the structure and powers of local governments (county, city, and town);
 - analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
 - investigating and explaining the ways individuals and groups exert influence on state and local governments; and
 - evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.
- GOVT.9 The student will apply social science skills to understand the process by which public policy is made by
- defining public policy and determining how to differentiate public and private action;
 - examining different perspectives on the role of government;
 - describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;
 - describing how the state and local governments influence the public agenda and shape public policy;
 - investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;
 - analyzing how the incentives of individuals, interest groups, and the media influence public policy; and
 - devising a course of action to address local and/or state issues.
- GOVT.10 The student will apply social science skills to understand the federal judiciary by
- describing the organization, jurisdiction, and proceedings of federal courts;
 - evaluating how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in *Marbury v. Madison*;
 - describing how the Supreme Court decides cases;
 - comparing the philosophies of judicial activism and judicial restraint; and
 - investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.
- GOVT.11 The student will apply social science skills to understand civil liberties and civil rights by
- examining the Bill of Rights, with emphasis on First Amendment freedoms;
 - analyzing due process of law expressed in the Fifth and Fourteenth Amendments;
 - explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
 - investigating and evaluating the balance between individual liberties and the public interest; and
 - examining how civil liberties and civil rights are protected under the law.

- GOVT.12 The student will apply social science skills to understand the role of the United States in a changing world by
- describing the responsibilities of the national government for foreign policy and national security;
 - assessing the role of national interest in shaping foreign policy and promoting world peace; and
 - examining the relationship of Virginia and the United States to the global economy, including trends in international trade.
- GOVT.13 The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by
- describing the distribution of governmental power;
 - explaining the relationship between the legislative and executive branches;
 - comparing and contrasting the extent of participation in the political process; and
 - comparing and contrasting economic systems.
- GOVT.14 The student will apply social science skills to understand economic systems by
- identifying the basic economic questions encountered by all economic systems;
 - comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and
 - evaluating the impact of the government's role in the economy on individual economic freedoms.
- GOVT.15 The student will apply social science skills to understand the role of government in the Virginia and United States economies by
- describing the provision of government goods and services that are not readily produced by the market;
 - 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;
 - 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;
 - analyzing how Congress can use fiscal policy to stabilize the economy;
 - describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and
 - evaluating the trade-offs in government decisions.
- GOVT.16 The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by
- exercising personal character traits such as trustworthiness, responsibility, and honesty;
 - obeying the law and paying taxes;
 - serving as a juror;
 - participating in the political process and voting in local, state, and national elections;
 - performing public service;
 - keeping informed about current issues;
 - respecting differing opinions and the rights of others;
 - practicing personal and fiscal responsibility;
 - demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
 - practicing patriotism.