# History and Social Science

# Standards of

# Learning

# for

# Virginia

# Public Schools

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**Board of Education**

**Commonwealth of Virginia**

**History and**

**Social Science**

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**Virginia**

**Public Schools**

**Adopted in April 2023 by the**

**Board of Education**

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## Guiding Principles

### Introduction

Virginia’s History and Social Sciences standards aim to raise our aspirations for history and social science instruction and restore excellence, curiosity and excitement around teaching and learning history. The teaching of history should illuminate insights from the past and inspire current and future generations to lead lives that are informed and inspired by those who walked this journey before them.

### Expectations For Virginia’s Students

Every graduate from Virginia’s K-12 schools will possess a robust understanding of the places, people, events and ideas that comprise the history of Virginia, the United States and the world. Our students will learn from the rise and fall of civilizations across time, so that we may pursue and maintain government and economic systems that have led to human achievement. The Virginia standards are grounded in the foundational principles and actions of individuals and institutions so that we may learn from them as we strive to maintain our political liberties and personal freedoms and thrive as a nation.

The United States, whose founding history is rooted in Virginia’s history, has led the world in political, social and economic thought and action in ways that fundamentally changed the interactions and expectations of individual citizens with government. Students will know that the Declaration of Independence first stated that “all men are created equal, and that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” The standards will recognize the world impact of America’s ongoing quest for a “more perfect Union” and the optimism, ideals and imagery captured by Ronald Reagan’s “shining city upon a hill” speech, Lincoln’s Second Inaugural Address, and Frederick Douglas’ complicated love for America. Students will know our nation’s exceptional strengths, including individual innovation, moral character, ingenuity and adventure, while learning from terrible periods and actions in direct conflict with these ideals.

Our students will also understand that our history encompasses a broad civilization beyond their neighborhood, Virginia and the United States. They will learn that humankind has spanned continents, ethnicities and religions, with common qualities that unite us and differences that enrich our society. The events of our history demonstrate that people have incredible ability to inspire, innovate and improve lives, and this human story also shows that evil exists and people are capable of destroying civilizations, communities and individual lives.

The standards provide an unflinching and fact-based coverage of world, United States and Virginia history. Students will study the horrors of wars and genocide including the Holocaust and the ethnic cleansing campaigns that have occurred throughout history and continue today. They will better understand the abhorrent treatment of Native Americans, the indelible stain of slavery, segregation and racism in the United States and around the world, and the inhumanity and deprivations of totalitarian and communist regimes. Students also will study inspirational moments including the achievements of Greek and Roman governments and advancements in engineering, architecture and art, the European Enlightenment, the American Revolution, the triumph of America’s Greatest Generation in World War II, the Marshall Plan, the Civil Rights Movement, the fall of the Berlin Wall, Project Apollo, progress against diseases, and the heroic sacrifice of Flight 93 passengers.

Students will have an in-depth understanding of the good and the bad in the world, United States and Virginia history. The Standards will include an appreciation of the attributes and actions that have made America the world’s exemplar of freedom, opportunity and democratic ideals. This comprehensive story of the United and the world will prepare every student for the rights, opportunities and responsibilities of Americans. As noted by George Santayana over 100 years ago, “those who cannot remember the past are condemned to repeat it.”

### Principles

The foundational principles for these History and Social Sciences learning standards include:

* Individual liberty and representative government are cornerstones of the American way of life;
* The Declaration of Independence and the Constitution are remarkable documents that provide the freedoms and framework for our constitutional republic.
* We aspire to live up to the ideals expressed but not fully realized by the Founders for a society that recognizes all individuals are created equal.
* From thirteen diverse colonies to a unified nation, “E Pluribus Unum” – “Out of Many, One,” has always been our strength. Immigrants from around the world continue to come to the United States seeking freedom and opportunity to build a better life and have contributed to our communities and added to the rich history of the United States.
* Free enterprise, property rights and the rule of law enable an economic system that allocates assets through free markets and competition and fosters innovation, opportunity and efficiency.
* Centralized government planning in the form of socialism or communist political systems, as well as fascism, totalitarianism, and other forms of government that preference state power or control over individual liberty and consent of the governed, are incompatible with democracy.
* America is both exceptional and imperfect.
* The rights codified in the United States and Virginia constitutions and the Bill of Rights provide for individual freedoms that place a responsibility on current and future generations of Americans to engage in the political process with civility and fulfill their civic obligations.
* Through the ages, civilizations have grown, prospered and vanished. Every student should understand our Great American Experiment is not guaranteed forever. As Benjamin Franklin warned citizens over 200 years ago, “you have a republic… if you can keep it.”

### Implementation Of Virginia’s History And Social Science Standards

Human history is complex and evolving as new technologies emerge and old stories are uncovered. We update our standards every seven years because we continue to learn more about the multiple facets of historical events through new discoveries and expanded research.

The virtues and flaws of Virginia, the United States and other world civilizations will be taught in an objective, factual and age-appropriate way by balancing fact and inquiry-based learning opportunities. These standards lay out the achievements and progress of our story and where Americans and Virginians have fallen short. Virginia’s History and Social Science education will highlight our shared humanity and the opportunity to work together in our constitutional republic to improve our own lives as well as the lives of our families and communities. The study of history and civics through these standards will provide the foundation for students to be engaged and deeply informed citizens who will continue to strengthen our communities, our economy and our republic.

The success of Virginia’s 2023 History and Social Science standards depends on the sound judgment and strong preparation of teachers and informed engagement by parents and communities. The standards and state-developed curriculum frameworks will serve as guides for best-in-class teaching and learning. While the immense responsibility of defining curriculum and texts used in classrooms across Virginia rests with local school boards, these standards should be implemented in the following ways:

* Students should be exposed to the facts of our past in a content rich and engaging way, even when those facts are uncomfortable.
* Teachers, whether they are new to the profession or are veteran educators, should utilize these standards in their classrooms as a mechanism to support their content knowledge and the important work they do each day in classrooms as they teach students across the Commonwealth.
* Every local school board has the responsibility to select and fully implement curricula that are aligned with the core history and social science standards for every grade level and course.
* The curriculum selected by local school boards should provide a level of guidance, consistency, high quality instructional materials, and professional development so that teachers, especially less experienced teachers, are not *required* to develop materials on their own.
* The Virginia Department of Education will provide our teachers with excellent instructional tools and training so they will be able to teach *all*of our history in an objective, fair, empathetic, nonjudgmental and developmentally appropriate manner in accordance with Title IV and Title VI of the Civil Rights Act of 1964.
* Teachers must facilitate open and balanced discussions on difficult topics, including discrimination and racism, and present learning opportunities without personal or political bias.
* Teachers should engage students in fact-based, non-ideological, and age-appropriate ways that do not imply students today are culpable for past events. Teachers should not intentionally expose students to embarrassment or disparagement or unreasonably restrict student access to varying points of view.
* Teachers, students, and parents should insist on dignity and respect for each other as part of civil society.
* Parents should have access to all instructional materials utilized in any Virginia public school. Division policies and practices should reflect this commitment.

##

## Background and Context for the History and Social Science Standards Revisions

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 are designed to raise the academic achievement for all students in Virginia by providing clear and specific benchmarks at each grade level about what students should know and be able to do.

Pursuant to legislation from the 2000 Virginia General Assembly, the Board of Education established a seven-year cycle for review of the Standards of Learning. Thus, the 1995 History and Social Science Standards of Learning were reviewed in 2001, 2008, and 2015. The Virginia Department of Education convened review committees in 2021-2022 to review and revise the 2015 History and Social Science Standards of Learning. The feedback of the committees, exceptional work by department staff, and extensive public comment are reflected in these standards.

**Curriculum**, on the other hand, created at the division or local level, should prescribe a specific sequence of coherent “units” or “modules” that combine instructional strategies with resources and a sequence of student activities to help students meet the standards. A locally developed curriculum should specify how resources, instructional strategies, content vocabulary, student activities, formative and summative assessments, and evaluation procedures may be combined into those coherent units.

To assist school divisions with the creation of the local curricula, the Virginia Department of Education will separately issue **Curriculum Frameworks** for the HSS. The Curriculum Frameworks will suggest instructional resources (print and non-print), suggested students' activities, suggested formative and summative assessment and evaluation materials, and suggested pacing. They will also include scaffolding and differentiation suggestions to help curriculum developers address the needs of struggling learners and those who need challenges. The Frameworks will offer important instructional guidance to ensure that students are learning and applying the **skills of historical analysis**, such as being an active listener, looking at events and issues from various perspectives, analyzing primary and secondary sources, evaluating, and developing arguments, and citing evidence in support of one’s opinion both orally and in writing. Finally, the suggested student activities will encourage students to wrestle with complex texts and ideas, including the important and transcendent themes associated with the study of history, such as liberty, democracy, self-government, truth and citizenship. In short, Curriculum Frameworks will be issued to further enrich and clarify the concepts set forth in the *Virginia Standards for History and Social Science*.

Organization and Prescribed Order of History and Social Science Courses

Historically, Virginia has offered flexibility around the grades at which some of these “courses” are taught; in this configuration, the standards are presented in the Board of Education’s recommended grade level sequence. School divisions are strongly encouraged to adopt this sequence, but it is not required. Local School Boards that authorize alternative approaches must ensure that gaps in student learning are avoided and make accommodations for students who transfer from another division and ensure that students satisfy Board-prescribed graduation requirements.

### Skills

Preceding the standards at each grade level is a skills standard. The development of these skills at each grade level is important as they develop academically in all content areas. 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.

#### Grades K-3

Standards are organized into the four core strands of social studies: history, geography, civics and economics:

* The **history** strand offers opportunities for students to read, hear, learn about, research, and explore the lives of people and events in the community, Virginia, the United States, and the world.
* The **geography** strand entails the study of both basic geographic skills and specific geography standards that align with and enhance students’ understanding of the history taught at each grade.
* The **civics** strand builds students’ knowledge of citizenship, patriotism, and the establishment of the U.S. Constitution. The strand includes specific expectations for students’ knowledge of how the U.S. government is structured (the three branches of government), and confirms a nascent understanding of the basic rights and responsibilities of U.S. citizenship.
* In the **economics** strand, students in K – 3 acquire an understanding of the most basic principles of economics on which the 6 – 12 standards will build.

Additionally, the students in K-3 are introduced to basic history and social science skills:

* Kindergarteners learn about their **Community** and focus on patriotism, citizenship, and history.
* First graders learn about the **Commonwealth of Virginia** through the lives of changemakers and events in Virginia history. They also learn more about patriotism, civics, and citizenship, map skills, and basic economics.
* Second graders are introduced to **United States of America** history through the lives of changemakers and historical events. They focus on civics education with an introduction to key aspects of America’s constitutional democracy, and learn more about citizenship, patriotism, geography, and economics.
* Third graders study the **World** by learning about ancient China, Egypt, Rome, Greece, and Mali. They also continue to develop skills and knowledge about maps, civics, and economics.

Standards for grades 6 – 12 proceed in an integrated way, focused on the following aspects of American history:

#### Grades 4-6

* Grade Four: Virginia Studies, chronological story of the history of Virginia
* Grade Five: United States History to 1865, America’s history from its earliest days to the Civil War
* Grade Six: United States History 1865 to the Present, the story of the America from the Civil War – present

#### Grades 7-8

Students in grades seven and eight refocus their attention on three strands of social studies content in preparation for a more in-depth look at world and American history in grades 9 – 12:

* Grade Seven: Civics and Economics
* Grade Eight: World Geography

#### Grades 9-12

In grades nine – twelve, students trace closely the causes, course of events, and effects of the most essential aspects of world and American history, culminating in one last immersion in American government, solidifying students’ knowledge of the rights and obligations of U.S. citizenship.

* Grade Nine: World History to 1500 CE
* Grade Ten: World History 1500 CE to the Present
* Grade Eleven: Virginia and U.S. History
* Grade Twelve: Virginia and United States Government



## Grade 11: 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.

### Skills

#### Skills VUS The student will apply history and social science skills to the content by

1. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams, to question and understand information about events in Virginia and United States history;
2. applying geographic skills to determine and/or predict patterns and trends of people, places, or events;
3. questioning and using inquiry to construct arguments using evidence from multiple sources;
4. investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
5. comparing and contrasting historical, cultural, economic, and political perspectives;
6. determining cause and effect to analyze connections;
7. using economic decision-making models to analyze and explain the incentives for and consequences of a specific choice;
8. engaging and communicating as informed individuals with different perspectives;
9. developing products that reflect an understanding of research and content to make real life connections; and
10. contextualizing corroborating and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States history.

### Early America Through the Founding of the New Nation

#### VUS.1 The student will apply history and social science skills to describe the early North America by

1. distinguishing how different Indigenous People of North America used available resources to develop their culture, language, skills, and perspectives, including, but not limited to the nations in the Northeast, Mississippi River Valley, along the Atlantic seaboard, the Pacific coast and the Southwest regions of North America;
2. describing the entrepreneurial characteristics of early explorers, including but not limited to Christopher Columbus, Francisco Vázquez de Coronado, Ponce de León and the technological developments that made nautical exploration possible;
3. connecting the aims, obstacles, and accomplishments of the explorers and sponsors of key expeditions to the Spanish Reconquista, the Protestant Reformation, and the Counter-Reformation; and
4. examining the trade routes and the resources and products that linked Africa, the West Indies, the colonies, and Europe.

#### VUS.2 The student will apply history and social science skills to describe the political, religious, social, and economic characteristics of the first thirteen colonies by

1. describing the reasons, individuals, and groups establishing colonies in North America, including but not limited to John Smith, Roger Williams, William Penn, Lord Baltimore, William Bradford, and John Winthrop;
2. describing European settlement in the Americas, the Great Awakening, character, practices, and the growth of religious toleration, and the free exercise of religion;
3. describing the development of political self- government and a free-market economic system as well as the differences among the British, Spanish, and French colonial systems; and
4. explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town councils.

#### VUS.3 The student will apply history and social science skills to explain the development of African American culture in America and the impact of the institution of slavery by

#### describing the diverse cultures, languages, skills, and perspectives of Africans who were captured there and enslaved in the Americas;

#### describing the Middle Passage, the Transatlantic Slave Trade, chattel slavery, indentured servitude, and forced labor;

#### describing the slave trade in the U.S., Virginia, and Richmond;

#### analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and race-based enslavement of Africans; and

#### examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom.

#### VUS.4 The student will apply history and social science skills to analyze the cooperation and conflict between the Indigenous peoples and the new settlers by

1. describing the competition among the English, French, Spanish, Dutch, and Indigenous peoples for control of North America;
2. describing the cooperation that existed at times between the colonists and Indigenous peoples during the 1600s and 1700s, including but not limited to agriculture, the fur trade, military alliances, treaties, and cultural interchanges;
3. describing the significance of Bacon’s Rebellion;
4. explaining the conflicts before the Revolutionary War; and
5. describing the violent conflicts among the Indigenous peoples’ nations, including the competing claims for control of lands.

#### VUS.5 The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by

1. describing the results of the French and Indian War;
2. describing how political, religious, and economic ideas and interests contributed to the start of the American Revolution, including but not limited to the resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts, Boston Tea Party, the Boston Massacre, Patrick Henry’s “Give Me Liberty, or Give Me Death” speech, the Battles of Lexington and Concord, the Battle of Bunker Hill, the Second Continental Congress and the Olive Branch Petition, and Thomas Paine’s *Common Sense;*
3. describing efforts by individual and groups to mobilize support for the American Revolution, including the Minutemen, Sons of Liberty, the First and Second Continental Congress and the Committees of Correspondence;
4. examining the contributions of those involved in the drafting and signing of the Declaration of Independence and the lasting legacy of the document;
5. analyzing the intervention of France and other factors that led to colonial victory in the Revolutionary War;
6. evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy; and
7. analyzing the U.S. Presidents of this era with emphasis on the presidents from Virginia.

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

1. 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;
2. identifying the strengths and weaknesses of the Articles of Confederation;
3. describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the struggles of ratification, the reasons for the Bill of Rights, and the roles of James Madison, Alexander Hamilton, George Mason, John Adams and George Washington;
4. compare the powers granted by the People through the Constitution to citizens, Congress, the president, and the Supreme Court with those reserved to the states;
5. analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era; and
6. explaining the significance of Chief Justice John Marshall and the *Marbury* vs. *Madison* decision.

### Expansion, Civil War, and Reconstruction

#### VUS.7 The student will apply history and social science skills to analyze major events in Virginia and United States history during the first half of the nineteenth century by

1. assessing the political and economic changes that occurred during this period, with emphasis on James Madison, and the War of 1812;
2. explaining the role of broken treaties and the factors that led to military defeat of Indigenous peoples, including but not limited to the resistance of Indian nations to encroachments and assimilation, and the Trail of Tears;
3. explaining the influence and achievements of significant leaders of the time, including but not limited to John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah;
4. analyzing the United States' subsequent actions with respect to its Indigenous peoples, including but not limited to the Indian Reorganization Acts and *McGirt v. Oklahoma*;
5. describing the political results of territorial expansion and its impact on Indigenous peoples;
6. analyzing the social and cultural changes during the period, including but not limited to immigration and “The Age of the Common Man” (Jacksonian Era);
7. examining the Texas Revolution and the Mexican-American War; and
8. evaluating the cultural, economic, and political issues that divided the nation including the role of slavery, the abolitionist movements, and tariffs in the conflicts that led to the Civil War.

#### VUS.8 The student will apply history and social science skills to analyze the development and abolition of slavery in the United States by

1. explaining how slavery is the antithesis of freedom;
2. describing the impacts of abolitionists, including but not limited to Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe;
3. analyzing key policies and actions, including but not limited to the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, *Dred Scott* v. *Sanford*, and the Emancipation Proclamation; and
4. explaining the extension of rights provided in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.

#### VUS.9 The student will apply history and social science skills to analyze the major turning points of the Civil War and Reconstruction eras by

1. describing major events and the roles of key leaders of the Civil War Era, including but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
2. evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including but not limited to the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
3. evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
4. evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
5. evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States, sharecropping, the Freedman’s Bureau, the rise of white supremacist groups;
6. evaluating Virginia’s stance on the 14th Amendment, Virginia’s 1870 Constitution and readmittance to Congress; and
7. evaluating the role of the biracial Readjuster Party in Virginia during Reconstruction in proving funds to expand a system of public schools and expanding employment opportunities for African Americans.

### Industrialization, Emergence of Modern America, and World Conflicts

VUS.10 The student will apply history and social science skills to analyze how the nation grew and changed from the end of Reconstruction through the early twentieth century by

1. analyzing the effect of westward movement and the admission of new states on the Indigenous peoples and the conflicts with the U.S. government, including but not limited to the Battle of Little Bighorn and Wounded Knee;
2. examining and evaluating the motivations, contributions, and challenges immigrants to the United States faced before, during, and upon arrival;
3. analyzing the transformation of the American economy from agrarian to industrial, growth cities and trade, the role of the railroads and communication systems, and the concentration of wealth and mass production that created goods at cheaper and faster rates, including but not limited to industrial leaders such as Andrew Carnegie, Andrew Mellon, and John D. Rockefeller and the growth of American philanthropy;
4. explaining the social and cultural impact of industrialization, including but not limited to rapid urbanization, the effects on living and working conditions, the development of labor unions, and the emergence of more leisure time and activities;
5. evaluating and explaining the Progressive Movement and the impact of its legislation, including but not limited to regulations for pollution, child labor, and food safety;
6. Examining the “Byrd machine” and its dominance in Virginia government in the first half of the 20th Century;
7. analyzing the effects of prejudice, discrimination, and “Jim Crow” laws including but not limited to the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, race riots, the suppression of voting rights in Virginia and other Southern states, Ida B. Wells-Barnett’s anti-lynching crusade, the practice of eugenics, and the U.S. Supreme Court 1927 *Buck v. Bell* decision; and
8. explaining the emergence of public colleges, HBCUs, and land grant institutions in Virginia and the United States as a way to expand educational opportunities and build specific skills and knowledge in agricultural and technological advances.

#### VUS.11 The student will apply history and social science skills to analyze the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by

1. explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, including but not limited to the impact of the Spanish-American War;
2. explaining the international significance of U.S. decisions and actions, including but not limited to the Roosevelt Corollary to the Monroe Doctrine, the Spanish-American War, the acquisition of Alaska and Hawaii, the Panama Canal construction;
3. evaluating the events, leaders, and changes that brought America out of a period of isolationism to enter WWI;
4. evaluating the United States’ involvement in World War I, including but not limited to Woodrow Wilson’s Fourteen Points and the establishment of the League of Nations; and
5. evaluating and explaining the terms of the Treaty of Versailles, including but not limited to the national debate in response to the formation of the League of Nations.

VUS.12 The student will apply history and social science skills to understand key international and domestic events, interests, and philosophies during the 1920s and 1930s by

1. analyzing the attacks on civil liberties, including but not limited to the re-emergence of the Ku Klux Klan, Chicago riot of 1919, Tulsa Race Massacre and the decimation of Black Wall Street, and the institution of redlining and resulting racial wealth gaps;
2. analyzing the connections between the Bolshevik Revolution and the First Red Scare, anarchist bombings, and the Palmer Raids;
3. analyzing the effects of changes in immigration to the United States including, but not limited to the Immigration Act of 1918 and the Immigration Act of 1924;
4. examining the purposes of Marcus Garvey’s “back-to-Africa” movement, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League;
5. analyzing the Roaring 20s, post wartime effects on the American economy, how life changed as a result of innovation and inventions, and the diffusion of American popular culture;
6. examining the changing role of women in society and in the passage of the Eighteenth Amendment and the Nineteenth Amendment to the Constitution of the United States; and
7. examining the Great Migration and its influence on the Harlem Renaissance, prompting new trends in literature, music, art, and the work of writers, including but not limited to Zora Neale Hurston and Langston Hughes.

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#### VUS.13 The student will apply history and social science skills to describe the effects of the Great Depression and New Deal policies on the United States by

1. explaining the causes of the Great Depression, including but not limited to bank failures, stock purchases on margins, credit, overproduction, high tariffs, and protectionism, and the 1929 stock market crash; and
2. evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy, its features and effects.

#### VUS.14 The student will apply history and social science skills to analyze America’s involvement in World War II by

1. comparing and contrasting totalitarianism and Imperial Japan, communist Soviet Union, and fascist Italy and Nazi Germany;
2. analyzing the causes and events that led to America’s involvement, including the attack on Pearl Harbor, United States’ response with Executive Order 9066 and the incarceration of Japanese Americans, and the Supreme Court case *Korematsu v. United States*;
3. identifying the similarities and differences in the strategy, major battles, and impacts of key leaders of the Axis and Allied Powers;
4. evaluating and explaining the contributions of heroic military units including, but not limited to segregated, minority units, women, and the role of Virginia units in the America war effort;
5. describing major battles of World War II, including Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge, battles in Holland, Italy, and North Africa;
6. analyzing the Holocaust beginning with the history and role of antisemitism in the persecution of Jews, the persecutions of other targeted groups, challenges related to the immigration of Jews, Hitler’s “Final Solution,” liberation, post-war trials, and post-war immigration to the United States and the creation of the modern State of Israel;
7. explaining American military intelligence and technology, including island hopping, the Manhattan Project, and the bombings of the Japanese cities of Hiroshima and Nagasaki; and
8. describing the significance of America’s role in the Allied victory, the Marshall Plan and the significance of the United Nations.

### The United States since World War II

#### VUS.15 The student will apply history and social science skills to analyze the United States’ foreign policy during the Cold War era by

1. explaining the origins and early development of the Cold War and how it changed American foreign policy, including but not limited to the Truman Doctrine and the policy of containment;
2. explaining the long-term impact of the Marshall Plan, the formation of NATO, the Warsaw Pact and the efforts of the United States to protect Western Europe;
3. describing events and leaders of the Cold War, including the Bay of Pigs and Cuban Missile Crisis, and John F. Kennedy and Nikita Khrushchev;
4. analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China and the experiences of refugees from those nations; and
5. explaining how American foreign policy pressure, economic power and defense policy, and the assertion of American values led to the end of the Cold War.

#### VUS.16 The student will apply history and social science skills to analyze the causes and effects of the Civil Rights Movement by

1. analyzing the origins of the Civil Rights Movement, the effects of segregation, and efforts to desegregate schools, transportation, and public areas;
2. evaluating and explaining the impact of the *Brown v. Board of Education* decision and Virginia’s response of Massive Resistance, including but not limited to the roles of Barbara Johns, R.R. Moton High School in Prince Edward County, Thurgood Marshall, and Oliver W. Hill, Sr;
3. evaluating the legacy of Dr. Martin Luther King, Jr., including "A Letter from a Birmingham Jail,” civil disobedience, the Southern Christian Leadership Conference, “I Have a Dream” speech, and his assassination;
4. analyzing key events, including but not limited to the murder of Emmett Till, bus boycotts, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, Birmingham demonstrations, 1963 March on Washington, Freedom Summer, and Selma to Montgomery Marches, with additional emphasis on events in Virginia;
5. explaining how the tenets of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 had an effect on all Americans; and
6. analyzing the effect of the Black Power Movement.

#### VUS.17 The student will apply history and social science skills to analyze political and social conditions in the United States during the second half of the twentieth century and early twenty-first century by

1. assessing the development of and changes in domestic policies due to Supreme Court decisions and acts of Congress, including but not limited to *Brown v. Board of Education*, Federal Highway Act of 1956, the American Indian Movement (AIM), the Indian Self-Determination and Education Assistance Act, Equal Pay Act, Americans with Disabilities Act, Title IX of the Education Amendments of 1972, Marriage Equality Act, *Obergefell v. Hodges, Gideon v. Wainwright, Miranda v. Arizona,* and *Roe v. Wade* leading to *Dobbs v. Jackson Women’s Health Organization;*
2. analyzing key events and conditions that have given rise to terrorism as an attack on democracy and the United States' role in defending democracy, including but not limited to 1993 bombing of the World Trade Center, 2000 bombing of the USS Cole, attacks on U.S. Embassies in Kenya and Tanzania, and 9/11 attacks on the United States in 2001.
3. explaining social movements, including but not limited to the Vietnam War and the rise of the anti-war movement, Woodstock, the rise of the conservative movement and the election of Ronald Reagan, women's movement, gay rights movement, pro-life movement, and an increased domestic focus on HIV/AIDS, the rise of antisemitism and hate crimes, and domestic terrorism;
4. connecting the legacy of the Civil Rights Movement to the election of Barack Obama to the Office of the President; and
5. explaining scientific and technological changes and evaluating their impact on American culture, including media.