**2023 History and Social Science Standards of Learning**

A picture containing logo

Description automatically generated

**Crosswalk**

**2015 – 2023**

A picture containing logo

Description automatically generated

**Table of Contents**

[History and Social Science Standards of Learning Crosswalk 2015 – 2023 3](#_Toc159844290)

[Kindergarten 5](#_Toc159844291)

[Grade One 10](#_Toc159844292)

[Grade Two 16](#_Toc159844293)

[Grade Three 23](#_Toc159844294)

[Grade Four - Virginia Studies 29](#_Toc159844295)

[Grade Five – United States History to 1865 38](#_Toc159844296)

[Grade Six – United States History: 1865 to the Present 45](#_Toc159844297)

[Grade Seven – Civics and Economics 55](#_Toc159844298)

[Grade Eight – World Geography 64](#_Toc159844299)

[Grade Nine – World History and Geography to 1500 B.C. 73](#_Toc159844300)

[Grade Ten – World History and Geography: 1500 A.D. to the Present 86](#_Toc159844301)

[Grade Eleven – Virginia and United States History 98](#_Toc159844302)

[Grade Twelve – Virginia and United States Government 115](#_Toc159844303)

# **History and Social Science Standards of Learning Crosswalk 2015 – 2023**

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.

**Curriculum**, 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.

**The Crosswalk** for History and Social Science Standards of Learning is designed to assist school divisions with the selection of the local curricula, resources, instructional strategies, content vocabulary, student activities, formative and summative assessments, and evaluation procedures. Within this document, Standards approved by the Virginia Board of Education in March 2015 are cross-referenced with those approved April 2023. Items emphasized in **red** to denote a “change” in the Standard. Below are examples of the types of changes approved for the 2023 *History and Social Science Standards of Learning*.

| **Kindergarten** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| K.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills KG | The student will apply history and social science skills to the content by |
| a | viewing artifacts and primary and secondary sources to develop an understanding of history; | a | viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams; |
| b | using basic map skills to support an understanding of the community; | b | applying geographic skills to identify and understand geographic features; |
| c | gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community; | d | sequencing and organizing information; |
| d | asking appropriate questions to solve a problem; | c | demonstrating curiosity and critical thinking through questioning; |
| e | comparing and contrasting people, places, or events; | e | identify similarities and differences to explain content; |
| f | recognizing direct cause-and-effect relationships; | f | recognizing cause-and-effect relationships; |
| g | making connections between past and present; |  |  |
| h | using a decision-making model to make informed decisions; | g | using economic decision-making models to make informed economic decisions; |
| i | practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and | h | practicing civility, respect, hard work, and responsible citizenship skills; and |
| j | developing fluency in content vocabulary and comprehension of oral, written, and visual sources. | i | using content vocabulary to demonstrate comprehension. |
|  | | | |
| K.2 | The student will recognize that history describes events and people from other times and places by | K.4 | The student will apply history and social science skills to recognize Virginia’s earliest communities by |
| a | identifying examples of historical events, stories, and legends that describe the development of the local community; and | K.4a | identifying examples of historical events, stories, and legends; |
| b | identifying people who helped establish and lead the local community over time. | K.4d | identifying people who helped establish and lead the local community over time. |
|  |  | K.4b | applying geographic skills to identify and understand geographic features; |
| K.3 | The student will sequence events in the past and present and begin to recognize that things change over time. | K.4c | recognizing that places change over time; and |
|  |  |  |  |
|  |  | K.5 | The student will apply history and social science skills to understand and explain what makes communities unique by |
|  |  | K.5a | explaining the roles of important local community members, such as, but not limited to medical personnel, first responders, teachers and business leaders. |
|  |  | K.5b | identifying historical events. |
|  |  | K.5c | explaining the roles of important local community members, such as, but not limited to telling the stories of the people that developed their local communities. |
|  | | | |
| 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.6 | The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words, including but not limited to, near/far, and over/under above/below, left/right, behind/in front, next to, in between, over/under. |
|  |  |  |  |
| K.5 | The student will use simple maps and globes to | K.7 | The student will apply history and social science skills to demonstrate an understanding of maps and globes by |
| a | develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth; | K.7a | identifying the similarities and differences between a map and a globe; |
| b | describe places referenced in historical events, stories, and real-life situations; |  |  |
| c | locate land and water features; | K.7c | identifying land and bodies of water in the local community; and |
| d | identify basic map symbols in a map legend; and | K.7b | identifying basic map symbols; |
| e | identify places and objects of a familiar area. |  |  |
|  |  | K.7d | identifying the geographic location of the United States and Virginia on a map and globe. |
|  |  |  |  |
| K.6 | The student will develop an awareness that maps and globes |  |  |
| a | show a view from above; |  |  |
| b | show things in smaller size; and |  |  |
| c | show the position of objects. |  |  |
|  |  |  |  |
| 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. |  |  |
|  | | | |
| K.8 | The student will match simple descriptions of work that people do with the names of those jobs. |  |  |
|  |  |  |  |
| K.9 | The student will | K.8 | The student will apply history and social science skills to demonstrate an understanding of primary economic principles by |
| a | recognize that people make choices because they cannot have everything they want; and | K.8b | recognizing that Americans are free to make choices about what to buy and that they must make choices because they cannot have everything they want. |
| b | explain that people work to earn money to buy the things they want. | K.8a | describing ways people work to earn and save money to buy the things they need and want; and |
|  | | | |
| K.10 | The student will demonstrate that being a good citizen involves | K.1 | The student will apply history and social science skills to practice citizenship in the classroom by |
| a | taking turns and sharing; | K.1e | taking turns, sharing, and working well with others for the good of everyone else. |
| b | taking responsibility for certain classroom chores; |  |  |
| c | taking care of personal belongings and respecting what belongs to others; | K.1d | caring for one’s personal property and respecting other students’ property; and |
| d | following rules and understanding the consequence of breaking rules; | K.1a | taking responsibility for one’s actions; |
| e | practicing honesty, self-control, and kindness to others; | K.1b  K.1c | practicing honesty and showing kindness to oneself and others;  recognizing the purpose of rules and practicing self-control; |
| f | participating in decision making in the classroom; and |  |  |
| g | participating successfully in group settings. |  |  |
|  |  |  |  |
| K.11 | The student will develop an understanding of how communities express patriotism through events and symbols by | K.3 | The student will apply history and social science skills to define patriotism and explain how communities express patriotism by |
| a | recognizing the American flag; | K.3a | identifying the American and Virginia flags; |
| b | recognizing the Pledge of Allegiance; | K.3c | recognizing the Pledge of Allegiance and the National Anthem; and |
| c | knowing that the president is the leader of the United States; and | K.3d | identifying the current president and that the president is the leader of the United States and is elected by voters. |
|  |  | K.3b | identifying national and state symbols, including but not limited to the bald eagle, the dogwood, and the cardinal; |
| d | 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). | K.2 | The student will apply history and social science skills to explain how communities honor state and national traditions and recognize designated Virginia holidays, including but not limited to |
|  |  | K.2a | Labor Day; |
|  |  | K.2b | Columbus Day (also known as Indigenous Peoples' Day) and Yorktown Victory Day; |
|  |  | K.2c | Election Day; |
|  |  | K.2d | Veterans Day; |
|  |  | K.2e | Thanksgiving |
|  |  | K.2f | Christmas Day |
|  |  | K.2g | New Year's Day |
|  |  | K.2h | Martin Luther King, Jr. Day; |
|  |  | K.2i | George Washington Day (commonly known as Presidents' Day); |
|  |  | K.2j | Memorial Day; |

| **Grade One** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| 1.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills 1 | The student will apply history and social science skills to the content by |
| 1.1a | using artifacts and primary and secondary sources to develop an understanding of Virginia history; | Skills 1a | viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams; |
| 1.1b | using basic map skills to support an understanding of Virginia history; | Skills 1b | applying geographic skills to identify and understand geographic features; |
| 1.1c | using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history; |  |  |
| 1.1d | asking appropriate questions to solve a problem; | Skills 1c | demonstrating curiosity and critical thinking through questioning; |
| 1.1e | comparing and contrasting people, places, or events in Virginia history; |  |  |
| 1.1f | recognizing direct cause-and-effect relationships; | Skills 1f | recognizing cause-and-effect relationships; |
| 1.1g | making connections between past and present; |  |  |
| 1.1h | using a decision-making model to make informed decisions; | Skills 1g | using economic decision-making models to make informed economic decisions; |
| 1.1i | practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and | Skills 1h | practicing civility, respect, hard work, and responsible citizenship skills; and |
| 1.1j | developing fluency in content vocabulary and comprehension of oral, written, and visual sources | Skills 1i | using content vocabulary to demonstrate comprehension. |
|  |  | Skills 1d | sequencing and organizing information; |
|  |  | Skills 1e | identify similarities and differences to clarify and explain content; |
|  | | | |
|  |  | 1.1 | The student will apply history and social science skills to practice citizenship in the classroom by |
|  |  | 1.1d | working respectfully with one another to achieve a goal. |
|  |  | 1.1e | contributing one’s time and talents to help others in their homes, schools, and communities through jobs. |
|  |  | 1.1g | understanding that local and state government representatives are elected by citizens who vote. |
|  |  |  |  |
| 1.2 | The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including | 1.4 | The student will apply history and social science skills to understand Virginia’s history by |
| 1.2a | the settlement of Virginia at Jamestown; | 1.4a | identifying and describing important events and locations throughout the early history of the Commonwealth, including but not limited to Werowocomoco and the first English colony in North America at Jamestown. |
| 1.2b | famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and |  |  |
| 1.2c | life in Virginia today, including food, clothing, shelter, transportation, and recreation. | 1.4c | identifying local cities or counties on a map of Virginia. |
|  |  | 1.4b | describing how life in various Virginia communities has changed over time. |
|  |  |  |  |
| 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 | 1.5 | The student will apply history and social science skills to describe contributions of Virginia’s diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth including but not limited to |
| 1.3a, b | Powhatan; Pocahontas; | 1.5a | Indigenous Peoples: Chief Powhatan and Pocahontas. |
| 1.3c | Christopher Newport; | 1.5b | Explorers: John Smith and Christopher Newport. |
|  |  | 1.5c | Presidents: George Washington, Thomas Jefferson, James Madison, and James Monroe. |
| 1.3d,e | Maggie L. Walker; and | 1.5d | Barrier Breakers: John Mercer Langston, Booker T. Washington, Maggie L. Walker, Barbara Johns, Arthur R. Ashe, Jr., and L. Douglas Wilder. |
|  |  |  |  |
| 1.4 | The student will describe the lives of people associated with major holidays, including | 1.2 | The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays including but not limited to |
| 1.4a | George Washington Day (Presidents’ Day) | 1.2i | George Washington Day (commonly known as Presidents' Day); |
| 1.4b | Independence Day (Fourth of July); and | 1.2l | Independence Day. |
| 1.4c | Martin Luther King, Jr., Day | 1.2h | Martin Luther King, Jr. Day; |
|  |  | 1.2a | Labor Day; |
|  |  | 1.2b | Columbus Day (also known as Indigenous Peoples' Day) and Yorktown Victory Day; |
|  |  | 1.2c | Election Day; |
|  |  | 1.2d | Veterans Day; |
|  |  | 1.2e | Thanksgiving; |
|  |  | 1.2f | Christmas Day; |
|  |  | 1.2g | New Year's Day |
|  |  | 1.2j | Memorial Day; |
|  |  | 1.2k | Juneteenth; |
|  |  |  |  |
| 1.5 | The student will develop map skills by | 1.6 | The student will apply history and social science skills to develop geographic skills by |
| 1.5a | recognizing basic map symbols, including references to land, water, cities, and roads; | 1.6a | using basic map symbols, including references to land, water, cities, and roads. |
| 1.5b | using cardinal directions on maps; | 1.6b | using cardinal directions on maps. |
| 1.5c | identifying the shapes of the United States and Virginia on maps and globes; | 1.6c | locating Virginia, the United States, continents, and oceans on maps and globes. |
| 1.5d | locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and | 1.7d | The student will apply history and social science skills to connect geography to historical events of Virginia and the United States by locating Washington, D.C., and Richmond on Virginia and United States maps. |
| 1.5e | constructing simple maps, including a title, map legend, and compass rose. | 1.6d | constructing simple maps and including a title, map legend or key, and compass rose. |
|  |  |  |  |
| 1.6 | The student will develop a geographic understanding that | 1.7 | The student will apply history and social science skills to connect geography to historical events of Virginia and the United States by |
| 1.6a | the location of Virginia determines its climate and results in four distinct seasons; | 1.7b | understanding that the location of Virginia determines its climate and results in four distinct seasons. |
| 1.6b | the landforms of Virginia affect the places people live. | 1.7a | identifying landforms and bodies of water of Virginia and describing how they affect the way people live |
|  |  | 1.7c | locating the site of the Jamestown colony. |
|  |  |  |  |
| 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 apply history and social science skills to explain how individuals make economic choices to meet their basic needs by |
|  |  | 1.8a | identifying the difference between goods and services. |
|  |  | 1.8b | describing how people can be both consumers and producers. |
| 1.8 | The student will explain that people make choices because they cannot have everything they want. | 1.8e | describing why people must make choices, prioritizing needs over wants. |
| 1.9 | The student will recognize that people save money for the future to purchase goods and services. | 1.8c | describing ways people work to earn and save money to purchase goods and services. |
|  |  | 1.8d | describing goods and services produced in Virginia. |
|  |  |  |  |
| 1.10 | The student will apply the traits of a good citizen by | 1.1 | The student will apply history and social science skills to practice citizenship in the classroom by |
| 1.10a | focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect; | 1.1c | being respectful of others and celebrating differences in ethnic origins, customs, and traditions. |
| 1.10b | recognizing the purpose of rules and practicing self-control; | 1.1b | recognizing the purpose of rules and practicing self-control. |
| 1.10c | working hard in school; |  |  |
| 1.10d | taking responsibility for one’s own actions; |  |  |
| 1.10e | valuing honesty and truthfulness in oneself and others; and | 1.1a | practicing honesty and showing kindness to oneself and others. |
| 1.10f | participating in classroom decision making through voting. | 1.1f | participating in classroom decision making through voting. |
|  |  | 1.1d | working respectfully with one another to achieve a goal. |
|  |  |  |  |
| 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. | 1.3 | The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by |
|  |  | 1.3a | learning the Pledge of Allegiance and the National Anthem and the ways people express respect for the American flag. |
|  |  | 1.3b | explaining the symbolism of the colors, stars and stripes of the American flag. |
|  |  |  |  |
| 1.12 | The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by | 1.3 | The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by |
| 1.12a | identifying the Virginia flag, state capitol building, state bird, and state flower; and | 1.3c | identifying the Virginia flag, state capitol building, the cardinal as the state bird, and the dogwood as the state flower. |
| 1.12b | describing why people have symbols and traditions. | 1.3d | explaining why people use symbols and have traditions. |
|  |  |  |  |
| 1.13 | The student will understand that the people of Virginia |  |  |
| 1.13a | have state and local government officials who are elected by voters; | 1.1g | The student will apply history and social science skills to practice citizenship in the classroom by understanding that local and state government representatives are elected by citizens who vote. |
| 1.13b | make contributions to their communities; and | 1.1e | The student will apply history and social science skills to practice citizenship in the classroom by contributing one’s time and talents to help others in their homes, schools, and communities through jobs. |
| 1.13c | include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles. |  |  |

| **Grade Two** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
|  | | | |
| 2.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills 2 | The student will apply history and social science skills to the content by |
| 2.1a | identifying artifacts and primary and secondary sources to understand events in American history; | Skills 2a | viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams |
| 2.1b | using basic map skills to locate places on maps and globes to support an understanding of American history; | Skills 2b | applying geographic skills to identify and understand geographic features and connections |
| 2.1c | using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history; |  |  |
| 2.1d | asking appropriate questions to solve a problem; | Skills 2c | demonstrating curiosity and critical thinking through questioning to draw conclusions |
| 2.1e | comparing and contrasting people, places, or events in American history; | Skills 2e | identify similarities and differences to clarify and explain content |
| 2.1f | recognizing direct cause-and-effect relationships; | Skills 2f | recognizing cause-and-effect relationships |
| 2.1g | making connections between past and present |  |  |
| 2.1h | using a decision-making model to make informed decisions; | Skills 2g | using economic decision-making models to make informed economic decisions |
| 2.1i | practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and | Skills 2h | practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills |
| 2.1j | defending positions orally and in writing, using content vocabulary. | Skills 2i | using content vocabulary to demonstrate comprehension |
|  |  | Skills 2d | sequencing and organizing information |
|  |  | 2.2 | The student will apply history and social science skills to understand citizenship by |
|  |  | 2.2a | identifying the benefits of being an American citizen. |
|  |  | 2.2b | identifying responsibilities of being an American citizen. |
|  |  |  |  |
| 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 | 2.5 | The student will use history and social science skills to identify the geographic location, use of resources, and identify the contributions of Indigenous peoples past and present including |
| 2.3a | the Powhatan of the Eastern Woodlands; | 2.5a | Indigenous Nations and Tribes of the Eastern Woodlands. |
| 2.3b | the Lakota of the Plains; | 2.5b | Indigenous Nations and Tribes of the Plains. |
| 2.3c | the Pueblo peoples of the Southwest. | 2.5c | Indigenous Nations and Tribes of the Southwest. |
|  |  | 2.5d | understanding Indigenous Sovereignty, including but not limited to the importance of land, history, and culture. |
|  |  |  |  |
| 2.4 | The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on | 2.10 | The student will describe the contributions and roles of changemakers in United States history, including but not limited to |
| 2.4a | Christopher Columbus; |  |  |
| 2.4b | Benjamin Franklin; | 2.10a | Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, Steve Jobs, Jonas Salk, Thomas Edison, Alexander Graham Bell, and Mary Jackson. |
|  |  | 2.10b | Explorers and Adventurers: Meriwether Lewis, William Clark, and Sacagawea, Neil Armstrong, Amelia Earhart. |
| 2.4c,d,e,f, g, h, i, j, | Abraham Lincoln; George Washington Carver; Helen Keller; Thurgood Marshall; Rosa Parks; Jackie Robinson; Cesar Chavez; Martin Luther King, Jr. | 2.10c | Reformers and Champions: Abraham Lincoln, Theodore “Teddy” Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., and, Sen. Daniel Inouye, John F. Kennedy, and Barack Obama. |
|  |  |  |  |
| 2.5 | The student will describe why United States citizens celebrate major holidays, including | 2.3 | The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including but not limited to |
| 2.5a | Martin Luther King, Jr., Day; | 2.3h | Martin Luther King, Jr. Day; |
| 2.5b | George Washington Day (Presidents’ Day); | 2.3i | George Washington Day (Presidents’ Day); |
| 2.5c | Memorial Day; | 2.3j | Memorial Day; |
| 2.5d | Independence Day (Fourth of July); | 2.3l | Independence Day |
| 2.5e | Labor Day; | 2.3a | Labor Day; |
| 2.5f | Columbus Day | 2.3b | Columbus Day (also known as Indigenous Peoples’ Day) and Yorktown Victory Day; |
| 2.5g | Veterans Day; | 2.3d | Veterans Day; |
| 2.5h | Thanksgiving Day | 2.3e | Thanksgiving Day; |
|  |  | 2.3c | Election Day; |
|  |  | 2.3f | Christmas Day; |
|  |  | 2.3g | New Year's Day; |
|  |  | 2.3k | Juneteenth; |
|  |  |  |  |
|  |  | 2.6 | The student will use history and social science skills to identify the geographic location, use of resources, and identify the contributions of European explorers, and their influence on the development of North America, including but not limited to the English, French, and Spanish. |
|  |  |  |  |
|  |  | 2.7 | The student will apply history and social science skills to describe the revolutionaries who fought for America’s freedom (1764-1781), including but not limited to |
|  |  | 2.7a | John Adams. |
|  |  | 2.7b | Benjamin Franklin. |
|  |  | 2.7c | Alexander Hamilton. |
|  |  | 2.7d | Patrick Henry. |
|  |  | 2.7e | Thomas Jefferson. |
|  |  | 2.7f | James Madison ("Father of the Constitution"). |
|  |  | 2.7g | Paul Revere. |
|  |  | 2.7h | George Washington ("Father of our Country"). |
|  |  |  |  |
|  |  | 2.8 | The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by |
|  |  | 2.8a | identifying reasons for the settlement of the thirteen colonies. |
|  |  | 2.8b | explaining the relationships between the colonies and Great Britain. |
|  |  | 2.8c | identifying key components of the Declaration of Independence. |
|  |  |  |  |
|  |  | 2.9 | The student will apply history and social science skills to understand key events in United States history including, but not limited to |
|  |  | 2.9a | recognizing the reasons for moving the nation’s capital from Philadelphia to Washington, D.C. and the importance of the nation’s capital. |
|  |  | 2.9b | describe the impact of the Louisiana Purchase on the westward expansion of the United States. |
|  | | | |
| 2.6 | The student will develop map skills by using globes and maps of the world and the United States to locate | 2.11 | The student will apply history and social science skills to develop geographic mapping skills using world maps and globes by |
| 2.6a | the seven continents and the five oceans; | 2.11a | locating the countries of North America and the bordering oceans. |
| 2.6b | the equator, the Prime Meridian, and the four hemispheres; |  |  |
| 2.6c | major rivers, mountain ranges, lakes, and other physical features in the United States. | 2.11b | identifying major rivers, mountain ranges, lakes, and other physical features in the United States. |
|  |  |  |  |
|  |  | 2.12 | The student will apply history and social science skills to connect geography to historical landmarks and events, including but not limited to |
|  |  | 2.12a | Jefferson Memorial and Lincoln Memorial. |
|  |  | 2.12b | George Washington’s crossing of the Delaware River and Valley Forge. |
|  |  | 2.12c | Yellowstone National Park. |
|  |  |  |  |
| 2.7 | The student will locate and describe the relationship between the environment and culture of | 2.5 | The student will use history and social science skills to identify the geographic location, use of resources, and identify the contributions of Indigenous peoples past and present including |
| 2.7a | the Powhatan of the Eastern Woodlands | 2.5a | Indigenous Nations and Tribes of the Eastern Woodlands. |
| 2.7b | the Lakota of the Plains; | 2.5b | Indigenous Nations and Tribes of the Plains. |
| 2.7c | the Pueblo Indians of the Southwest. | 2.5c | Indigenous Nations and Tribes of the Southwest. |
|  | | | |
| 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). | 2.13a | The student will apply history and social science skills to understand basic economic principles by |
|  |  | 2.13b | distinguishing between needs and wants. |
| 2.9 | The student will distinguish between the use of barter and the use of money in the exchange for goods and services. | 2.13c | distinguishing between the use of barter and the use of money in the exchange for goods and services and describing how money makes trading easier than barter; |
| 2.10 | The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services. | 2.13d | explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services. |
|  |  |  |  |
| 2.11 | The student will explain the responsibilities of a good citizen, with emphasis on | 2.1 | The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States, including but not limited to |
| 2.11a | respecting and protecting the rights and property of others; | 2.1g | respecting the rights, beliefs, and opinions of others. |
| 2.11b | taking part in the voting process when making classroom decisions; |  |  |
| 2.11c | describing actions that can improve the school and community; |  |  |
| 2.11d | demonstrating self-discipline and self-reliance; |  |  |
| 2.11e | practicing honesty and trustworthiness; | 2.1f | practicing honesty and trustworthiness. |
| 2.11f | describing the purpose of rules and laws | 2.1e | respecting and following laws. |
|  |  | 2.1a | freedom of expression. |
|  |  | 2.1b | freedom of religion. |
|  |  | 2.1c | equal protection. |
|  |  |  |  |
| 2.12 | The student will understand that the people of the United States of America |  |  |
| 2.12a | make contributions to their communities; |  |  |
| 2.12b | vote in elections; | 2.1d | The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States, including but not limited to voting for local, state, and national representatives. |
| 2.12c | are united as Americans by common principles |  |  |
| 2.12d | 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 | 2.4 | The student will apply history and social science skills to recognize state and national symbols, including but not limited to |
| 2.13a | explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty | 2.4b | the American flag, bald eagle, Washington Monument, Liberty Bell, and Statue of Liberty |
| 2.13b | learning the words and meaning of the Pledge of Allegiance | 2.4c | learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance and the National Anthem. |
|  |  | 2.4a | locating the Virginia and United States capitals and Capitol buildings. |

| **Grade Three** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
|  |  |  |  |
| 3.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills 3 | The student will apply history and social science skills to the content by |
| a | identifying artifacts and primary and secondary sources to understand events in world cultures; | Skills.3a | analyzing and interpreting information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams |
| b | using geographic information to support an understanding of world cultures; | Skills.3b | applying geographic skills to identify and understand geographic features and connections |
| c | interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures; |  |  |
| d | summarizing points and evidence to answer a question; | Skills.3c | developing questions, demonstrating curiosity, and engaging in critical thinking and analysis |
| e | comparing and contrasting ideas and perspectives to better understand people or events in world cultures; | Skills.3e | comparing and contrasting people, places, or events |
| f | determining relationships with multiple causes or effects | Skills.3f | identifying cause-and-effect relationships to clarify and explain content within this course |
| g | explaining connections across time and place |  |  |
| h | using a decision-making model to make informed decision | Skills.3g | using economic decision-making models to make informed economic decisions |
| i | practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; | Skills.3h | practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills |
| j | accessing a variety of media, including online resources |  |  |
|  |  | Skills.3d | using evidence to construct timelines, classify events, and to distinguish fact and opinion |
|  |  | Skills.3i | using content vocabulary to demonstrate learning through oral and written products. |
|  |  |  |  |
| 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. |  | The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of |
| 3.4d | ancient Egypt by describing the arts and innovations. |
| 3.4e | ancient Egypt by identifying and explaining the architecture and its influence in the world today. |
| 3.5d | ancient China by describing the arts and innovations. |
| 3.5e | ancient China by identifying and explaining the architecture and its influence in the world today. |
|  |  |  |  |
| 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. |  | The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of |
| 3.6c | ancient Greece by identifying and explaining the government. |
| 3.6e | ancient Greece by identifying and explaining the architecture and its influence in the world today. |
| 3.7c | ancient Rome by identifying and explaining the government. |
| 3.7e | ancient Rome by identifying and explaining the architecture and its influence in the world today. |
|  |  |  |  |
| 3.4 | The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali. |  | The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Mali by |
| 3.8b | connecting the geography of ancient Mali and its economy. |
| 3.8c | identifying and explaining the government. |
|  |  | 3.8e | identifying and explaining the architecture and its influence in the world today. |
|  |  |  |  |
| 3.5 | The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps | 3.4a, 3.5a, 3.6a, 3.7a, and 3.8 a | The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient (Egypt, China, Greece, Rome, empire of Mali) by locating ancient (Egypt, China, Greece, Rome, empire of Mali) on a map of the world. |
| a | at the beginning of their culture |  |  |
| b | during their period of greatest influence |  |  |
| c | 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 | 3.2 | The student will apply history and social science skills to locate and describe major geographic features of the seven continents Africa, Antarctica, Asia, Australia, Europe, North America, and South America by |
| a | Africa; | 3.2a | locating and describing the seven continents and the five oceans. |
| b | Asia; |
| c | Europe; |
| d | North America |
| e | South America |
|  |  | 3.2b | locating and describing the equator, the Prime Meridian, and the four hemispheres. |
|  |  | 3.3 | The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by |
|  |  | 3.3a | identifying and locating major bodies of water. |
|  |  | 3.3b | identifying and locating major mountain ranges. |
|  |  | 3.3c | describing how geographic features impacted the lives of individuals. |
|  |  | 3.3d | connecting the geography to major historical events. |
|  |  |  |  |
| 3.7 | The student will describe how people in ancient world cultures adapted to their environment. |  | The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations |
|  |  | 3.4d | of ancient Egypt by describing the arts and innovations. |
| 3.5d | of ancient China by describing the arts and innovations. |
| 3.6d | of ancient Greece by describing the arts and innovations. |
| 3.7d | of ancient Rome by describing the arts and innovations. |
| 3.8d | of ancient empire of Mali by describing the arts and innovations. |
|  |  |  |  |
|  |  | 3.10 | The student will apply history and social science skills to explain the basic economic principles of |
|  |  |  |  |
|  |  | 3.9 | The student will apply history and social science skills to explain the basic structure of the United States government by |
|  |  | 3.9a | explaining the purpose of governments and understanding that countries have different types of government similar to and different from the United States. |
|  |  | 3.9b | explaining how the Constitution supports the structure of the United States government. |
|  |  | 3.9c | identifying and describing the three branches of government. |
|  |  | 3.9d | explaining what governments do at the national, state, and local level. |
|  |  | 3.9e | explaining how local, state and national governments are organized. |
|  |  |  |  |
|  |  | 3.10a | production, distribution, and consumption of goods and services. |
| 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. | 3.10b | 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. | 3.10c | recognizing 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). | 3.10d | identifying examples of making an economic choice and explaining the idea of opportunity cost. |
|  |  |  |  |
| 3.11 | The student will explain the responsibilities of a good citizen, with emphasis on | 3.1 | The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by |
| a | respecting and protecting the rights and property of others |  |  |
| b | taking part in the voting process when making classroom decisions | 3.1e | 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 |  |  |
| f | describing the purpose of rules | 3.1i | describing the purpose of rules. |
| 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. | 3.1a | recognizing that Americans are people of diverse ethnic origins, customs and traditions that are united by the basic principles of a republican form of government and respect for individual rights and freedoms. |
|  |  | 3.1b | describing the rights guaranteed to citizens in the First Amendment. |
|  |  | 3.1c | understanding the importance of supporting and defending the Constitution and the Bill of Rights. |
|  |  | 3.1d | respecting and following local, state, and federal laws. |
|  |  | 3.1f | running for elected office. |
|  |  | 3.1g | serving on a jury. |
|  |  | 3.1h | paying local, state, and federal taxes. |
|  |  | 3.1j | understanding responsible digital citizenship. |
|  |  |  |  |
| 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 |  |  |
| c | explaining that government protects the rights and property of individuals |  |  |

| **Grade Four - Virginia Studies** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| VS.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills VS | The student will apply history and social science skills to the content by |
| a | analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history | Skills VSa | analyzing and interpreting information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams; |
| b | analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history | Skills VSb | applying geographic skills to identify and understand geographic features and connections; |
| c | interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history |  |  |
|  |  | Skills VSc | developing questions, enhancing curiosity, and engaging in critical thinking and analysis; |
| d | recognizing points of view and historical perspectives |  |  |
|  |  | Skills VSd | using evidence to construct timelines, classify events, and to distinguish fact and opinion; |
| e | comparing and contrasting ideas and cultural perspectives in Virginia history | Skills VSe | comparing and contrasting people, places, or events; |
| f | determining relationships with multiple causes or effects in Virginia history | Skills VSf | identifying cause-and-effect relationships to clarify and explain content; |
| g | explaining connections across time and place |  |  |
| h | using a decision-making model to identify costs and benefits of a specific choice made | Skills VSg | using economic decision-making models to make informed economic decisions and to explain the incentives and consequences of a specific choice made; |
| i | practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities | h. | practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; |
| j | investigating and researching to develop products orally and in writing | i. | developing products that reflect an understanding of content. |
|  |  |  |  |
| **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 | VS.1 | The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia’s peoples, past and present by |
| a | locating Virginia and its bordering states on maps of the United States; | VS.1a | locating Virginia and its bordering states on maps of the United States and North America; |
| b | locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau; | VS.1b | locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map; |
| c | locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp); | VS.1c | locating, identifying, and describing the impact of Virginia’s bodies of water on its history, economy, and culture. |
|  |  | VS.2 | The student will apply history and social science skills to describe the Indigenous Peoples’ nations of Virginia past and present by |
| d | locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia; | VS.2b | describing Virginia’s three most prominent Indigenous language groups (the Algonquian, the Siouan, and the Iroquoian); |
| e | describing how American Indians related to the climate and their environment to secure food, clothing, and shelter; | VS.2d | describing the relationships and interactions of the Indigenous Peoples in Virginia, circa 1600 and their environment; |
| f | describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and | VS.2a | describing how archaeologists have recovered artifacts from important places in the history of Indigenous People, including but not limited to Werowocomoco; |
| g | describing the lives of American Indians in Virginia today. | VS.2e | describing the lives and culture of Virginia’s Indigenous Peoples leading to the present day. |
|  |  | VS.2c | describing the diversity among the Indigenous Nations; |
|  |  |  |  |
| **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 | VS.3 | The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by |
| a | explaining the reasons for English colonization | VS.3a | explaining the reasons for English colonization; |
| b | describing the economic and geographic influences on the decision to settle at Jamestown | VS.3b | describing the economic and geographic influences on the decision to settle at Jamestown; |
| c | describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement | VS.3c | describing the importance of the Virginia Company of London Charter (April 10, 1606) in establishing the Jamestown colony; |
| d | identifying the importance of the General Assembly (1619) as the first representative legislative body in English America | VS.3g | identifying the significance of establishing the General Assembly (1619), the first representative legislative body in English America. |
| e | identifying the impact of the arrival of Africans and English women to the Jamestown settlement | VS.3f | analyzing the impact of the arrival of Africans and women to the Jamestown settlement; |
| f | describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival | VS.3e | describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival, including but not limited to trade with the Powhatan, the leadership of Captain John Smith, land ownership, and the successful commercial cultivation of tobacco; |
| g | describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers | VS.3d | describing the interactions between the English colonists and the Indigenous Peoples, including the role of the Powhatan in the survival of the colonists; |
|  |  |  |  |
| VS.4 | The student will demonstrate an understanding of life in the Virginia colony by | VS.4 | The student will apply history and social science skills to understand life in the Virginia colony by |
| a | explaining the importance of agriculture and its influence on the institution of slavery | VS.4a | explaining the importance and influence of agriculture; |
| VS.4d | describing the laws that established race-based enslavement; |
| b | describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans | VS.4b | examining how colonial Virginia reflected the culture of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans; |
| c | explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg; | VS.4e | explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg; |
| d | describing how money, barter, and credit were used | VS.4f | describing ways people exchanged goods and services in Colonial Virginia. |
| e | describing everyday life in colonial Virginia | VS.4c | distinguishing between indentured servants and enslaved people, including how European countries traded for, transported, and sold Africans to be enslaved to British North America beginning in the 17th century; |
|  |  |  |  |
| VS.5 | The student will demonstrate an understanding of the role of Virginia in the American Revolution by | VS.5 | The student will apply history and social science skills to explain Virginia and Virginians’ role during the American Revolution by |
| a | identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence | VS.5a | explaining the principles and events that convinced the colonists to declare independence and go to war with Great Britain, as expressed in the Declaration of Independence; |
| b | 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 | VS.5b | examining the important contributions, leadership, and experiences of Virginians during the war, including but not limited to George Washington, Thomas Jefferson, George Mason, James Madison, James Armistead Lafayette, Indigenous Peoples, women, and free and enslaved Blacks; |
| c | identifying the importance of the American victory at Yorktown | VS.5d | identifying the importance of the American victory at Yorktown. |
| d | examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond | VS.5c | identifying 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 | VS.6 | The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by |
| a | explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution” | VS.6a | explaining the role of George Washington (“Father of Our Country”), James Madison (“Father of the Constitution), and Patrick Henry (“Give Me Liberty or Give Me Death” speech); |
| b | 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 | VS.6b | explaining the development of founding Virginia documents, including the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson); |
|  |  | VS.6c | describing how principles of these founding Virginia documents inspired the Declaration of Independence, the Virginia Constitution, the Constitution of the United States, and the Bill of Rights; |
| c | explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s | VS.6d | explaining how geographical features and technological advances impacted the western movement in the first half of the 1800s; |
|  |  | VS.6e | explaining the causes and events of Nat Turner’s Rebellion and how it impacted the institution of slavery. |
|  |  |  |  |
| **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 | VS.7 | The students will apply history and social science skills to understand the key people, events and issues of the Civil War and Virginia’s role by |
| a | 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 | VS.7d | explaining major events and issues that divided Virginians and led to secession, war, and the creation of West Virginia; |
| b | describing Virginia’s role in the war, including identifying major battles that took place in Virginia | VS.7e | identifying major battles that took place in Virginia; |
| c | describing the roles of American Indians, whites, enslaved African Americans, and free African Americans | VS.7g | evaluating the experiences and contributions of Indigenous Peoples and enslaved and free Blacks and their allies during the war, including but not limited to Elizabeth Van Lew and Mary Bowser. |
|  |  | VS.7a | explaining the role of John Brown and the impact of the raid at Harper’s Ferry; |
|  |  | VS.7b | describing how the institution of slavery was the cause of the Civil War, and secondary factors that contributed to the secession of the southern states; |
|  |  | VS.7c | explaining the significance of the Underground Railroad and the contributions of Harriet Tubman; |
|  |  | VS.7f | identifying and explaining the leadership roles of Virginians, including but not limited to Thomas J. “Stonewall” Jackson, Robert E. Lee, William Harvey Carney, Winfield Scott, and Powhatan Beaty; |
|  |  |  |  |
| VS.8 | The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by | VS.8 | The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by |
|  |  | VS.8a | describing what the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution accomplished; |
| a | identifying the effects of Reconstruction on life in Virginia | VS.8b | examining the effects of Reconstruction on life in Virginia |
|  |  | VS.8c | describing the role that the “Freedmen’s Schools” played in the lives of African Americans in Virginia after the Civil War; |
|  |  | VS.8d | discussing the election of African American leader John Mercer to Congress in 1890; |
|  |  | VS.8e | describing the effect of the Supreme Court’s decision in *Plessy v. Ferguson*; |
| b | identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans | VS.8f | analyzing the effects of segregation and “Jim Crow” laws on life in Virginia. |
| c | describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development. | VS.9a | The student will apply history and social science skills to understand the ways in which Virginia became interconnected and diverse by explaining the importance of railroads, waterways, new industries, and the growth of cities to Virginia’s economic development in the late 1800s. |
|  | | | |
| **Virginia: 1900 to the Present** | | | |
| VS.9 | The student will demonstrate an understanding of Virginia during the twentieth century and beyond by |  |  |
| a | describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society | VS.9b | The student will apply history and social science skills to understand the ways in which Virginia became interconnected and diverse by explaining the economic and social transition from a rural society to a more urban society. |
| b | describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens |  |  |
|  |  | VS.11 | The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by |
| c | describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history | VS.11a | explaining the social and political events connected to disenfranchisement of African American voters in Virginia in the early 20th century, desegregation, court decisions, and Massive Resistance, with emphasis on the role of Virginians in the Supreme Court cases, including but not limited to Brown v. Board of Education. |
| d | 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.11b | investigating the political, social, or economic effects of choices made during the Civil Rights Era, including but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, A. Linwood Holton, Jr., and L. Douglas Wilder. |
|  |  |  |  |
|  |  | VS.10 | The student will apply history and social science skills to understand the role Virginians played in American history during World War I and World War II by |
|  |  | VS.10a | examining how key leaders and citizens prepared for wartime; and |
|  |  | VS.10b | describing the contributions made by military veterans and medal of honor recipients. |
|  |  |  |  |
|  |  | VS.12 | The student will use history and social science skills to recognize why Virginia is known as the Mother of Presidents. |
|  |  |  |  |
| VS.10 | The student will demonstrate an understanding of Virginia government, geography, and economics by |  |  |
| a | identifying the three branches of Virginia government and the function of each |  |  |
|  |  | VS.13 | The student will apply history and social science skills to explain Virginia’s role in the global economy in the 21st Century by |
| b | describing the major products and industries important to Virginia’s economy | VS.13a | examining major products and industries important to Virginia. |
| c | explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy | VS.13b | examining the impact of the ideas, innovations, and advancements of Virginians on a global market. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Five – United States History to 1865** | | | |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| USI.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills USI | The student will apply history and social science skills to the content by |
| a | analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history; | a | synthesizing evidence from sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand events in in United States history; |
| b | analyzing and interpreting geographic information to determine patterns and trends in United States history; | b | applying geographic skills to determine patterns and trends of people, places, or events; |
| c | interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history | d | integrating evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion |
| d | using evidence to draw conclusions and make generalizations; | c | developing questions, enhancing curiosity, and engaging in critical thinking and analysis; |
| e | comparing and contrasting historical, cultural, and political perspectives in United States history; | e | comparing and contrasting historical, cultural, economic, and political perspectives; |
| f | determining relationships with multiple causes or effects in United States history | f | determining and explaining cause and effect relationships; |
| g | explaining connections across time and place; |  |  |
| h | using a decision-making model to identify the costs and benefits of a specific choice made; | g | using economic decision-making models to make a decision and explain the incentives and consequences of a specific choice |
| i | identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property | h | engaging and communicating as civil and informed individuals with different perspectives; |
| j | investigating and researching to develop products orally and in writing | i | developing products that reflect an understanding of content. |
|  |  |  |  |
| USI.2 | The student will interpret maps, globes, photographs, pictures, or tables to | USI.1 | The student will apply history and social science skills to understand the geography of North |
| a | locate the seven continents and five oceans; | a | locating North America in relation to the other continents and the oceans; |
| b | 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 | b | locating and describing major geographic regions and bodies of water of North America and their impact on the early history of the United States; and |
| c | 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 |  |  |
| d | recognize key geographic features on maps, diagrams, and/or photographs |  |  |
|  |  | c | locating the 50 states |
| USI.3 | The student will apply social science skills to understand how early cultures developed in North America by | USI.2 | The student will apply history and social science skills to describe how early cultures developed throughout North America by |
| a | describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia | a | describing how archaeologists have recovered artifacts from ancient settlements, including but not limited to Cactus Hill in Virginia; and |
| b | locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois) | b | locating and explaining where Indigenous peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives. |
| c | 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 | USI.3 | The student will apply history and social science skills to explain European exploration and colonization in North America by |
| a | describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations | a | describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and |
| b | describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land | b | describing cultural and economic interactions between Indigenous peoples and Europeans that led to cooperation and conflict. |
|  |  | USI.4 | The student will apply history and social science skills to understand how the Western Hemisphere, including the United States, impacted West Africa by |
| c | identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders | a | identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration; |
|  |  | b | examining the arrival of the first Africans to Colonial America at Old Point Comfort (Fort Monroe); |
|  |  | c | explaining the Transatlantic Slave Trade and its impact on the African coast and Western hemisphere; and |
|  |  | d | identifying the cultural connections, conflicts, and common values of enslaved people in the Western Hemispheres, as well as challenges and hardships endured by enslaved people brought to the United States. |
|  |  |  |  |
| USI.5 | The student will apply social science skills to understand the factors that shaped colonial America by | USI.5 | The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by |
| a | describing the religious and economic events and conditions that led to the colonization of America |  |  |
| b | describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services | a | describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies; |
| c | describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies | b | explaining Virginia’s importance as one of the most populous and wealthiest colonies; |
| d | describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; | c | comparing life from the perspectives of various groups, including but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks; |
|  |  | d | explaining the specialization and interdependence of the regions on one another; and |
| e | explaining the political and economic relationships between the colonies and Great Britain. | e | explaining the changing political and economic relationships between the colonies and Great Britain, including but not limited to representative government and self-rule in the colonies. |
|  |  |  |  |
| USI.6 | The student will apply social science skills to understand the causes and results of the American Revolution by | USI.6 | The student will apply history and social science skills to explain the American Revolution by |
|  |  | a | identifying the causes and effects of the French and Indian War; |
| a | explaining the issues of dissatisfaction that led to the American Revolution; | b | identifying the issues of dissatisfaction that led to the American Revolution, including but not limited to the “injuries and usurpations” outlined in the Declaration of Independence; |
| b | describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence; | c | comparing and contrasting the political ideas and principles that shaped the revolutionary movement; |
| c | 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 | d | describing the leadership roles of individuals, including but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and |
| d | explaining reasons why the colonies were able to defeat Great Britain. | e | examining the causes, course, and consequences of key events and battles of the era. |
|  |  |  |  |
| USI.7 | The student will apply social science skills to understand the challenges faced by the new nation by | USI.7 | The student will apply history and social science skills to describe the challenges faced by the new nation by |
| a | explaining the weaknesses and outcomes of the government established by the Articles of Confederation | a | explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation; |
| b | describing the historical development of the Constitution of the United States | b | describing the Constitutional Convention and the development of the Constitution of the United States, with emphasis on the role of James Madison; |
| c | describing the major accomplishments of the first five presidents of the United States. |  |  |
|  |  | c | examining constitutional issues debated, including the role of the national government and the debate over ratifying of the Constitution, the influence of the Federalist Papers, and the reasons for the addition of the Bill of Rights; |
|  |  | d | explaining the Three-Fifths Compromise; and |
|  |  | e | examining the three branches of government. |
| USI.8 | The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by | USI.8 | The student will apply history and social science skills to explain 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 | a | describing how territorial expansion affected the political map of the United States, including but not limited to the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican-American War; |
|  |  | b | describing the causes, course of events, and effects of the War of 1812, the role of Andrew Jackson, and the development of the Monroe Doctrine; |
| b | explaining how geographic and economic factors influenced the westward movement of settlers | c | identifying geographic, economic, and religious motivations that influenced the movement of settlers; |
| c | explaining the impact of westward expansion on American Indians; | d | analyzing the impact of westward expansion on Indigenous peoples, including but not limited to the Indian Removal policies, the Trail of Tears, Seminole Wars; |
| d | describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; | e | explaining technological advancements and innovations on changing life in America, including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive; |
| e | explaining the main ideas of the abolitionist and women’s suffrage movements | f | describing major developments in the women’s suffrage and abolitionist movements; and |
|  |  | g | explaining how the expansion of U.S. territory led to increased momentum for the abolitionist and women’s suffrage reform movements. |
| USI.9 | The student will apply social science skills to understand the causes, major events, and effects of the Civil War by | USI.9 | The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by |
| a | describing the cultural, economic, and constitutional issues that divided the nation; | b | describing the differences in the economies of the North and South, growth of agriculture and industry, and how those economies impacted the outcome of the war; |
| b | explaining how the issues of states’ rights and slavery increased sectional tensions | a | describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and was the catalyst for secession of southern states; |
| c | locating on a map the states that seceded from the Union and those that remained in the Union |  |  |
| d |  | c | evaluating the leadership and impact of Abraham Lincoln during the Civil War; |
| e | 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 | d | describing how individuals influenced the course of the Civil War, including but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Thomas “Stonewall” Jackson, and Frederick Douglass; |
|  |  | e | describing major political texts during the war, including but not limited to Lincoln’s Inaugural Address, the Emancipation Proclamation, the Gettysburg Address, and Lincoln’s Second Inaugural Address; and |
| f | describing critical developments in the war, including the location of major battles |  |  |
|  | describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans. | f | analyzing the effects of the war from various perspectives of Union and Confederate soldiers, including Indigenous peoples, women, European Americans, and enslaved and free Blacks during the war including but not limited to Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser. |

| **Grade Six – United States History: 1865 to the Present** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
|  |  |  |  |
| USII.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills USII | The student will apply history and social science skills to the content by |
| a | analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history | a | synthesizing evidence from sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand events in United States history; |
| b | analyzing and interpreting geographic information to determine patterns and trends in United States history | b | applying geographic skills to determine and predict patterns and trends of people, places or events |
| c | interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history | c | developing questions, enhancing curiosity, and engaging in critical thinking and analysis; |
| d | using evidence to draw conclusions and make generalizations; | d | integrate evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion; |
| e | comparing and contrasting historical, cultural, and political perspectives in United States history | e | comparing and contrasting people, places, events, historical, and political perspectives; |
| f | determining relationships with multiple causes or effects in United States history | f | determining and explaining cause and effect relationships; |
| g | explaining connections across time and place |  |  |
| h | using a decision-making model to identify costs and benefits of a specific choice made | g | using an economic decision-making model to analyze the costs and benefits and explain the incentives and consequences of a specific choice made in U.S. history; |
| i | identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property | h | engaging and communicating as civil and informed individuals with different perspectives; |
| j | investigating and researching to develop products orally and in writing | i | developing products that reflect an understanding of content. |
|  |  |  |  |
| USII.2 | The student will use maps, globes, photographs, pictures, or tables for | USII.1 | The student will apply history and social science skills to examine westward expansion after the mid-19th century by |
| a | explaining how physical features and climate influenced the movement of people westward | USII.1a | explaining how technology allowed settlers to adapt to the physical features and climate of the West; |
| b | explaining relationships among natural resources, transportation, and industrial development after 1865 |  |  |
| c | locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant. |  |  |
|  |  | USII.1b | identifying the motivations for westward expansion; |
|  |  | USII.1c | examine the impact of policies, legislation, and treaties associated with growth of the nation; |
|  |  | USII.1d | explaining the effect that the growth of the United States had on Indigenous peoples. |
|  |  |  |  |
| USII.3 | The student will apply social science skills to understand the effects of Reconstruction on American life by | USII.2 | The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by |
| a | analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship |  |  |
| b | describing the impact of Reconstruction policies on the South and North |  |  |
|  |  | USII.2a | describing the impact of the assassination of Abraham Lincoln and the political aftermath of the Civil War |
|  |  | USII.2b | analyzing the goals and effects of the Reconstruction Amendments, the Freedmen’s Bureau, and civil rights policies that changed the meaning of citizenship in the United States; |
| c | describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass. | USII.2c | describing the legacies of Abraham Lincoln and the Gettysburg Address, Ulysses S. Grant, Robert E. Lee, Hiram Revels, and Frederick Douglass; |
|  |  | USII.2d | describing the role of Congress and the Supreme Court in Reconstruction plans and policies, including but not limited to Lincoln’s Ten Percent Plan; |
|  |  | USII.2e | describing the role and motivations of individuals who sought to gain from the reconstruction of the United States, including but not limited to the election of former enslaved people during the years right after the Civil War; and |
|  |  | USII.2f | explaining how the presidential election in 1876 led to the end of Reconstruction. |
|  |  |  |  |
| USII.4 | The student will apply social science skills to understand how life changed after the Civil War by | USII.3 | The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by |
| a | examining the reasons for westward expansion, including its impact on American Indians; | USII.1b |  |
| b | explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion; | USII.1c |  |
|  |  | USII.3d | explaining the events, factors, and motivations for individuals and groups to migrate to the United States towards the end of the 19th century; |
| c | describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South | USII.5h |  |
|  |  | USII.3a | explaining relationships among natural resources, transportation, and industrial development from 1865; |
| d | 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 | USII.3b | 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; |
| e | 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. | USII.3c | evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, support for eugenics as a social policy, immigration policy, women’s suffrage, and the temperance movement; |
|  |  | USII.3e | examining the cause and effect relationship between rapid population growth and city government services and infrastructure; |
|  |  | USII.3f | explaining how governmental actions, including but not limited to the Chinese Exclusion Act of 1882, caused harm to Chinese American and other immigrants; |
|  |  | USII.3g | explaining how various groups worked to alleviate the issues facing new immigrants, and how immigrants advocated for themselves; and |
|  |  | USII.3h | describing the technological advances and the broader impact of the 1893 Chicago World's Fair on America’s rise as a world leader in innovation, business, and trade. |
|  |  |  |  |
| 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 | USII.4 | The student will apply history and social science skills to explain the changing role of the United States from the late nineteenth century through World War I by |
| a | explaining the reasons for and results of the Spanish-American War; | USII.4b | explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine; |
| b | describing Theodore Roosevelt’s impact on the foreign policy of the United States | USII.4a | explaining the legacy of Theodore Roosevelt, including but not limited to conservation contributions, progressivism, the building of the Panama Canal, and role in the Spanish-American War; |
| c | 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.4c | analyzing the major causes and consequences of World War I and examining the roles of key leaders and groups; |
|  |  | USII.4d | examining the evolution of warfare tactics and technology, including but not limited to cavalry, air, submarine, chemical, trench warfare, and other technological advancements; |
|  |  | USII.4e | explaining how the war was a catalyst for the United States gaining international power and expanded its sphere of international influence; and |
|  |  | USII.4f | examining how post-war sanctions and the failure of the League of Nations set the stage for World War II. |
|  |  |  |  |
| USII.6 | The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by | USII.5 | The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early twentieth century by |
| a | explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living | USII.5a | explaining how capitalism and free markets helped foster developments in factory and labor productivity, transportation, communication, and how rural electrification changed American life and standard of living; |
|  |  | USII.5b | examining how the rise of communism affected America, including but not limited to the first Red Scare; |
| b | describing the social and economic changes that took place, including prohibition and the Great Migration north and west; | USII.5c | describing the reasons for and impact of the Great Migration; |
|  |  | USII.5d | describing the events and leaders that lead to Prohibition, Women’s Suffrage Movement, and the passage of the Nineteenth Amendment, including but not limited to Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells-Barnett, and Sojourner Truth; |
| c | examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance | USII.5e | examining the art, literature, and music of the 1920s and 1930s, including but not limited to the Roaring Twenties and the Harlem Renaissance; |
| d | analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal. | USII.5f | analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans; |
|  |  | USII.5g | describing the features, effects, programs, and lasting institutions of Franklin D. Roosevelt’s New Deal; |
|  |  | USII.5h | describing racial segregation, housing discrimination via redlining, the rise of “Jim Crow” laws, Black Codes, and threats of violence, including but not limited to intimidation, lynchings, armed conflicts, suppressed voting rights, and limits on political participation faced by African Americans and other people during post-Reconstruction; and |
|  |  | USII.5i | analyzing events and impacts of African American leaders in response to “Jim Crow,” including but not limited to formation of the NAACP, strikes, protests, the work of leaders like Booker T. Washington, W.E.B. DuBois, Mary White Ovington, Ida B. Wells-Barnett, and the role of HBCU’s. |
|  |  |  |  |
| USII.7 | The student will apply social science skills to understand the major causes and effects of American involvement in World War II by | USII.6 | The student will apply history and social science skills to understand the major causes, events, and effects of America’s role in World War II by |
|  |  | USII.6a | explaining the rise and spread of fascism and totalitarianism internationally and the policy of appeasement towards Nazi Germany; |
| a | explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; | USII.6b | explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; |
| b | locating and describing the major events and turning points of the war in Europe and the Pacific; | USII.6c | locating and describing the major events and turning points of the war in Europe, including but not limited to the allied invasion of Italy, the invasion of Normandy (D-Day), the Battle of the Bulge, Battle of Berlin; |
|  |  | USII.6d | locating and describing the major events and turning points of the war in the Pacific, including but not limited to the Battle of Iwo Jima, Battle of Midway, and Battle of Okinawa; |
|  |  | USII.6e | explaining and evaluating the role of key political and military leaders of the Allies and Axis powers, including but not limited to the United States, Germany, Japan, Soviet Union, Italy, and Great Britain; |
|  |  | USII.6f | identifying the roles and sacrifices of American armed forces, including prisoners of war, women, segregated units, and other notable heroics, including but not limited to the contributions of the Tuskegee Airmen, the 442nd Regimental Combat Team, Women's Army Auxiliary Corps, the Women Airforce Service Pilots, the Navajo Code Talkers, and the Bedford boys; |
| c | explaining and evaluating the impact of the war on the home front. | USII.6g | evaluating the effect of the war on the home front, including but not limited to women in the workforce, the incarceration of Japanese Americans, rationing, conservation, and war bonds; |
|  |  | USII.6h | examining the causes and consequences of the Holocaust, including but not limited to Jewish life before the Holocaust, antisemitism, the rise of the Nazi Party, Nuremberg Laws, persecution of Jews and other targeted groups, resistance efforts, the United States’ response, and the Nuremberg Trials; and |
|  |  | USII.6i | describing the events that led to the surrender of the Axis Powers and America’s role in the Allied victory, including but not limited to the Manhattan Project and events that shaped post-war peace. |
|  |  |  |  |
| 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 | USII.7 | The student will apply history and social science skills to understand the transformation of the United States foreign policy between the end of World War II and leading into the new millennium by |
|  |  | USII.7a | explaining how key decisions and agreements, including but not limited to the Atlantic Charter, formation of the United Nations, and NATO established international allies; |
| 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; | USII.7b | describing the Marshall Plan’s objectives for rebuilding Europe, the occupation and reconstruction of Japan, and the emergence of the United States and the Soviet Union as superpowers; |
| b | describing the conversion from a wartime to a peacetime economy; |  |  |
|  |  | USII.7c | describing the differences between communism and a democratic nation, including but not limited to self-governance and economic philosophy; |
| 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; | USII.7d | examining the role of the United States in fighting communism and defending freedom during the Cold War, including but not limited to the Berlin Airlift, Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall and the collapse of communism in Eastern Europe; and |
|  |  | USII.7e | explaining the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War, including the actions of Ronald Reagan and Mikhail Gorbachev. |
| d | describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities | USII.8g | describing 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 | USII.8 | The student will apply history and social science skills to analyze the key changing patterns of society 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; | USII.8a | examining the contributions of key leaders and events during the Civil Rights Era, including but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, Selma, sit-ins, and boycotts; |
|  |  | USII.8b | explaining the significance of urban renewal plans, including but not limited to Jackson Ward in Richmond and Vinegar Hill in Charlottesville; |
|  |  | USII.8e | describing the protections and provisions of the Americans with Disabilities Act (ADA); |
|  |  | USII.8c | examining key events of the 1960s and 1970s, including but not limited to the Apollo Missions, landing on the moon, assassinations, the women’s movement, creation of public sector labor unions, Watergate and Nixon’s resignation, and the passing of the Clean Water and Air Acts; |
|  |  | USII.8f | describing the similarities and differences between the objectives of the Women’s Movement of the early and mid-twentieth century; |
|  |  |  |  |
|  |  | USII.9 | The student will apply history and social science skills by |
| b | describing the development of new technologies in communication, entertainment, and business and their impact on American life; | USII.9b | describing the changes in American culture related to music, art, media, communication, and advancements in American economics related to banking, business, and industry. |
| c | analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically | USII.9a | studying the iterative and ongoing advancements in science and technology; and |
| d | evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues. | USII.8h | describing how the Terrorist attacks of September 11, 2001, including the heroic sacrifices of Flight 93 passengers, significantly impacted domestic policies, American society, and global perspectives on the War on Terror. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Seven – Civics and Economics** | | | |
| **2015** |  | **2023** |  |
| CE.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills CE | The student will apply history and social science skills to the content by |
| a | analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons; | a | selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand civics and economics; |
| b | analyzing how political and economic trends influence public policy, using demographic information and other data sources; | b | applying geographic skills to determine and predict patterns and trends of people, places, or events |
| c | analyzing information to create diagrams, tables, charts, graphs, and spreadsheets; |  |  |
|  |  | c | developing questions, enhancing curiosity, and engaging in critical thinking and analysis; |
| d | determining the accuracy and validity of information by separating fact and opinion and recognizing bias; | d | integrating evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion; |
| e | constructing informed, evidence-based arguments from multiple sources; |  |  |
|  |  | e | comparing and contrasting historical, cultural, economic, and political perspectives; |
| f | determining multiple cause-and-effect relationships that impact political and economic events; | f | determining and explaining cause and effect relationships; |
| 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; | g | analyzing the costs and benefits and incentives and consequences of a specific choice using various economic decision-making models; |
| i | applying civic virtue and democratic principles to make collaborative decisions; |  |  |
| j | defending conclusions orally and in writing to a wide range of audiences, using evidence from sources. | i | developing products that reflect an understanding of research, content, and civics and economic concepts. |
|  |  | h | engaging and communicating as civil and informed individuals with different perspectives; and |
|  |  |  |  |
| CE.2 | The student will apply social science skills to understand the foundations of American constitutional government by | CE.1 | The student will apply history and social science skills to explain the foundations of the American constitutional democracy by |
| a | explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government; | a | explaining the fundamental principles of limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty; |
| b | 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; | b | describing the influence of the Magna Carta; English Common law; charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, 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; |
|  |  | c | compare and contrast debates, compromises, and plans surrounding the drafting and ratification of the U.S. Constitution and the Bill of Rights; |
| c | describing the purposes for the Constitution of the United States as stated in its Preamble; | d | describing the purpose of the Constitution of the United States as stated in its Preamble; |
|  |  | e | explaining the fundamental concepts of the U.S. government, including but not limited to due process, equal justice under the law, equal protection, elections and a representative government, limited government, right to private property, rule of law, Supremacy Clause, and separation of powers; and |
| d | describing the procedures for amending the Constitution of Virginia and the Constitution of the United States. | f | 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 | CE.6 | The student will apply history and social science skills to define citizenship by |
| a | describing the processes by which an individual becomes a citizen of the United States; | a | describing the processes by which an individual becomes a citizen of the United States; |
| b | describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws; | b | describing the rights and privileges guaranteed by the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection under the law (5th, 6th, and 14th amendments), and protection from unreasonable government search and seizure (4th Amendment); |
| c | describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court; |  |  |
| d | examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society | d | examining how civic participation can address community needs and serve the public good, including the importance of volunteering, staying informed about current issues, and respecting differing beliefs in a diverse society; |
| e | evaluating how civic and social duties address community needs and serve the public good. | c | examining ways to peacefully work for change in communities or the nation by participating in political campaigns and methods of peacefully petitioning the government for change; |
|  |  | e | examining the process and importance of immigration policies at different points in U.S. history; and |
|  |  | f | reviewing the criteria and exam for naturalizing U.S. citizens. |
|  |  |  |  |
| CE.4 | The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life by | CE.7 | The student will apply history and social science skills that exhibit effective and respectful participation in civic life, including but not limited to civility; trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, serving in the military, self-reliance; hard work; respect for the law; patriotism; and service in one’s community. |
| a | practicing trustworthiness and honesty |  |  |
| b | practicing courtesy and respect for the rights of others |  |  |
| c | practicing responsibility, accountability, and self-reliance; |  |  |
| d | practicing respect for the law; |  |  |
| e | practicing patriotism; |  |  |
| f | practicing thoughtful decision making |  |  |
| g | 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 | CE.8 | The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by |
| a | describing the functions of political parties | a | describing the origins, history and functions of political parties; |
| b | comparing and contrasting political parties; |  |  |
| c | analyzing campaigns for elective office, with emphasis on the role of the media; | b | analyzing campaigns for elective office, with emphasis on the roles of candidates, volunteers, the media, voters, and poll watchers; |
| d | evaluating and explaining the role of campaign contributions and costs; | c | explaining the role of campaign contributions and the cost of campaigns; |
| e | examining the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections; | d | examining the history of and requirements for voter registration; and |
| f | describing the role of the Electoral College in the election of the president and vice president. | e | 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 | CE.2 | The student will apply history and social science skills to analyze how American constitutional government functions at the national level by |
| a | describing the structure and powers of the national government | a | describing the structure and powers of the government (the three branches of government); |
| b | explaining the principle of separation of powers and the operation of checks and balances | e | explaining the principle of separation of powers and the operation of checks and balances. |
| c | explaining and/or simulating the lawmaking process | b | explaining the legislative branch and the lawmaking process as explained in Article I of the U.S. Constitution; |
| d | describing the roles and powers of the executive branch. | c | explaining the particular role and powers of the executive branch as explained in Article II of the U.S. Constitution; |
|  |  | d | explaining the particular role and powers of the judicial branch as explained in Article III of the U.S. Constitution; and |
|  |  |  |  |
| CE.7 | The student will apply social science skills to understand the American constitutional government at the state level by | CE.3 | The student will apply history and social science skills to analyze how constitutional government functions at the state level by |
| a | describing the structure and powers of the state government | a | describing the structure and powers of the state government (the three branches of government); |
| b | explaining the relationship of state governments to the national government in the federal system | d | explaining the relationship between state governments and the national government in the federal system, referencing Federalist #10 and #51; and |
| c | explaining and/or simulating the lawmaking process; | b | explaining the state lawmaking process; |
| d | describing the roles and powers of the executive branch and regulatory board | c | describing the roles and powers of the executive branch and regulatory boards as they affect states; and |
|  |  | e | explaining the principle of separation of powers and the operation of checks and balances. |
|  |  |  |  |
| CE.8 | The student will apply social science skills to understand the American constitutional government at the local level by | CE.4 | The student will apply history and social science skills to analyze American constitutional government at the local level by |
| a | describing the structure and powers of the local government | a | describing the structure and powers of the local government and explaining the local lawmaking process; |
| b | explaining the relationship of local government to the state government | b | describing how state, national, and international issues and events impact local decision making; and |
| c | explaining and/or simulating the lawmaking process |  |  |
|  |  | c | comparing and contrasting powers and responsibilities of local, state, federal, and tribal governments, including but not limited to citizen engagement, how each is financed, and how they work together and independently. |
|  |  |  |  |
| 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 | CE.5 | The student will apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by |
| a | describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction; | a | describing the system of state and federal courts, including but not limited to jurisdiction and judicial review; |
| b | describing the exercise of judicial review |  |  |
| c | comparing and contrasting civil and criminal cases | c | comparing and contrasting civil and criminal cases; and |
| d | explaining how due process protections seek to ensure justice. | b | describing how due process protections seek to ensure justice; |
|  |  | d | explaining the effects of Supreme Court cases affecting the judiciary, including but not limited to *Marbury v. Madison*. |
|  |  |  |  |
| 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 |  |  |
| a | examining the impact of the media on public opinion and public policy |  |  |
| b | describing how individuals and interest groups influence public policy |  |  |
| c | describing the impact of international issues and events on local decision making |  |  |
|  |  | CE.9 | The student will apply history and social science skills to explain the role of the media and social media and the influence on local, state, and national levels of government by |
|  |  | a | explaining the role and rights of the press in reporting events; |
|  |  | b | describing the effect biased reporting can have on public opinion; |
|  |  | c | explaining that individuals play in the political policy making process by expressing their opinions formally or informally via print, electronically, or in-person; |
|  |  | d | evaluating the effect of social media on political campaigns, politics, and civic discourse; |
|  |  | e | identifying the source of a piece of media and considering possible motivations or biases of its creator; and |
|  |  | f | evaluating multiple sources describing the same event or idea and reflecting on the reasons for any discrepancies. |
|  |  |  |  |
|  |  | CE.10 | The students will apply history and social science skills to analyze the role of public participation in American civic life by |
|  |  |  | describing duties of citizens, including paying taxes, jury duty, following the law, voting, selective service; |
|  |  |  | evaluating voting dates and processes in Virginia; and |
|  |  |  | explaining voter eligibility and requirements for registration. |
|  |  |  |  |
| CE.11 | The student will apply social science skills to understand how economic decisions are made in the marketplace by | CE.11 | The student will apply history and social science skills to analyze how economic decisions are made in the marketplace and in daily life by |
| a | explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone’s choice has an opportunity cost | a | explaining that because of scarcity, consumers, producers, and governments must make economic choices, and understanding that all choices have an opportunity cost; |
| b | comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources. | c | comparing and contrasting free market, command, and mixed economies to determine how each affects the allocation of limited resources and the subsequent effects on individuals’ lives. |
|  |  | b | explaining the importance of innovation and productivity including the freedom to choose occupations, the role of technology and the development of human capital; and |
|  |  |  |  |
| CE.12 | The student will apply social science skills to understand the United States economy by | CE.12 | The student will apply history and social science skills to describe the United States economy by |
|  |  | a | evaluating the shared fundamental principles and connection of free enterprise and democracy; |
| a | describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition; | b | describing the critical components of the United States economy such as limited government, private property, markets, consumer sovereignty, and competition; |
| b | describing how in a market economy supply and demand determine prices; | c | explaining the effect of supply and demand in a market economy on consumer prices and the concept of inflation; |
| c | describing the types of business organizations and the role of entrepreneurship; | d | 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 the role of consumers, producers, and the government interactions on the economy; |
| e | explaining how financial institutions channel funds from savers to borrowers | f | explaining how financial institutions are critical to creating capital to fuel economic growth for individuals and the larger economy by channeling funds from savers to borrowers through lending; and |
| f | analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations | g | analyzing the role of Virginia in the United States and global economies, with an emphasis on the effect of technological innovations. |
|  |  |  |  |
| CE.13 | The student will apply social science skills to understand the role of government in the United States economy by | CE.13 | The student will apply history and social science skills to analyze the role of government in the United States economy by |
| a | examining competition in the marketplace | a | examining the effect of competition in the marketplace; |
| b | explaining how and why government provides certain goods and services | b | explaining how and why government provides certain public 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 | c | describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services; |
| d | explaining the structure and main function of the Federal Reserve System and how it acts as the nation’s central bank; | 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; | f | describing how governments regulate commerce to protect consumers, 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. | e | explaining the role of government currency and analyzing the purpose of a money economy; and |
|  |  | g | evaluating how and why governments regulate industry and labor, and competition and monopolies in the marketplace. |
|  |  |  |  |
| CE.14 | The student will apply social science skills to understand personal finance and career opportunities by | CE.14 | The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by |
| a | identifying talents, interests, and aspirations that influence career choice; | a | identifying the attitudes and behaviors that strengthen the individual work ethic and promote career success; |
| b | identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success; | b | identifying human capital, abilities, intellectual and physical skills, work habits, and education and the changing supply of and demand for them in the economy; |
| 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; | c | examining the effect of technological change and globalization on career opportunities; |
| e | describing the importance of education to lifelong personal finances | d | describing the importance of education to one’s intellectual life, lifelong learning, and personal goals; |
| f | analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees. | e | analyzing the role of financial responsibility in good citizenship, including but not limited to evaluating common forms of credit, savings, and investments; |
|  |  | f | describing the importance of equal opportunities for access to education and training; and |
|  |  | g | researching jobs and careers in the public and private sector and understanding the pathways to various careers. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Eight – World Geography** | | | |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| WG.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by |  | 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; | a | selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, diagrams, and geospatial technologies including maps, GIS, and GPS imagery to understand the regions of the world; |
| b | using geographic information to determine patterns and trends to understand world regions; | b | applying geographic skills to determine and predict patterns and movement of people, places, or events; |
|  |  | c | developing questions, enhancing curiosity, and engaging in critical thinking and analysis; |
|  |  | d | investigating and analyzing evidence from multiple sources to construct arguments; |
| 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; | j | contextualizing, corroborating, and evaluating sources for credibility, propaganda, and bias to determine patterns and trends to understand the world. |
| e | using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; | e | comparing and contrasting historical, cultural, economic, and political perspectives; |
| f | explaining indirect cause-and-effect relationships to understand geospatial connections; | f | determining and explaining cause and effect relationships; |
| 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; | g | using economic decision-making models to analyze and explain the incentives for and consequences of a specific choice; |
|  |  | h | engaging and communicating as civil and informed individuals with different perspectives; |
| i | identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property |  |  |
| j | investigating and researching to develop products orally and in writing. | i | developing products that reflect an understanding of research, content, and world geography concepts; and |
|  |  |  |  |
|  |  | WG.1 | The student will apply history and social science skills to explain how geographic information and geospatial tools are used to make decisions by |
|  |  | a | explaining how characteristics of regions have led to regional labels; |
|  |  | b | describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants; |
|  |  | c | analyzing how cultural characteristics including the world’s major languages, ethnicities, and religions, link or divide regions; |
|  |  | d | explaining how cartography is used to reflect regional perspectives, point of view, and perceptions of an area and the creation of mental maps. |
|  |  |  |  |
| 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 |  |  |
| 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 |  |  |
| a | explaining how characteristics of regions have led to regional labels; |  |  |
| b | describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants; |  |  |
| c | analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions; |  |  |
| d | analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions; |  |  |
| e | 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 | WG.2 | The student will apply social science skills to evaluate the significance of natural, human, and capital resources by |
| a | comparing the distribution of major natural resources throughout world regions | a | comparing the distribution of major natural resources throughout world regions; |
| b | showing the influence of resources on patterns of economic activity and land use; and | b | showing the influence of resources on patterns of economic activity and land use; and |
| c | evaluating perspectives regarding the use of resources. | c | 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 | WG.3 | The student will analyze the characteristics of the United States and Canadian regions by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.6 | The student will analyze the characteristics of the Latin American and Caribbean regions by | WG.4 | The student will analyze the characteristics of the Latin American and Caribbean regions by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics; | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.7 | The student will analyze the characteristics of the European region by | WG.5 | The students will analyze the characteristics of the European region by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics; | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.8 | The student will analyze the characteristics of the Russian and Central Asian regions by | WG.6 | The student will analyze the characteristics of the Russian and Central Asian regions by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.9 | The student will analyze the characteristics of the Sub-Saharan African region by | WG.7 | The student will analyze the characteristics of the Sub-Saharan African region by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics; | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.10 | The student will analyze the characteristics of the North African and Southwest Asian regions by | WG.8 | The student will analyze the characteristics of the North African and Southwest Asian regions by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.11 | The student will analyze the characteristics of the South Asian and Southeast Asian regions by | WG.9 | The student will analyze the characteristics of the South Asian and Southeast Asian regions by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.12 | The student will analyze the characteristics of the East Asian region by | WG.10 | The student will analyze the characteristics of the East Asian region by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features; | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics; | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.13 | The student will analyze the characteristics of the Australian and Pacific Islands regions by | WG.11 | The student will analyze the characteristics of the Australian and Pacific Islands regions by |
| a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; | a | identifying and analyzing the location of major geographic regions and major cities on maps and globes; |
| b | describing major physical and environmental features | b | describing major physical and environmental features and how geography may change over time; |
| c | explaining important economic characteristics | d | explaining important economic characteristics including the distribution of economic activities and global trade. |
| d | recognizing cultural influences and landscapes. | c | analyzing cultural influences and landscapes; and |
|  |  |  |  |
| WG.14 | The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by | WG.12 | The student will apply social science skills to understand the distribution, growth rates, and characteristics of human population by |
| a | examining demographic data to determine the relative level of development; | a | examining the relationship between demographic data to determine the level of economic development; |
| b | distinguishing between developed and developing countries | b | distinguishing between developed and developing countries; and |
| c | comparing and contrasting the level of economic development to the standard of living and quality of life. | c | comparing and contrasting the level of economic development to the standard of living, quality of life, form of government, and personal freedom and economic opportunity. |
|  |  |  |  |
| WG.15 | The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by | WG.13 | The student will apply history and social science skills to understand population and migration by |
| a | determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; | a | explaining how data is used to describe and compare populations; and |
| b | determining how human migration and cultural diffusion influence the current human characteristics of places and regions. | b | analyzing the causes, impacts, and responses related to migration. |
|  |  |  |  |
|  |  | WG.14 | The student will apply history and social science skills to determine cultural patterns and interactions across time and place by |
|  |  | a | identifying and describing characteristics that contribute to cultural identity, cultural groups, and cultural landscapes and; |
|  |  | b | explaining the intellectual exchanges among cultures, including but not limited to the areas of science, geography, mathematics, philosophy, medicine, art, and literature. |
|  |  |  |  |
| WG.16 | The student will apply social science skills to analyze the patterns of urban development by | WG.15 | The student will apply social science skills to analyze the patterns of rural and urban migration and development by |
| a | applying the concepts of site and situation to major cities in each region | a | applying the concepts of site and situation to major cities in each region; and |
| b | explaining how the functions of towns and cities have changed over time | b | explaining how the functions of towns and cities have changed over time. |
| c | 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 | WG.16 | The student will apply history and social science skills to understand the impact of the growing interdependence of the world by |
| a | identifying factors, including comparative advantage, that influence the distribution of economic activities and trade; | a | examining factors that influence the distribution of economic activities and trade; and |
|  |  | b | analyzing global trade and communication networks. |
| b | describing ways that economic and social interactions change over time |  |  |
| 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 | WG.17 | The student will apply social science skills to analyze strategic geographic features and resources by |
| a | explaining and evaluating reasons for the creation of different political divisions; | a | identifying and describing examples of disputed borders and explaining the reasons for the dispute; |
| b | describing ways cooperation among political jurisdictions is used to solve problems and settle disputes. | c | analyzing the types of conflicts and cooperation that can occur over the use of rivers and bodies of water. |
|  |  | b | describing and explaining examples of the different types of conflicts that may erupt between and among nations; and |

| **Grade Nine – World History and Geography to 1500 B.C.** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| WHI.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by |  | The student will apply history and social science skills to the content by |
| a | synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history | a | selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams events in world history; |
| b | using geographic information to determine patterns and trends to understand world history; | b | applying geographic skills to determine and predict patterns and trends of people, places, or events; |
|  |  | c | questioning to construct arguments using evidence from multiple sources; |
|  |  | d | investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions; |
| 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; | j | contextualizing and corroborating sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world. |
| e | comparing and contrasting historical, cultural, economic, and political perspectives in world history; | e | comparing and contrasting historical, cultural, economic, and political perspectives; |
| f | explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; | f | determining cause and effect to analyze 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; | g | using economic decision-making models to analyze and explain the incentives for and consequences of a specific choice; |
|  |  | h | engaging and communicating as civil and informed individuals with different perspectives; |
| i | identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; |  |  |
| j | investigating and researching to develop products orally and in writing | i | developing products that reflect an understanding of research and content; and |
|  |  |  |  |
| WHI.2 | The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by | WHI.1 | The student will apply history and social science skills to describe the period from the Paleolithic Era into the Neolithic Era by |
| a | explaining the impact of geographic environment on hunter-gatherer societies; | b | explaining the effect that geography had on the emergence and migration of hunter-gatherer societies; |
| b | describing characteristics of hunter-gatherer societies, including their use of tools and fire | c | 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; | d | analyzing how technological and social developments gave rise to sedentary settlements; and |
| d | analyzing how archaeological discoveries are changing current understanding of early societies. | a | describing the archaeological evidence of the first human, and their geographic locations; |
|  |  | e | analyzing how archaeological discoveries change 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 | WHI.2 | The student will apply history and social science skills to describe early societies in the Fertile Crescent |
| 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 | c | describing the development of the Israelites as well as the origins, beliefs, traditions, customs, persecution and spread of Judaism; and |
| e | explaining the development of language and writing. |  |  |
|  |  | a | locating and explaining the development of Egypt and Nubia; |
|  |  | b | locating and explaining the development of Mesopotamia; |
|  |  | d | describing the development of the Phoenicians. |
|  |  |  |  |
| 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 | WHI.3 | The students will apply history and social science skills to describe ancient Asian societies by |
|  |  | a | analyzing the impact of geography on the development of ancient India and China, including locating them in time and place and describing their major geographic features; |
|  |  | b | describing the social, cultural, political, and economic characteristics that define the societies of the Indian subcontinent, including but not limited to contributions and the concepts of Varna and Jati; |
| a | locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy; | WHI.4b | WHI.4b The student will apply history and social science skills to understand Persia and Greece by describing the social, cultural, political, and economic aspects of ancient Persia; |
| b | locating India in time and place, including its origins, early development, and the debate over the Aryan migrations |  |  |
| c | describing the origins, beliefs, traditions, customs, and spread of Hinduism; | c | describing the origins, beliefs, customs, and spread of Hinduism; |
| d | describing the origins, beliefs, traditions, customs, and spread of Buddhism; | d | describing the origins, beliefs, customs, and spread of Buddhism; |
| e | locating China in time and place, including the development of an empire and the construction of the Great Wall; | e | describing social, cultural, political, and economic development of ancient China; and |
| f | describing the impact of Confucianism, Taoism, and Buddhism. | f | describing the impact of Confucianism, Taoism, and Legalism. |
|  |  |  |  |
| WHI.5 | The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by | WHI.4 | The student will apply history and social science skills to understand Persia and Greece by |
| a | locating Greek civilizations in time and place and describing their major geographic features | a | describing the major geographic features of the region and analyzing the effect that geography had on its development; |
| b | describing the social and religious structure of ancient Greece; | c | describing the social, cultural, political, and economic development of Greece, including but not limited to the significance of Athens and Sparta, the development of citizenship, and the different forms of democracy; |
| c | describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy; |  |  |
| d | evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars; | d | evaluating the causes and consequences of the Persian and the Peloponnesian wars; |
|  |  | e | evaluating the significance of Alexander the Great’s conquest of Greece and the formation and the spread of Hellenistic culture; and |
| f | citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. | f | explaining the influence of ancient Greek contributions, including but not limited to science, art, architecture, philosophy, and mathematics in the present day. |
| 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 | WHI.5 | The student will apply history and social science skills to understand Rome and the Byzantine Empire by |
| a | locating Roman civilizations in time and place and describing their major geographic features; | a | describing the influence of geography on Rome’s development and the factors that threatened territorial cohesion; |
| b | describing the social and religious structure of ancient Rome; | b | comparing and contrasting the political, social and religious structure and development of the Roman Republic and Roman Empire; |
| c | describing the social structure and cultural development of the Roman Republic |  |  |
| d | describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar; |  |  |
| e | describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar; |  |  |
| f | assessing the economic structure of Rome, Rome’s imperial conquests, and the Pax Romana; |  |  |
| g | evaluating the fall of the Western Roman Empire and the Germanic invasions. |  |  |
|  |  | e | explaining the influence of Rome, including but not limited to citizenship, the existence of slavery, rights under Roman law, Roman art, architecture, engineering, philosophy. |
|  |  |  |  |
| WHI.7 | The student will apply social science skills to understand the development of Christianity by |  |  |
| a | describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place; | WHI.5d | WHI.5d The student will apply history and social science skills to understand Rome and the Byzantine Empire by describing the origins, beliefs, customs, and spread of Christianity, including the persecution and eventual adoption and transmission of Christianity, New Testament, differences between the Eastern and Western churches, and the influence of Christianity throughout Europe, Middle Asia, the Middle East, and North Africa; and |
| b | explaining the unifying role of the Church in Europe after the collapse of Rome; |  |  |
| c | sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe. |  |  |
|  |  |  |  |
| 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 |  |  |
| a | 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; | WHI.5c | The student will apply history and social science skills to understand Rome and the Byzantine Empire by describing the social, cultural, political, and economic development of the Byzantine Empire, including but not limited to the establishment of Constantinople, and the eventual division of the Roman Empire; |
| b | describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy; |  |  |
| c | characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions; |  |  |
| d | explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church |  |  |
| e | 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 | WHI.6 | The student will apply history and social science skills to understand Islamic societies by |
|  |  | a | identifying the physical features and describing the relationship between climate, land and surrounding bodies and water, and nomadic and sedentary ways of life of the Arabian peninsula; |
| a | describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi’a division and the Battle of Tours; | b | describing the origins, beliefs, traditions, customs, persecution and spread of Islam; |
|  |  | c | explaining the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life; |
| b | assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade | d | describing the expansion of territory under Muslim rule and the spread of Islam and Arabic language among people in these territories, and the cultural and religious acceptance of Islam and the Arabic language; and |
| c | explaining the cultural and scientific contributions and achievements of Islamic civilization. | e | describing the growth of cities and the role of merchants in Muslim society, the expansion of trade routes in Asia, Africa, Europe, and the Indian Ocean, and identifying the products and inventions that traveled along these routes, including spices, textiles, paper, steel, new crops. |
|  |  |  |  |
| 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 |  |  |
| a | locating and describing the societies of Western Europe during the Middle Ages in time and place; |  |  |
| b | describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne; |  |  |
| c | explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons; |  |  |
| d | describing the social, religious, and cultural patterns of the Vikings; |  |  |
| e | evaluating and explaining the development of feudalism and the manor system. |  |  |
|  |  |  |  |
| WHI.11 | The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by | WHI.7 | The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by |
|  |  | a | describing the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan; |
| a | locating and explaining major global and regional trade routes; | d | explaining the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty; |
| b | explaining technological advances and transfers, networks of economic interdependence, and cultural interactions; | b | describing agricultural, technological, and commercial developments during the Tang and Sung periods; |
| c | explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region |  |  |
| d | evaluating the impact of the Mongol Empire throughout Asia. |  |  |
|  |  | c | analyzing the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods; |
|  |  | e | tracing the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder; and |
|  |  | f | describing the development of the imperial state and the scholar-official class. |
|  |  |  |  |
| 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 | WHI.8 | The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in Medieval Africa by |
|  |  | a | describing the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and enslaved people; and the growth of the Ghana and Mali empires; |
|  |  | b | analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa; |
|  |  | c | describing the role of the trans Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islam; |
|  |  | d | tracing the growth of the Arabic language in government, trade, and Islam; and |
|  |  | e | describing the importance of written and oral traditions in the transmission of African history and culture. |
| a | locating early civilizations and kingdoms in time and place and describing major geographic features; |  |  |
| b | explaining the development of social, political, economic, religious, and cultural patterns in each region; |  |  |
| c | evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence. |  |  |
|  |  |  |  |
|  |  | WHI.10 | The student will apply history and social science skills to understand the civilizations of Medieval Europe by |
|  |  | a | describing the geography of the European and the Eurasian landmass including location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe; |
|  |  | b | describing the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire; and |
|  |  | c | explaining the development and role of feudalism in the medieval European economy, and the role of the manor as the center of feudal relationships at the foundation of the political order; and |
|  |  | d | describing the growth of towns and trade as Europe emerged from feudalism. |
|  |  |  |  |
|  |  | WHI.11 | The student will apply history and social science skills to analyze the conflict and cooperation between the Papacy and European monarchs by |
|  |  | a | explaining the significance of developments in medieval English legal and constitutional practices, including but not limited to the Magna Carta, parliament, development of habeas corpus, an independent judiciary in England; |
|  |  | b | analyzing the reasons for the Great Schism in 1054; |
|  |  | c | tracing the causes and course of the Crusades, and the effects on the Christian, Muslim, and Jewish populations in Europe and territorial claims; |
|  |  | d | describing the history of the decline of Muslim rule in the Iberian Peninsula that resulted in the expansion of Christian rule and the rise of Spanish and Portuguese kingdoms; and |
|  |  | e | explaining the importance of the Catholic church as a political and intellectual institution, and its effects on education, religious orders, preservation of languages and texts, and philosophy. |
|  |  |  |  |
| 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 | WHI.12 | The student will apply history and social science skills to understand the Meso-American and Andean civilizations |
| a | locating early civilizations in time and place and describing major geographic features; | a | describing the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies; |
| b | explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; |  |  |
| c | evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence. | b | explaining how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish; |
|  |  | c | describing the artistic and oral traditions and architecture in the three civilizations; |
|  |  | d | describing the Meso-American achievements in astronomy and mathematics including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations’ agricultural systems; and |
|  |  | e | examining the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. |
|  |  |  |  |
| 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 |  |  |
| a | describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each |  |  |
| b | explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople |  |  |
| c | explaining patterns of crisis and recovery related to the Black Death (bubonic plague); |  |  |
| d | 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 | WHI.13 | The student will apply history and social science skills to understand the factors contributing to the European Renaissance |
| a | determining the economic and cultural foundations of the Italian Renaissance; | a | determining the economic, political, philosophical, and cultural foundations of the Italian Renaissance; |
| b | sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in The Prince; | b | sequencing events related to the rise of Italian city-states and their political development including Machiavelli’s theory of governing; and |
| c | citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; | c | analyzing the contributions of artists and philosophers of the Italian Renaissance including Leonardo da Vinci, Michelangelo, and Petrarch. |
| d | comparing and contrasting the Italian and the Northern Renaissance and citing the contributions of writers. |  |  |

| **Grade Ten – World History and Geography: 1500 A.D. to the Present** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| WHII.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by |  | The student will apply history and social science skills to the content by |
| a | synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history; | a | selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams in events in world history; |
| b | using geographic information to determine patterns and trends in world history | b | applying geographic skills to determine and predict patterns and trends of people, places, or events; |
| c | interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history; |  |  |
|  |  | c | questioning to construct arguments using evidence from multiple sources; |
| d | evaluating sources for accuracy, credibility, bias, and propaganda; |  |  |
|  |  | d | investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions; |
| e | comparing and contrasting historical, cultural, economic, and political perspectives in world history; | e | comparing and contrasting historical, cultural, economic, and political perspectives; |
| f | explaining how indirect cause-and-effect relationships impacted people, places, and events in world history; | f | determining cause and effect to analyze 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; | g | using decision-making models, including but not limited to T-charts and Venn diagrams to analyze and explain the incentives for and consequences of a specific choice; |
| i | identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; |  |  |
|  |  | h | engaging and communicating as informed individuals with different perspectives; |
| j | investigating and researching to develop products orally and in writing. | i | developing products that reflect an understanding of research and content to make real life connections; and |
|  |  | j | engaging and communicating as informed individuals with different perspectives; |
|  |  |  |  |
| 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 | WHII.1 | The student will apply history and social science skills to analyze the political, cultural, geographic, and economic conditions in the world around 1500 (A.D.) by |
| a | locating major states and empires; | a | locating major states and empires; |
| b | describing artistic, literary, and intellectual ideas of the Renaissance; | b | describing the beliefs, sacred writings, traditions, customs, and growth of major religions, including but not limited to Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism; and |
| c | describing the distribution of major religions; |  |  |
| d | analyzing major trade patterns | c | analyzing major trade patterns, regional and global interactions, cultural exchanges, technological and scientific exchanges. |
| e | citing major technological and scientific exchanges in the Eastern Hemisphere |  |  |
|  |  |  |  |
| WHII.3 | The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by | WHII.2 | The student will apply history and social science skills to analyze the Renaissance and Protestant Reformation in terms of their impacts on Western civilization by |
| a | explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I; | a | explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I; |
| b | describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions | c | describing the effect of religious conflicts on society and government actions, including but not limited to the Inquisition and the Catholic Reformation. |
| c | describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press. | b | describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, and the role of the printing press in disseminating these changes; and |
|  |  |  |  |
| WHII.4 | The student will apply social science skills to understand the impact of the European Age of Exploration by | WHII.3 | The student will apply history and social science skills to describe European exploration by |
| a | explaining the political and economic goals of European exploration and colonization; | a | explaining the political, social, cultural, and economic goals of European exploration and colonization; |
| b | describing the geographic expansion into Africa, Asia, and the Americas; |  |  |
| c | comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas; | b | comparing and contrasting the social, political, economic, and cultural effects of European colonization and the responses of Indigenous peoples in Africa, Asia, and the Americas; and |
| d | analyzing how competition for colonies changed the economic system of Europe; | c | analyzing how competition for colonies among Britain, France, and Spain changed the economic system of Europe. |
| e | defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world. | WHII.4b | defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world, including but not limited to Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, and Voltaire; |
|  |  |  |  |
| 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 | WHII.4 | The student will apply history and social science skills to analyze the political, socio-cultural, geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500 (A.D.) to about 1800 (A.D.) by |
|  |  | a | describing the series of wars in Europe, including but not limited to the French Wars of Religion, the Thirty Years War, the German Peasants’ War, the Tudor Rebellions, and the Dutch Revolt; |
| a | locating European nations and their empires in time and place and identifying major geographic features of Europe |  |  |
| b | describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V; | d | describing the Age of Absolutism with emphasis on the development of France and Louis XIV and the Hapsburg empire and Charles V; |
| c | describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period; | c | analyzing Enlightenment themes and how they influenced the political foundations of Virginia and the United States; |
| d | describing the development of social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy; | e | describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy; |
| e | explaining the causes and effects of the American and French Revolutions; | f | explaining the influence of the American Revolution on the causes and effects of the French and Latin American Revolutions; and |
| f | describing the development of social and cultural patterns in the German states; |  |  |
| g | describing the development of social and cultural patterns in the Italian states; |  |  |
| h | 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 | WHII.5 | The student will apply history and social science skills to understand Asia from approximately 1500 A.D. approximately 1800 A.D. by |
| a | locating Asian empires in time and place and identifying major geographic features; |  |  |
| b | describing the location and development of social and cultural patterns in the Ottoman Empire; | a | describing the location and development of previously established trade routes, the economic success, the influence of religion, and the factors contributing to the longevity of the Ottoman Empire’s influence and power; |
| c | describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade; | b | describing the location and development of northern and southern empires in India, including but not limited to the major trading posts, the growth of Sikhism challenging the Mughal Empire, and cultural developments; |
| d | describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty; | c | describing the location, origins, and development of China, including but not limited to the expansion, development, and social and cultural patterns within the Ming and Qing (Manchu) dynasties; and |
| e | describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate | d | describing the location, origins, and development of Japan, including but not limited to the incentives and consequences of the Tokugawa shogunate’s closed country policy, the roles of important figures in Japanese society such as the Emperor and the Shogun, and the importance of religion in Japanese society. |
| f | 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 | WHII.6 | The student will apply history and social science skills to understand sub-Saharan Africa from approximately 1500 A.D. to approximately 1800 A.D. by |
| a | locating major societies in Africa in time and place and identifying major geographic features; | a | describing the location and development of Eastern and Western Africa; |
|  |  | b | explaining the influence of Askia Muhammad in the region; |
|  |  | c | analyzing the role of religion in Eastern and Western Africa, including Islam in Songhai, Coptic Christianity in Ethiopia, and Animism in the Songhai and Asante (Ashanti) Empires; |
|  |  | d | analyzing the role of the Ashanti and other powerful Western African Empires in the Transatlantic Slave Trade; |
|  |  | e | examining the Swahili trade network and its impacts on Eastern Africa; |
| b | comparing and contrasting the development of social and cultural patterns in East Africa and West Africa; |  |  |
| c | comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; | f | comparing and contrasting the development of Central and Southern Africa, including but not limited to the political systems of the Songhai, Asante (Ashanti), Kongo, and Zulu empires; |
|  |  | g | analyzing the adoption of African Christianity in Kongo and compare it to the practice of Indigenous religions in the Zulu Empire; and |
| d | explaining the development of political and economic systems in African societies. | h | identifying trading partners, resources and products exchanged with major Central and Southern African empires. |
|  |  |  |  |
| WHII.8 | The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by | WHII.7 | The student will apply history and social science skills to analyze the global impact of changes in European nations between 1800 and 1900 by |
| a | explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy; | WHII.7a | explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy; |
| b | analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children; | WHII.7b | analyzing the effects of the First and Second Industrial Revolution; |
| c | describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement; |  |  |
| d | assessing the impact of Napoleon and the Congress of Vienna on political power in Europe; | WHII.4g | The student will apply history and social science skills to analyze the political, socio-cultural, geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500 (A.D.) to about 1800 (A.D.) by assessing the effect of Napoleon and the Congress of Vienna on political power in Europe. |
| e | explaining the events related to the unification of Italy and the role of Italian nationalism; | WHII.7d | explaining the events related to the unification of Italy and the role of Italian nationalism; and |
| f | explaining the events related to the unification of Germany and the role of Bismarck. | WHII.7e | 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 |  |  |
| a | locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world; |  |  |
| b | locating Latin America, explaining the causes and effects of the revolutions, with emphasis on the contributions of Toussaint L’Ouverture and Simón Bolívar, and identifying the impact of the American and French Revolutions on Latin America; |  |  |
| c | describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine; |  |  |
| d | assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia | c | evaluating responses to imperialism, including but not limited to the Sepoy Mutiny and Boxer Rebellion; |
| e | analyzing the relationship between industrialization, imperialism, and nationalism. |  |  |
|  |  |  |  |
| WHII.10 | The student will apply social science skills to understand World War I and its worldwide impact by | WHII.8 | The student will apply history and social science skills to understand World War I by |
| Age of Revolutions and Imperialism | explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; | a | explaining economic and political causes and identifying major events and leaders of the war, including but not limited to the assassination of Archduke Franz Ferdinand, Georges Clemenceau, John J. Pershing, Kaiser Friedrich Wilhelm II, and Woodrow Wilson; |
| b | describing the location of major battles and the role of new technologies; | b | identifying the changes to modern warfare used in battles along the Eastern and Western fronts; |
|  |  | c | describing major battles, including but not limited to Gallipoli, Marne, Meuse-Argonne, Somme, and Verdun; |
| c | analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system; | d | analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, and the mandate system; |
| d | citing causes and consequences of the Russian Revolution; | e | identifying the causes and consequences of the Russian Revolution; |
| e | explaining the causes and assessing the impact of worldwide depression in the 1930s; | f | explaining the causes and effects of worldwide depression in the 1930s; and |
| f | examining the rise of totalitarianism. | g | examining the rise of totalitarianism. |
|  |  |  |  |
| WHII.11 | The student will apply social science skills to understand World War II and its worldwide impact by | WHII.9 | The student will apply history and social science skills to understand World War II by |
| a | explaining the major causes of the war; | a | explaining economic and political causes and identifying major events and leaders of the war, including but not limited to Winston Churchill, Dwight Eisenhower, Adolf Hitler, Michinomiya Hirohito, Joseph Stalin, Douglas MacArthur, Franklin D. Roosevelt, Harry Truman, and Admiral Chester Nimitz; |
| b | 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 |  |  |
| c | describing the major events, including major battles and the role of new technologies; | b | describing the major battles, including but not limited to Leningrad, Midway, Normandy, Okinawa, and Stalingrad; |
|  |  | c | identifying the role of technology on the war, including but not limited to cavity magnetron, naval power, radar, computers—the Electronic Numerical Integrator and Computer (ENIAC), antibiotics, and the atomic bomb; |
| d | examining the Holocaust and other examples of genocide in the twentieth century | d | describing key causes, events, victims, and impact of the Holocaust including antisemitism, the rise of the Nazi Party, Kristallnacht, the establishment of ghettos, concentration and death camps, mobile killing squads, rescue, Jewish resistance, and liberation; |
| e | 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). | e | 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, the creation of international cooperative organizations, the Universal Declaration of Human Rights (1948), and the creation and defense of the modern State of Israel; and |
|  |  | f | describing the heroic aspects, including but not limited to D-Day, French Resistance, Dunkirk Evacuation, covert action, and Operation Jedburgh. |
|  |  |  |  |
| WHII.12 | The student will apply social science skills to understand the conflicts during the second half of the twentieth century by | WHII.10 | The student will apply history and social science skills to understand the significance of the Cold War during the second half of the twentieth century by |
| a | 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; | a | explaining the causes, the domino theory, the role of containment, and the differences between the United States and Soviet Union’s economic and political systems; |
| b | describing the major leaders and events of the Cold War, including the location of major conflicts; | b | describing the events, conflicts, and revolutionary movements, including but not limited to the Berlin Blockade, Suez Canal Crisis, Hungarian Revolution, Bay of Pigs, Cuban Missile Crisis, and Prague Spring, and the impact of clandestine operations on the Cold War; |
| c | 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; | c | describing conflicts, events, and major leaders in Asia, including Mao Zedong, Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh, and Tiananmen Square; |
| d | 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. | d | explaining the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War, including the actions of Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, and Vaclav Havel; |
|  |  | e | examining the political and economic causes and global consequences of the breakup of the Soviet Union; and |
|  |  | f | analyzing how nations around the world developed a culture of global interdependence. |
|  |  |  |  |
| 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 | WHII.11 | The student will apply history and social science skills to identify the political, economic, and socioeconomic aspects of independence movements and decolonization by |
| a | describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy; | a | describing the struggles for self-rule, including Gandhi’s leadership and the development of India’s democracy; |
| b | describing Africa’s independence movements, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa | b | describing African independence movements in Ghana, Algeria, Kenya, and South Africa, including but not limited to Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa; |
| c | describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser. | c | describing the end of the League of Nations’ mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser, and |
|  |  | d | explaining the effects of decolonization and other methods of gaining independence. |
|  |  |  |  |
| WHII.14 | The student will apply social science skills to understand the global changes during the early twenty-first century by | WHII.12 | The student will apply history and social science skills to explain global changes during the twenty-first century by |
|  |  | a | identifying modern era genocides and crimes against humanity, including but not limited to Mao’s Cultural Revolution, Stalin Regime, Armenia, Cambodia, Fidel Castro’s Cuba, Darfur, Rwanda, and China’s minority Uyghur population; |
| 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 | identifying contemporary economic and political issues and ethnic and religious conflicts resulting in the migrations of refugees; |
|  |  | c | examine the development, role, and effects of technology, including 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 | e | describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements. |
| d | analyzing the increasing impact of terrorism. | d | analyzing the increasing impact, events, and conditions that have given rise to international terrorism, including but not limited to the US Embassy bombing in Beirut, the Lockerbie Bombing/Pan AM Flight 103, the US Embassy bombings in Nairobi and Kenya, and 2011 Breivik shootings; and |
|  |  |  |  |
| 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 |  |  |
| b | locating the geographic distribution of religions in the contemporary world. |  |  |

| **Grade Eleven – Virginia and United States History** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| VUS.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by | Skills VUS | The student will apply history and social science skills to the content by |
| a | synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history | a | 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; |
| b | using geographic information to determine patterns and trends in Virginia and United States history | b | applying geographic skills to determine and/or predict patterns and trends of people, places, or events; |
| c | interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history |  |  |
| d | constructing arguments, using evidence from multiple sources; | c | questioning and using inquiry to construct arguments using evidence from multiple sources; |
|  |  | d | investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions; |
| e | comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history; | e | comparing and contrasting historical, cultural, economic, and political perspectives; |
| f | explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history; | f | determining cause and effect to analyze 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; | g | using economic decision-making models to analyze and explain the incentives for and consequences of a specific choice; |
| i | identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; |  |  |
|  |  | h | engaging and communicating as informed individuals with different perspectives; |
| j | investigating and researching to develop products orally and in writing. | i | developing products that reflect an understanding of research and content to make real life connections; and |
|  |  | j | contextualizing corroborating and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States history. |
|  |  |  |  |
| VUS.2 | The student will apply social science skills to understand the impact of the Age of Exploration by | VUS.1 | The student will apply history and social science skills to describe the early North America by |
| a | describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; |  |  |
| b | analyzing the cultural interactions among American Indians, Europeans, and Africans. | a | 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; |
|  |  | b | 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; |
|  |  | c | 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 |
|  |  | d | examining the trade routes and the resources and products that linked Africa, the West Indies, the colonies, and Europe. |
|  |  |  |  |
| VUS.3 | The student will apply social science skills to understand early European colonization by | 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 |
|  |  | a | 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; |
|  |  | b | describing European settlement in the Americas, the Great Awakening, character, practices, and the growth of religious toleration, and the free exercise of religion; |
|  |  | c | 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 |
|  |  | d | explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town councils. |
| a | evaluating the economic characteristics of the colonies; |  |  |
| b | analyzing how social and political factors impacted the culture of the colonies; |  |  |
|  |  | 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 |
|  |  | a | describing the diverse cultures, languages, skills, and perspectives of Africans who were captured there and enslaved in the Americas; |
|  |  | b | describing the Middle Passage, the Transatlantic Slave Trade, chattel slavery, indentured servitude, and forced labor; |
|  |  | c | describing the slave trade in the U.S., Virginia, and Richmond; |
| c | explaining the impact of the development of indentured servitude and slavery in the colonies. | d | analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and race-based enslavement of Africans; and |
|  |  | e | 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 |
|  |  | a | describing the competition among the English, French, Spanish, Dutch, and Indigenous peoples for control of North America; |
|  |  | b | 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; |
|  |  | c | describing the significance of Bacon’s Rebellion; |
|  |  | d | explaining the conflicts before the Revolutionary War; and |
|  |  | e | describing the violent conflicts among the Indigenous peoples’ nations, including the competing claims for control of lands. |
| VUS.4 | The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by | 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 |
| a | describing the results of the French and Indian War; | a | describing the results of the French and Indian War; |
| b | evaluating how political ideas of the Enlightenment helped shape American politics; | b | 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; |
| c | explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain; |
|  |  | c | 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; |
|  |  | d | examining the contributions of those involved in the drafting and signing of the Declaration of Independence and the lasting legacy of the document; |
| d | analyzing the competing factors that led to colonial victory in the Revolutionary War; | e | analyzing the intervention of France and other factors that led to colonial victory in the Revolutionary War; |
| e | evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy. | f | evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy; and |
|  |  | g | analyzing the U.S. Presidents of this era with emphasis on the presidents from Virginia. |
|  |  |  |  |
| VUS.5 | The student will apply social science skills to understand the development of the American political system by | VUS.6 | The student will apply history and social science skills to describe the development and significance of the American political system by |
| a | 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; | a | 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; |
|  |  | b | identifying the strengths and weaknesses of the Articles of Confederation; |
| b | describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington; | c | 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; |
|  |  | d | 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; |
| c | 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; | e | analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era; and |
| d | 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. | f | explaining the significance of Chief Justice John Marshall and the Marbury vs. Madison decision. |
|  |  |  |  |
| 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 | 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 |
| a | explaining territorial expansion and its impact on the American Indians; | b | 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; |
| b | describing the political results of territorial expansion | e | describing the political results of territorial expansion and its impact on Indigenous peoples; |
| c | assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812; | a | assessing the political and economic changes that occurred during this period, with emphasis on James Madison, and the War of 1812; |
|  |  | c | 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; |
|  |  | d | 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; |
| d | analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era); | f | analyzing the social and cultural changes during the period, including but not limited to immigration and “The Age of the Common Man” (Jacksonian Era); |
| e | 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; | h | 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. |
|  |  | g | examining the Texas Revolution and the Mexican-American War; and |
| f | explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation |  |  |
|  | evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery. |  |  |
|  |  |  |  |
|  |  | VUS.8 | The student will apply history and social science skills to analyze the development and abolition of slavery in the United States by |
|  |  | a | explaining how slavery is the antithesis of freedom; |
|  |  | b | describing the impacts of abolitionists, including but not limited to Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe; |
|  |  | c | 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 |
| g |  | d | explaining the extension of rights provided in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States. |
|  |  |  |  |
| 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 | 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 |
| a | 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; | a | 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; |
| b | 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; | b | 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; |
| c | evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front; | c | evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front; |
| d | evaluating postwar Reconstruction plans presented by key leaders of the Civil War; | d | evaluating postwar Reconstruction plans presented by key leaders of the Civil War; |
| e | evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States. | e | 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; |
|  |  | f | evaluating Virginia’s stance on the 14th Amendment, Virginia’s 1870 Constitution and readmittance to Congress; and |
|  |  | g | 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. |
|  |  |  |  |
| 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 | 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 |
| a | 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; | a | 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; |
| b | 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; | c | 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; |
| c | examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation; | b | examining and evaluating the motivations, contributions, and challenges immigrants to the United States faced before, during, and upon arrival; |
| d | 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; | g | 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 |
| e | evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; | d | 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; |
| f | evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation. | e | 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; |
|  |  | f | examining the “Byrd machine” and its dominance in Virginia government in the first half of the 20th Century; |
|  |  | h | 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.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 | 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 |
| a | 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 | a | 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; |
|  |  | b | 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; |
|  |  | c | evaluating the events, leaders, and changes that brought America out of a period of isolationism to enter WWI; |
| b | evaluating the United States’ involvement in World War I, including Wilson’s Fourteen Points; | d | 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 |
| c | evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations. | e | 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.10 | The student will apply social science skills to understand key events during the 1920s and 1930s by | 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 |
|  |  | a | 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; |
|  |  | b | analyzing the connections between the Bolshevik Revolution and the First Red Scare, anarchist bombings, and the Palmer Raids; |
|  |  | c | 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; |
|  |  | d | 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; |
| a | analyzing how popular culture evolved and challenged traditional values; | e | 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; |
|  |  | f | examining the changing role of women in society and in the passage of the Eighteenth Amendment and the Nineteenth Amendments to the Constitution of the United States; and |
|  |  | g | 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. |
|  |  | 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 |
| b | assessing and explaining the economic causes and consequences of the stock market crash of 1929; | a | 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 |
| c | explaining the causes of the Great Depression and its impact on the American people; |
| d | evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy. | b | 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.11 | The student will apply social science skills to understand World War II by | VUS.14 | The student will apply history and social science skills to analyze America’s involvement in World War II by |
|  |  | a | comparing and contrasting totalitarianism and Imperial Japan, communist Soviet Union, and fascist Italy and Nazi Germany; |
| a | analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response | b | 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; |
| b | describing and locating the major battles and key leaders of the European theater; | c | identifying the similarities and differences in the strategy, major battles, and impacts of key leaders of the Axis and Allied Powers; |
| c | describing and locating the major battles and key leaders of the Pacific theater; |
| d | 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; | d | 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; |
|  |  | e | 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; |
| e | analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals; | f | 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; |
| f | evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers. |  |  |
|  |  | g | explaining American military intelligence and technology, including island hopping, the Manhattan Project, and the bombings of the Japanese cities of Hiroshima and Nagasaki; and |
|  |  |  |  |
| VUS.12 | The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by | VUS.15 | The student will apply history and social science skills to analyze the United States’ foreign policy during the Cold War era by |
| a | locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan; | VUS.14h | The student will apply history and social science skills to analyze America’s involvement in World War II by describing the significance of America’s role in the Allied victory, the Marshall Plan and the significance of the United Nations. |
| b | 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; | a | 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; |
| c | analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO); | b | 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; |
|  |  | c | describing events and leaders of the Cold War, including the Bay of Pigs and Cuban Missile Crisis, and John F. Kennedy and Nikita Khrushchev; |
| d | analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China; | d | analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China and the experiences of refugees from those nations; and |
| e | evaluating and explaining how policy changes impacted the United States’ relationships in Latin America; |  |  |
| f | analyzing the domestic impact of the Cold War |  |  |
| g | evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan | e | 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.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 | VUS.16 | The student will apply history and social science skills to analyze the causes and effects of the Civil Rights Movement by |
| a | explaining the factors that led to United States expansion; |  |  |
|  |  | a | analyzing the origins of the Civil Rights Movement, the effects of segregation, and efforts to desegregate schools, transportation, and public areas; |
| 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; | b | 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; |
|  |  | c | 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; |
|  |  | d | 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; |
| 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; | e | 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 |
|  |  | f | 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 |
| 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 | e | explaining scientific and technological changes and evaluating their impact on American culture, including media. |
| g | evaluating and explaining the changes that occurred in American culture. | c | 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; |
|  |  | d | connecting the legacy of the Civil Rights Movement to the election of Barack Obama to the Office of the President; and |
|  |  |  |  |
| 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; | a | 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; |
| 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); | b | 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; |
| c | evaluating the evolving and changing role of government, including its role in the American economy; |  |  |
| d | explaining scientific and technological changes and evaluating their impact on American culture. |  |  |

| **Grade Twelve – Virginia and United States Government** | | | |
| --- | --- | --- | --- |
| **2015 Standard** | **2015 Sub-standard** | **2023 Standard** | **2023 Sub-standard** |
| GOVT.1 | The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by |  | The student will apply history and social science skills to the content by |
| a | planning inquiries by synthesizing information from diverse primary and secondary sources; | a | selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams, to question and understand government and politics; |
|  |  | b | applying geographic skills to determine and/or predict patterns and trends; |
| b | analyzing how political and economic trends influence public policy, using demographic information and other data sources; |  |  |
| c | comparing and contrasting historical, cultural, economic, and political perspectives; | e | comparing and contrasting historical, cultural, economic, and political perspectives; |
| d | evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias; | j | contextualizing corroborating and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States government and politics. |
| e | constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims; | c | questioning and using inquiry to construct arguments using evidence from multiple sources; |
|  |  | d | investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions; |
| f | explaining how cause-and-effect relationships impact political and economic events; | f | determining cause and effect to analyze connections; |
| g | taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues; |  |  |
| h | using a decision-making model to analyze the costs and benefits of a specific choice, considering incentives and possible consequences; | g | using economic decision-making models to analyze and explain the incentives for and consequences of a specific choice; |
|  |  | h | engaging and communicating as informed individuals with different perspectives; |
| i | applying civic virtues and democratic principles to make collaborative decisions; |  |  |
| j | communicating conclusions orally and in writing to a wide range of audiences, using evidence from multiple sources and citing specific sources. | i | developing products that reflect an understanding of research and content to make real life connections; and |
|  |  |  |  |
| 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 | GOVT.1 | The student will apply history and social science skills to understand the foundations of American constitutional government by |
| a | describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic; | a | describing the features of a democratic republic as influenced by forms of Athenian democracy and the Roman Republic; |
| b | explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights; | b | analyzing the foundational principles found in historical writings and prior governing documents, including the Magna Carta, charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the works of Enlightenment philosophers (Locke, Hobbes, Rousseau, and others), the Great Awakening, and the English Bill of Rights; |
| c | evaluating the writings of Hobbes, Locke, and Montesquieu; |
| d | explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London; |
| e | analyzing the natural rights philosophies expressed in the Declaration of Independence; | c | evaluating the foundational principles expressed in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States; and |
| f | 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. | d | analyzing 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 | GOVT.2 | The student will apply history and social science skills to describe the concept of democracy by |
|  |  | a | explaining the concepts of popular sovereignty, natural rights, the rule of law, self-government and “consent of the governed”; |
|  |  | b | comparing structures of government including constitutional republic, autocracy, direct democracy, representative democracy, presidential system, and parliamentary system; |
| a | recognizing the fundamental worth and dignity of the individual; |  |  |
| b | recognizing the equality of all citizens under the law; | c | recognizing the equality of all citizens under the law; |
| c | recognizing what defines a citizen and how noncitizens can become citizens; |  |  |
| d | recognizing majority rule and minority rights; | d | recognizing majority rule and minority rights; |
| e | recognizing the necessity of compromise | e | recognizing the necessity of compromise; and |
| f | recognizing the freedom of the individual. | f | 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 | GOVT.3 | The student will apply history and social science skills to analyze the Virginia and United States Constitution and the Bill of Rights by |
| a | examining the ratification debates and The Federalist; | a | examining the ratification debates and The Federalist Papers, including but not limited to #10 and #51; |
| b | evaluating the purposes for government stated in the Preamble; | b | evaluating the purposes for government stated in the Preamble; |
| c | examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism; |  |  |
| d | defining the structure of the national government outlined in Article I, Article II, and Article III; | c | defining the structure and authority of the national government as outlined in Article I, Article II, and Article III; |
|  |  | d | examining the differences between the powers and authority of state and national governments; |
|  |  | e | connecting the fundamental principles of checks and balances and separation of powers to the three branches of government; |
|  |  | f | describing how the Bill of Rights affirms natural rights as something that precedes politics; and |
| e | analyzing and explaining the amendment process. | g | explaining the amendment process. |
|  |  |  |  |
|  |  | GOVT.4 | The student will apply history and social science skills to explore and understand the significance, reverence and pride around the foundation of the American republic by |
|  |  | a | analyzing the five values of liberty, egalitarianism, individualism, populism, and laissez-faire government as described by Alexis de Tocqueville; |
|  |  | b | understanding the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust"; |
|  |  | c | describing the fundamental concepts of American constitutional democracy, including how the government derives its power from the people, and the primacy of individual liberty; |
|  |  | d | defining the meaning of the American Creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution; and |
|  |  | e | evaluating how the U.S. Constitution and the Bill of Rights protect freedoms and limit government. |
|  |  |  |  |
| 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 |  |  |
| a | evaluating the relationship between the state government and the national government; |  |  |
| b | examining the extent to which power is shared; |  |  |
| c | identifying the powers denied state and national governments |  |  |
| d | 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 | GOVT.6 | The student will apply history and social science skills explain the process of local, state, and national elections by |
|  |  | a | describing how amendments and laws have extended the right to vote to previously disenfranchised Americans; |
| a | describing the nomination and election process, including the organization and evolving role of political parties; | c | describing the nomination and election process, including the organization and evolving role of political parties and interest groups; |
| b | examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups; | b | examining campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups; |
| c | analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections; | d | analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications; |
| d | investigating and explaining the impact of reapportionment and redistricting on elections and governance; | e | explaining the role of the Electoral College and the impact of reapportionment and redistricting on elections and governance; and |
|  |  | f | evaluate challenges of the election process including redistricting and gerrymandering. |
| e | investigating and explaining the impact of reapportionment and redistricting on elections and governance; |  |  |
| f | analyzing voter turnout in local, state, and national elections. |  |  |
|  |  |  |  |
|  |  | GOVT.7 | The student will apply history and social science skills to describe the scope and limits of the powers of the federal legislative branch of the U.S. government as delineated in Article I of the Constitution by |
|  |  | a | describing its structure and the process for the election of its members; |
|  |  | b | describing how the power of the legislative branch has changed over time; and |
|  |  | c | evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government. |
|  |  |  |  |
|  |  | GOVT.8 | The student will apply history and science skills to describe the powers of the executive branch of the U.S. government as delineated in Article II of the Constitution by |
|  |  | a | describing the structure and organization of the executive branch; |
|  |  | b | describing how the power of the executive branch has changed over time, including the Twentieth, Twenty-second, and Twenty-fifth Amendments; and |
|  |  | c | comparing and contrasting executive branch processes with the legislative branch. |
|  |  |  |  |
| GOVT.7 | The student will apply social science skills to understand the organization and powers of the national government by |  |  |
| a | examining the legislative, executive, and judicial branches; |  |  |
| b | analyzing the relationships among the three branches in a system of checks and balances and separation of powers; |  |  |
| c | 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 | GOVT.10 | The student will apply history and social science skills to explain the organization and powers of the state and local governments as described in the Constitution of Virginia by |
| a | examining the legislative, executive, and judicial branches; | a | analyzing legislative, executive, and judicial branches; |
|  |  | b | explaining the law-making process at the state and local levels; |
| b | examining the structure and powers of local governments (county, city, and town); | c | examining the structure and powers of local governments (county, city, and town); |
| c | analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions; | d | analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions; |
|  |  | e | comparing partisan and nonpartisan offices; and |
| d | investigating and explaining the ways individuals and groups exert influence on state and local governments | f | investigating and explaining the ways individuals and groups exert influence on state and local governments. |
| e | 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 |  |  |
| a | defining public policy and determining how to differentiate public and private action; |  |  |
| b | examining different perspectives on the role of government; |  |  |
| c | 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; |  |  |
| d | describing how the state and local governments influence the public agenda and shape public policy; |  |  |
| e | investigating and evaluating the process by which policy is implemented by the bureaucracy at each level; |  |  |
| f | analyzing how the incentives of individuals, interest groups, and the media influence public policy; |  |  |
| g | 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 | GOVT.9 | The student will apply history and social science skills to describe the scope and limits of the powers of the federal judiciary as delineated in Article III of the U.S. Constitution by |
| a | describing the organization, jurisdiction, and proceedings of federal courts; | a | describing the organization, jurisdiction, and proceedings of federal courts; |
| b | evaluating how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in Marbury v. Madison; | b | explaining how the Marshall Court established the Supreme Court as an independent branch of government in Marbury v. Madison; |
| c | describing how the Supreme Court decides cases; | c | describing how the Supreme Court decides cases; and |
| d | comparing the philosophies of judicial activism and judicial restraint | d | comparing the philosophy of originalism, judicial pragmatism, judicial activism, and judicial restraint. |
| e | 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 | GOVT.11 | The student will apply history and social science skills to analyze civil liberties and civil rights by |
|  |  | a | explaining the difference between civil rights and civil liberties; |
| a | examining the Bill of Rights, with emphasis on First Amendment freedoms; | b | explaining the purpose of the Bill of Rights, with emphasis on First Amendment freedoms; |
| b | analyzing due process of law expressed in the Fifth and Fourteenth Amendments; | c | analyzing the rights of the accused and due process of law expressed in the Bill of Rights and the Fourteenth Amendments; |
| c | 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; | d | 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; |
| d | investigating and evaluating the balance between individual liberties and the public interest; | e | evaluating the balance between individual liberties and the public interest; and |
| e | examining how civil liberties and civil rights are protected under the law | f | 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 | GOVT.12 | The student will apply history and social science skills to understand the role of the United States in a changing world by |
| a | describing the responsibilities of the national government for foreign policy and national security; | a | describing the responsibilities of the national government for foreign policy and national security; |
| b | assessing the role of national interest in shaping foreign policy and promoting world peace; | b | assessing and analyzing the role of national interest in shaping foreign policy and promoting world peace; and |
| c | examining the relationship of Virginia and the United States to the global economy, including trends in international trade | c | examining the relationship of Virginia and the United States in 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 |  |  |
| a | describing the distribution of governmental power; |  |  |
| b | explaining the relationship between the legislative and executive branches; |  |  |
| c | comparing and contrasting the extent of participation in the political process |  |  |
| d | comparing and contrasting the extent of participation in the political process |  |  |
|  |  |  |  |
| GOVT.14 | The student will apply social science skills to understand economic systems by | GOVT.13 | The student will apply history and social science skills to understand the role of the United States in a changing world by |
| a | identifying the basic economic questions encountered by all economic systems; |  |  |
| b | comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx | a | evaluate the economic and political systems of capitalism, communism, Marxism, socialism, fascism, authoritarianism, and totalitarianism; |
|  |  | b | comparing the characteristics of economies as described by Adam Smith, Karl Marx, John Maynard Keynes, Friedrich Hayek, Milton Friedman, and Thomas Sowell; |
|  |  | c | comparing and contrasting the role of government in capitalism and socialism as economic systems, including the role of government in each and individual economic freedoms; |
|  |  | d | explaining the differences between the principles of the Bill of Rights and the Communist Manifesto; |
|  |  | e | evaluating the factors that influence production and distribution of goods in a market system; and |
|  |  | f | explaining how competition and free enterprise influence the local, national, and global economies. |
| c | 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 | GOVT.14 | The student will apply history and social science skills to explain the role of government in the Virginia and United States economies by |
|  |  | a | explaining government’s limited but important role in free enterprise and how that affects individual economic freedoms; |
| a | describing the provision of government goods and services that are not readily produced by the market; | b | describing the provision of government goods and services that are not readily produced by the market; |
| b | describing government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace; | c | evaluating 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; |
| c | investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government | d | 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; |
| d | analyzing how Congress can use fiscal policy to stabilize the economy; | e | analyzing how Congress can use fiscal policy to stabilize the economy; |
| e | describing the effects of the Federal Reserve’s monetary policy on price stability, employment, and the economy | f | describing how the Federal Reserve can use monetary policy to pursue price stability, full employment, and economic growth with the goal of stabilizing the economy; and |
| f | evaluating the trade-offs in government decisions | g | 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 | GOVT.5 | The student will apply history and social science skills to explain the rights and responsibilities of United States Citizenship by |
|  |  | a | describing the paths to U.S. citizenship; |
| a | exercising personal character traits such as trustworthiness, responsibility, and honesty; |  |  |
| b | obeying the law and paying taxes; | b | obeying the law and paying taxes; |
| c | serving as a juror; | c | serving as a juror; |
| d | participating in the political process and voting in local, state, and national elections; | d | participating in the political process and voting in local, state, and national elections; |
| e | performing public service; | e | performing public service; |
| f | keeping informed about current issues; | f | keeping informed about current issues; |
| g | respecting differing opinions and the rights of others; |  |  |
| h | practicing personal and fiscal responsibility | g | practicing personal and fiscal responsibility; and |
|  |  | h | understanding that the United States has a voluntary military and the importance of Selective Service registration. |
| i | demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media |  |  |
| j | practicing patriotism. |  |  |