

History and Social Science Standards of Learning Crosswalk between the 2015 and 2008 Standards

2015 History and Social Science Standards of Learning Crosswalk		
Kindergarten		
	2015	CHANGES/ 2008 Standards
K.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	viewing artifacts and primary and secondary sources to develop an understanding of history;	
b)	using basic map skills to support an understanding of the community;	
c)	gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;	
d)	asking appropriate questions to solve a problem;	
e)	comparing and contrasting people, places, or events;	
f)	recognizing direct cause-and-effect relationships;	
g)	making connections between past and present;	
h)	using a decision-making model to make informed decisions;	
i)	practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and	
j)	developing fluency in content vocabulary and comprehension of oral, written, and visual sources.	

2015 History and Social Science Standards of Learning Crosswalk

Kindergarten

	2015	CHANGES/ 2008 Standards
K.2	The student will recognize that history describes events and people from other times and places by	Moved from K.1(2008)
a)	identifying examples of historical events, stories, and legends that describe the development of the local community; and	
b)	identifying people who helped establish and lead the local community over time.	
K.3	The student will sequence events in the past and present and begin to recognize that things change over time.	Moved from K.2 (2008)
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.	Moved from K.3 (2008)
K.5	The student will use simple maps and globes to	Moved from K.4 (2008)
	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;	
	b) describe places referenced in historical events, stories, and real-life situations;	Added “historical events”
	c) locate land and water features;	
	d) identify basic map symbols in a map legend; and	New content
	e) identify places and objects of a familiar area	New content
K.6	The student will develop an awareness that maps and globes	Moved from K.5 (2008)
a)	show a view from above;	
b)	show things in smaller size; and	
c)	show the position of objects.	

Kindergarten

	2015	CHANGES/ 2008 Standards
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	Moved from 1.6 (2008)
K.8	The student will match simple descriptions of work that people do with the names of those jobs.	Moved from K.6 (2008)
K.9	The student will	Moved from K.7 (2008)
a)	recognize that people make choices because they cannot have everything they want; and	
b)	explain that people work to earn money to buy the things they want.	
K.10	The student will demonstrate that being a good citizen involves	Moved from K.8 (2008)
a)	taking turns and sharing;	
b)	taking responsibility for certain classroom chores;	
c)	taking care of personal belongings and respecting what belongs to others;	
d)	following rules and understanding the consequence of breaking rules;	
e)	practicing honesty, self-control, and kindness to others;	
f)	participating in decision making in the classroom; and	
g)	participating successfully in group settings.	
K.11	The student will develop an understanding of how communities express patriotism through events and symbols by	Moved from K.2 (2008) and K.9 (2008) Changed verb: “recognized” to “develop”
a)	recognizing the American flag; Day; Martin Luther King, Jr., Day; George Washington’s Birthday (Presidents’ Day); and Independence Day (Fourth of July).	Moved from K.9 (2008) and K.1b (2008) Revised to add “George Washington’s Birthday”
b)	recognizing the American flag;	Moved from K.9 (2008)
c)	recognizing the Pledge of Allegiance;	Moved from K.9 (2008)
d)	knowing that the president is the leader of the United States; and	Moved from K.9 (2008)
e)	recognizing the holidays and people associated with Thanksgiving Day; Martin Luther King, Jr., Day; George Washington’s Birthday (Presidents’ Day); and Independence Day (Fourth of July).	Moved from K.1b (2008)

2015 History and Social Science Standards of Learning Crosswalk

Grade One

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

	2015	CHANGES/ 2008 Standards
1.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	using artifacts and primary and secondary sources to develop understanding of history;	
b)	using basic map skills to support an understanding of Virginia history;	
c)	using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support understanding of Virginia history;	
d)	asking appropriate questions to solve a problem;	
e)	comparing and contrasting people, places, or events in Virginia history;	
f)	recognizing direct cause-and-effect relationships;	
g)	making connections between past and present;	
h)	using a decision-making model to make informed decisions;	
i)	practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	
j)	developing fluency in content vocabulary, and comprehension of oral, written and visual sources.	
1.2	The student will demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including	Revised to focus on Virginia
a)	the settlement of Virginia at Jamestown;	New content
b)	famous Virginians such as George Washington and Thomas Jefferson who helped form a new nation; and	Moved from K.1a (2008), 2.11(2008), and 3.11b (2008)
c)	life in Virginia today, including food, clothing, shelter, transportation, and recreation.	New content
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	Revised to focus on Virginia
a)	Powhatan;	Moved from K.1a (2008)
b)	Pocahontas;	Moved from K.1a (2008)
c)	Christopher Newport;	Moved from 3.3a (2008)
d)	Maggie L. Walker; and	New content
e)	Arthur R. Ashe, Jr.	New content

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

	2015	CHANGES/ 2008 Standards
1.4	The student will describe the lives of people associated with major holidays including	Moved from 1.3 Changed verb: “discuss” to “describe”
a)	George Washington’s Birthday (Presidents’ Day);	Revised to add “George Washington’s Birthday”
b)	Independence Day (Fourth of July); and	
c)	Martin Luther King, Jr., Day.	New content
1.5	The student will develop map skills by	Moved from 1.4 (2008)
a)	recognizing basic map symbols, including references to land, water, cities, and roads;	
b)	using cardinal directions on maps;	
c)	identifying the shapes of the United States and Virginia on maps and globes;	
d)	locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and	
e)	constructing simple maps, using a title, map legend, and compass rose	Moved from 1.5 (2008) and 2.6 (2008)
1.6	The student will develop a geographic understanding that	New content
a)	the location of Virginia determines its climate and results in four distinct seasons; and	
b)	the landforms of Virginia affect the places people live.	
1.7	The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.	
1.8	The student will explain that people make choices because they cannot have everything they want.	
1.9	The student will recognize that people save money for the future to purchase goods and services.	
1.10	The student will apply the traits of a good citizen by	
a)	focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;	
b)	recognizing the purpose of rules and practicing self-control;	
c)	working hard in school;	
d)	taking responsibility for one’s own actions;	
e)	valuing honesty and truthfulness in oneself and others; <u>and</u>	
f)	participating in classroom decision making through voting.	

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

	2015	CHANGES/ 2008 Standards
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.	Moved from 1.11a (2008) and 1.11b (2008)
1.12	The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by	Revised to focus on Virginia
a)	identifying the Virginia flag, state capitol building, state bird, and state flower; and	New content
b)	describing why people have symbols and traditions.	New content
1.13	The student will understand that the people of Virginia	Revised to focus on Virginia
a)	have state and local government officials who are elected by voters;	Moved from 2.12a (2008)
b)	make contributions to their communities; and	Moved from 1.12c (2008)
c)	include people who have diverse ethnic origins, customs, and traditions who are united as Americans by common principles.	Moved from 1.12c (2008)

2015 History and Social Science Standards of Learning Crosswalk

Grade Two

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

	2015	CHANGES/ 2008 Standards
2.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	identifying artifacts and primary and secondary sources to understand events in American history;	
b)	using basic map skills to locate places on maps and globes to support understanding of American history;	
c)	using and creating graphs, diagrams, and pictures to determine characteristics of people, places or events to support an understanding of American history;	
d)	asking appropriate questions to solve a problem;	
e)	comparing and contrasting people, places or events in American history;	
f)	recognizing direct cause-and-effect relationships;	
g)	making connections between past and present;	
h)	using a decision-making model to make informed decisions;	
i)	practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	
j)	defending positions using content vocabulary orally and in writing.	
2.2	The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history including communication and transportation.	Revised to focus on the United States of America
2.3	The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on	Moved from 2.2 (2008)
a)	the Powhatan of the Eastern Woodlands;	
b)	the Lakota of the Plains; and	
c)	the Pueblo peoples of the Southwest.	
2.4	The student will describe how the contributions of selected individuals changed the lives of Americans with emphasis on	Revised to focus on the United States of America
a)	Christopher Columbus	Moved from 3.3a (2008) and 3.5d (2008)
b)	Benjamin Franklin	Moved from 1.2 (2008)
c)	Abraham Lincoln	Moved from 2.11 (2008)
d)	George Washington Carver	Moved from 1.2 (2008)

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

	2015	CHANGES/ 2008 Standards
e)	Helen Keller	Moved from 2.11 (2008)
f)	Thurgood Marshall	Moved from 3.11b (2008)
g)	Rosa Parks	Moved from 3.11b (2008)
h)	Jackie Robinson	Moved from 2.11 (2008)
i)	Cesar Chavez	Moved from 3.11b (2008)
j)	Dr. Martin Luther King, Jr.	Moved from 2.11 (2008) and 3.11b (2008)
2.5	The student will describe why United States citizens celebrate major holidays including	Revised to focus on the United States of America
a)	Martin Luther King, Jr. Day;	Moved from K.1b (2008)
b)	Presidents' Day	Moved from K.1b (2008)
c)	Memorial Day;	Moved from 3.11c (2008)
d)	Independence Day;	Moved from K.1b (2008)
e)	Labor Day;	New content
f)	Columbus Day;	Moved from 1.3 (2008)
g)	Veterans Day; and	Moved from 3.11c (2008)
h)	Thanksgiving Day.	Moved from K.1b (2008)
2.6	The student will develop map skills by using globes and maps of the world and the United States to locate	Revised to focus on the United States of America
a)	the seven continents, and the five oceans	
b)	the equator, the Prime Meridian and the four hemispheres; and	Moved from 3.5b (2008)
c)	major rivers, mountain ranges, lakes, and other physical features in the United States.	Moved from 2.5b (2008)
2.7	The student will locate and describe the relationship between the environment and culture of	Moved from 2.4d (2008)
a)	the Powhatan of the Eastern Woodlands;	
b)	the Lakota of the Plains; and	
c)	the Pueblo Indians 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).	Moved from 2.7 (2008)
2.9	The student will distinguish between the use of barter and the use of money in the exchange for goods and services.	Moved from 2.8 (2008)

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

	2015	CHANGES/ 2008 Standards
2.10	The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.	Moved from 2.9 (2008)
2.11	The student will explain the responsibilities of a good citizen, with emphasis on	Moved from 2.10 (2008)
a)	respecting and protecting the rights and property of others;	
b)	taking part in the voting process when making classroom decisions;	
c)	describing actions that can improve the school and community;	
d)	demonstrating self-discipline and self-reliance;	
e)	practicing honesty and trustworthiness; and	
f)	explaining the purpose of rules and laws.	Moved from 3.10a (2008)
2.12	The student will understand that the people of the United States of America	Revised to focus on the United States of America
a)	make contributions to their communities;	Moved from 2.12b (2008)
b)	vote in elections;	New content
c)	are united as Americans by common principles; and	Moved from 2.12b (2008)
d)	have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.	Moved from 3.11a (2008)
2.13	The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by	Revised to focus on the United States of America
a)	explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and	Moved from 1.11a (2008)
b)	learning the words to and the meaning of the Pledge of Allegiance.	Moved from 1.11b (2008)/ New content

2015 History and Social Science Standards of Learning Crosswalk

Grade Three

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

	2015	CHANGES/ 2008 Standards
3.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	identifying artifacts and primary and secondary sources to understand events in world cultures;	
b)	using geographic information to support an understanding of world cultures;	
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;	
e)	comparing and contrasting ideas and perspectives to better understand people or events in world cultures;	
f)	determining relationships with multiple causes or effects;	
g)	explaining connections across time and place;	
h)	using a decision-making model to make informed decisions;	
i)	practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	
j)	accessing a variety of media including online resources.	
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.	Revised to focus on Ancient World Cultures Moved from 2.1 (2008)
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.	Moved from 3.1 (2008)
3.4	The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).	Moved from 3.2 (2008)

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

	2015	CHANGES/ 2008 Standards
3.5	The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps	Revised to focus on Ancient World Cultures New Content
a)	at the beginning of their culture;	
b)	during their period of greatest influence; and	
c)	today.	
3.6	The student will develop map skills by using globes and maps to locate and describe	Revised to focus on Ancient World Cultures New Content
a)	major rivers, mountain ranges, and other geographic features of Africa;	
b)	major rivers, mountain ranges, and other geographic features of Asia;	
c)	major rivers, mountain ranges, and other geographic features of Europe;	
d)	major rivers, mountain ranges, and other geographic features of North America; and	
e)	major rivers, mountain ranges, and other geographic features of South America.	
3.7	The student will describe how people in ancient world cultures adapted to their environment.	Revised to focus on Ancient World Cultures Moved from 2.4b (2008) and 3.4c (2008)
3.8	The student will demonstrate an understanding of different cultures and their natural, human, and capital resources in the production of goods and services.	Moved from 3.7 (2008) New Content
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.	Moved from 3.8 (2008)
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).	Moved from 3.9 (2008)
3.11	The student will explain the responsibilities of a good citizen, with emphasis on	Moved from 2.10 (2008)
a)	a) respecting and protecting the rights and property of others;	Moved from 2.10 (2008)
b)	b) taking part in the voting process when making classroom decisions;	Moved from 2.10 (2008)
c)	c) describing actions that can improve the school and community;	Moved from 2.10 (2008)

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

	2015	CHANGES/ 2008 Standards
d)	d) demonstrating self-discipline and self-reliance;	Moved from 2.10 (2008)
e)	e) practicing honesty and trustworthiness; and	Moved from 2.10 (2008)
f)	f) explaining the purpose of rules.	Moved from 3.10a (2008)
3.12	The student will recognize the importance of government in the community, Virginia, and the United States of America by	Moved from 3.10 (2008)
a)	explaining the purpose of laws;	
b)	explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and	
c)	explaining that government protects the rights and property of individuals.	
3.13	The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.	Moved from 3.12 (2008)

2015 History and Social Science Standards of Learning Crosswalk

Virginia Studies

	2015	CHANGES/ 2008 Standards
VS.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;	
b)	analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history;	
c)	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;	
d)	recognizing points of view and historical perspectives;	
e)	comparing and contrasting ideas and cultural perspectives in Virginia history;	
f)	determining relationships with multiple causes or effects in Virginia history;	
g)	explaining connections across time and place;	
h)	using a decision-making model to identify costs and benefits of a specific choice made;	
i)	practicing good citizenship skills and demonstrating respect for rules and laws while collaborating, compromising, and participating in classroom activities; and	
j)	investigating and researching to develop a student-produced product orally and in writing.	
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	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
a)	locating Virginia and its bordering states on maps of the United States;	
b)	locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;	
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);	
d)	locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;	

Virginia Studies

	2015	CHANGES/ 2008 Standards
e)	describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;	
f)	describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and	
g)	describing the lives of American Indians in Virginia today.	New content
VS.3	The student will demonstrate an understanding of the first permanent English settlement in America by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
a)	explaining the reasons for English colonization;	
b)	describing the economic and geographic influences on the decision to settle at Jamestown;	Added new content on the economic influence
c)	describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;	Changed verb: “identifying” to “describing”
d)	identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;.	
e)	identifying the impact of the arrival of Africans and English women to the Jamestown settlement;	Changed “importance” to “impact”
f)	describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and	
g)	describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.	Changed “contributions” to “role”
VS.4	The student will demonstrate an understanding of life in the Virginia colony by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
a)	explaining the importance of agriculture and its influence on the institution of slavery;	
b)	describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans,	Reordered listed groups
c)	explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg;	Revised statement
d)	describing how money, barter, and credit were used; and	
e)	describing everyday life in colonial Virginia.	

Virginia Studies

	2015	CHANGES/ 2008 Standards
VS.5	The student will demonstrate an understanding of the role of Virginia in the American Revolution by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
a)	identifying the reasons why the colonies went 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;	Reordered listed groups Added the Marquis de Lafayette
c)	identifying the importance of the American victory at Yorktown; and	Removed the Battle of Great Bridge and the ride of Jack Jouett
d)	examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond.	Moved from VS.4c (2008)
VS.6	The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
a)	explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;	
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; and	Revised statement
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.	Revised statement and added new content
VS.7	The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
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;	Changed verb: “identifying” to “explaining” Revised statement to include ‘major’ events”
b)	describing Virginia’s role in the war, including identifying major battles that took place in Virginia; and	
c)	describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.	Reordered listed groups

Virginia Studies

	2015	CHANGES/ 2008 Standards
VS.8	The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
a)	identifying the effects of Reconstruction on life in Virginia;	
b)	identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and	Reordered listed groups
c)	describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.	
VS.9	The student will demonstrate an understanding of Virginia during the twentieth century and beyond by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding” and to include contemporary history
a)	describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;	Removed the reasons people came to Virginia from other states and countries
b)	describing how national events including women’s suffrage and the Great Depression affected Virginia and its citizens;	New content Include in USII Curriculum Framework: Woodrow Wilson and George C. Marshall
c)	describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and	Changed verb: “identifying” to “describing”
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.	Changed verb: “identifying” to “describing” Changed “contributions” to “impact”
VS.10	The student will demonstrate an understanding of Virginia government, geography, and economics by	Revised statement: “demonstrate knowledge” to “demonstrate an understanding”
a)	identifying the three branches of Virginia government and the function of each;.	
b)	describing the major products and industries important to Virginia’s economy; and	New content
c)	explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy	

2015 History and Social Science Standards of Learning Crosswalk

United States History to 1865

	2015	CHANGES/ 2008 Standards
USI.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;	
b)	analyzing and interpreting geographic information to determine patterns and trends in United States history;	
c)	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;	
d)	using evidence to draw conclusions and make generalizations;	
e)	comparing and contrasting historical, cultural, and political perspectives in United States history;	
f)	determining relationships with multiple causes or effects in United States history;	
g)	explaining connections across time and place;	
h)	using a decision-making model to identify the costs and benefits of a specific choice made;	
i)	identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and	
j)	investigating and researching to develop products orally and in writing.	
USI.2	The student will interpret maps, globes, photographs, pictures, or tables to	Verb change: “use” to “interpret”
a)	locate the seven continents and five 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;	Revised statement
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; and	Revised statement
d)	recognize key geographic features on maps, diagrams, and/or photographs.	

United States History to 1865

	2015	CHANGES/ 2008 Standards
USI.3	The student will apply social science skills to understand how early cultures developed in North America by	Revised statement: “apply social science skills”
a)	describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;	
b)	locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and	
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	Revised statement: “apply social science skills”
a)	describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;	
b)	describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and	Added “and European”
c)	identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.	
USI.5	The student will apply social science skills to understand the factors that shaped colonial America by	Revised statement: “apply social science skills”
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;	
c)	describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;	Moved from USI.5b (2008)
d)	describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and	Added “merchants”
e)	explaining the political and economic relationships between the colonies and Great Britain.	Changed verb: “identifying” to “explaining”

United States History to 1865

	2015	CHANGES/ 2008 Standards
USI.6	The student will apply social science skills to understand the causes and results of the American Revolution by	Revised statement: “apply social science skills”
a)	explaining the issues of dissatisfaction that led to the American Revolution;	Changed verb: “identifying” to “explaining”
b)	describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;	Changed verb: “identifying” to “describing”
c)	describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry, and the Marquis de Lafayette; and	Added the Marquis de Lafayette
d)	explaining reasons why the colonies were able to defeat Great Britain.	
USI.7	The student will apply social science skills to understand the challenges faced by the new nation by	Revised statement: “apply social science skills”
a)	explaining the weaknesses and the resulting outcomes of the government established by the Articles of Confederation;	Changed verb: “identifying” to “explaining” Added “and resulting outcomes”
b)	describing the historical development of the Constitution of the United States; and	
c)	describing the major accomplishments of the first five presidents of the United States.	
USI.8	The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by	Revised statement: “apply social science skills”
a)	describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	
b)	explaining how geographic and economic factors influenced the westward movement of settlers;	Changed verb: “identifying” to “explaining”
c)	explaining the impact of westward expansion on American Indians;	New content
d)	describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive on life in America; and	
e)	explaining the main ideas of the abolitionist and women’s suffrage movements.	Changed verb: “identifying” to “explaining”

United States History to 1865

	2015	CHANGES/ 2008 Standards
USI.9	The student will apply social science skills to understand the causes, major events, and effects of the Civil War by	Revised statement: “apply social science skills”
a)	describing the cultural, economic, and constitutional issues that divided the nation;	
b)	explaining how the issues of states’ rights and slavery increased sectional tensions;	
c)	locating on a map the states that seceded from the Union and those that remained in the Union;	Changed verb: “ identifying” to “locating”
d)	describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;	
e)	describing critical developments in the war, including the location of major battles; and	Revised statement
f)	describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.	

2015 History and Social Science Standards of Learning Crosswalk

United States History: 1865 to the Present

	2015	CHANGES/ 2008 Standards
USII.1	The student will demonstrate skills for historical thinking, and geographical analysis, economic decision making and responsible citizenship, including the ability to by	Revised to align with K – GOVT skills progression
a)	analyzing and interpreting artifacts and primary and secondary sources documents to increase understanding events and life in United States history from 1865 to the present;	
b)	make connections between the past and the present analyzing and interpreting geographic information to determine patterns and trends in United States history;	
c)	sequence events from 1865 to the present interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;	
d)	interpreting ideas and events from different historical perspectives using evidence to draw conclusions and make generalizations;	
e)	evaluate and debate issues orally and in writing comparing and contrasting historical, cultural, and political perspectives in United States history;	
f)	analyze and interpret maps that include major physical features determining relationships with multiple causes or effects in United States history;	
g)	use parallels of latitude and meridians of longitude to describe hemispheric location explaining connections across time and place;	
h)	interpret patriotic slogans and excerpts from notable speeches and documents using a decision-making model to identify costs and benefits of a specific choice made;	
i)	identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and	
j)	investigating and researching to develop products orally and in writing.	
USII.2	The student will use maps, globes, photographs, pictures, or tables for	
a)	explaining how physical features and climate influenced the movement of people westward;	
b)	explaining relationships among natural resources, transportation, and industrial development after 1865; and	
c)	locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant.	Added “explaining what makes those cities significant”

United States History: 1865 to the Present

	2015	CHANGES/ 2008 Standards
USII.3	The student will apply social science skills to understand the effects of Reconstruction on American life by	Revised statement: “apply social science skills”
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;	New content
b)	describing the impact of Reconstruction policies on the South and North; <u>and</u>	
c)	describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.	
USII.4	The student will apply social science skills to understand how life changed after the Civil War by	Revised statement: “apply social science skills”
a)	examining the reasons for westward expansion, including its impact on American Indians;	Changed verb: “identifying” to “examining”
b)	explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;	
c)	describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;	
d)	explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms in response to industrialization; and	Revised statement: added “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.	Changed verb: “describing” to “evaluating and explaining”
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	Revised statement: “apply social science skills”
a)	explaining the reasons for and results of the Spanish American War;	
b)	describing Theodore Roosevelt’s impact on the foreign policy of the United States; and	
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	Changed verb: “explaining” to “evaluating and explain”

United States History: 1865 to the Present

	2015	CHANGES/ 2008 Standards
USII.6	The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by	Revised statement: “apply social science skills
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;	
b)	describing the social and economic changes that took place, including prohibition and the Great Migration north and west;	
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; and	
d)	analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.	Changed verb: “identifying” to “analyzing”
USII.7	The student will apply social science skills to understand the major causes and effects of American involvement in World War II by	Revised statement: “apply social science skills
a)	explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;	Changed verb: “identifying” to “explaining”
b)	locating and describing the major events and turning points of the war in Europe and the Pacific; and	
c)	explaining and evaluating the impact of the war on the home front	Changed verb: “describing” to “explaining and evaluating”
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	Revised statement: “apply social science skills
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;	Added “ the Soviet Union”
b)	describing the conversion from a wartime to a peacetime economy;	
c)	examining the role of 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;	Changed verb: “identifying” to “examining” Added “the role of United States”
d)	describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and	

United States History: 1865 to the Present

	2015	CHANGES/ 2008 Standards
e)	evaluating and explaining the impact of international trade and globalization on American life	Changed verb: “describing” to “evaluating and explaining” Revised statement
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	Revised statement: “apply social science skills
a)	examining the impact of the Civil Rights Movement, the Americans with Disabilities Act, and the changing role of women on all Americans;	Added “the impact of“ and “Americans with Disabilities Act”
b)	describing the development of new technologies in communication, entertainment, and business and their impact on American life;	
c)	analyzing how representative citizens have influenced America scientifically, culturally, academically, and economically; and	Changed verb: “identifying” to “analyzing”
d)	evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.	Changed verb: “examining” to “evaluating and explaining”

2015 History and Social Science Standards of Learning Crosswalk

Civics and Economics

	2015	CHANGES/ 2008 Standards
CE.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	analyzing and interpreting evidence from primary and secondary sources, including charts, graphs, and political cartoons;	
b)	analyzing how political and economic trends influence public policy using demographic information and other data sources;	
c)	analyzing information to create diagrams, tables, charts, graphs, and spreadsheets;	
d)	determining the accuracy and validity of information by separating fact and opinion, and recognizing bias;	
e)	constructing informed, evidence-based arguments from multiple sources;	
f)	determining multiple cause-and-effect relationships that impact political and economic events;	
g)	taking informed action to address school, community, local, state, national, and global issues;	
h)	using a decision-making model to analyze, and explain the costs and benefits of a specific choice;	
i)	applying civic virtue and democratic principles to make collaborative decisions; and	
j)	defending conclusions orally and in writing to a wide range of audiences using evidence from sources.	
CE.2	The student will apply social science skills to understand the foundations of American constitutional government by	Revised statement- “apply social science skills
a)	explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;	
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 Constitutions of Virginia and the United States, including the Bill of Rights;	Changed verb: “explaining” to “examining” Added “Magna Carta”
c)	describing the purposes for the Constitution of the United States as stated in its Preamble and	Changed verb: “identifying” to “describing”

Civics and Economics

	2015	CHANGES/ 2008 Standards
d)	describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.	Changed verb: “identifying” to “describing”
CE.3	The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by	Revised statement- “apply social science skills
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;	
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; and	
e)	evaluating how civic and social duties address community needs and serve the public good.	
CE.4	The student will demonstrate personal character traits that facilitate thoughtful and effective participation in civic life by	Deleted “knowledge of”
a)	practicing trustworthiness and honesty;	
b)	practicing courtesy and respect for the rights of others;	
c)	practicing responsibility, accountability, and self-reliance;	
d)	practicing respect for the law;	
e)	practicing patriotism;	
f)	practicing thoughtful decision making; and	Added “thoughtful”
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	Revised statement- “apply social science skills
a)	describing the functions of political parties;	
b)	comparing and contrasting the similarities and differences of political parties;	Added “and contrasting”
c)	analyzing campaigns for elective office, with emphasis on the role of the media;	

Civics and Economics

	2015	CHANGES/ 2008 Standards
d)	evaluating and explaining the role of campaign contributions and costs;	Changed verb: “examining” to “evaluating”
e)	examining the history of and requirements for voter registration and participating in simulated local, state, and/or national elections; and	Changed verb: “describing” to “examining” Moved content from CE.5g
f)	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	Revised statement- “apply social science skills
a)	describing the structure and powers of the national government;	
b)	explaining the principle of separation of powers and the operation of checks and balances;	
c)	explaining and/or simulating the lawmaking process; and	
d)	describing the roles and powers of the executive branch	
CE.7	The student will apply social science skills to understand the American constitutional government at state level by	Revised statement- “apply social science skills
a)	describing the structure and powers of the state government;	
b)	explaining the relationship of state governments to the national government in the federal system;	
c)	explaining and/or simulating the lawmaking process; and	
d)	describing the roles and powers of the executive branch and regulatory boards	
CE.8	The student will apply social science skills to understand the American constitutional government at the local level by	Revised statement- “apply social science skills
a)	describing the structure and powers of the local government;	
b)	explaining the relationship of local government to the state government; and	
c)	explaining and/or simulating the lawmaking process.	

Civics and Economics

	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills
a)	describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;	
b)	describing the exercise of judicial review;	
c)	comparing and contrasting civil and criminal cases; and	
d)	explaining how due process protections seek to ensure justice.	
CE.10	The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government by	Revised statement- “apply social science skills
a)	examining the impact of the media on public opinion and public policy;	
b)	describing how individuals and interest groups influence public policy; and	
c)	describing the impact of international issues and events on local decision making.	
CE.11	The student will apply social science skills to understand how economic decisions are made in the marketplace by	Revised statement- “apply social science skills
a)	explaining that because of scarcity, consumers, producers, and governments must make choices understanding that everyone’s choice has an opportunity cost; and	Revised statement
b)	comparing and contrasting how traditional, free market, command, and mixed economies decide how to allocate their limited resources;	
CE.12	The student will apply social science skills to understand the United States economy by	Revised statement- “apply social science skills
a)	describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;	Moved from CE.11c (2008) and CE.11a (2008)
b)	describing how in a market economy supply and demand determine prices;	New content
c)	describing the types of business organizations and the role of entrepreneurship;	Moved from CE.12a (2008)

Civics and Economics

	2015	CHANGES/ 2008 Standards
CE.13	The student will apply social science skills to understand the role of government in the United States economy by	Revised statement- “apply social science skills
a)	examining competition in the marketplace;	
b)	explaining how and why government provides certain goods and services;	Added “and why”
c)	describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;	Revised to indicate local, state, and federal governments allocate their budgets
d)	explaining the structure and main function of the Federal Reserve System and how it acts as the nation’s central bank;	Revised to explain structure and function of the FED
e)	describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights; and	Revised to describe various government regulations and protections
f)	explaining the role of government currency and analyzing the purpose of a money economy.	Revised to explain the role of government currency
CE.14	The student will apply social science skills to understand personal finance and career opportunities by	Revised statement- “apply social science skills
a)	identifying talents, interests, and aspirations that influence career choice;	
b)	identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;	Added “human capital”
c)	identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;	Added “human capital”
d)	examining the impact of technological change and globalization on career opportunities;	
e)	describing the importance of education to lifelong personal finances; and	
f)	analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.	Changed verb: “examining” to “analyzing”

2015 History and Social Science Standards of Learning Crosswalk

World Geography

	2015	CHANGES/ 2008 Standards
WG.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments;	
b)	using geographic information to determine patterns and trends to understand world regions;	
c)	creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;	
d)	evaluating sources for accuracy, credibility, bias, and propaganda;	
e)	using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives;	
f)	explaining indirect cause-and-effect relationships to understand geospatial connections;	
g)	analyzing multiple connections across time and place;	
h)	using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;	
i)	identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and	
j)	investigating and researching to develop student-produced products orally and in writing	
WG.2	The student will analyze how physical and ecological processes shape Earth’s surface by	Removed “selected”
a)	explaining regional climatic patterns and weather phenomena and their effects on people and places;	Changed verb: “identifying” to “explaining”
b)	describing how humans influence the environment and are influenced by it; and	
c)	explaining how technology affects one’s ability to modify the environment and adapt to it.	

World Geography

	2015	CHANGES/ 2008 Standards
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;	Changed verb: “explaining” to “describing”
c)	analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions;	
d)	explaining how different cultures use maps and place names to reflect their regional perspectives; and	Moved from WG.1e (2008)
e)	developing and refining mental maps of world regions.	Moved from WG.1c (2008)
WG.4	The student will apply social science skills to evaluate the significance of natural, human, and capital resources by	Revised statement- “apply social science skills
a)	comparing the distribution of major natural resources throughout world regions;	Moved from WG.7a (2008)
b)	showing their influence on patterns of economic activity and land use; and	Moved from WG.7a (2008)
c)	evaluating perspectives regarding the use of resources.	Moved from WG.7b (2008)
WG.5	The student will analyze the characteristics of the regions of the United States, Canada by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	
WG.6	The student will analyze the characteristics of the Latin American and the Caribbean region by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	

World Geography

	2015	CHANGES/ 2008 Standards
WG.7	The student will analyze the characteristics of the European region by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	
WG.8	The student will analyze the characteristics of the Russian and Central Asian regions by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	
WG.9	The student will analyze the characteristics of the Sub-Saharan Africa region by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	
WG.10	The student will analyze the characteristics of the North African and Southwest Asian regions by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	

World Geography

	2015	CHANGES/ 2008 Standards
WG.11	The student will analyze the characteristics of the South and Southeast Asian regions by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	
WG.12	The student will analyze the characteristics of the East Asian region by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	
WG.13	The student will analyze the characteristics of the Australian and Pacific Islands regions by	Moved from WG.4
a)	identifying and analyzing the location of major geographic regions and major cities on maps and globes;	
b)	describing major physical and environmental features;	
c)	explaining important economic characteristics; and	
d)	recognizing cultural influences and landscapes.	
WG.14	The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by	Revised statement- “apply social science skills Moved from WG.5 (2008)
a)	examining demographic data to determine the relative level of development;	
b)	distinguishing between developed and developing countries; and	Moved from WG.8 (2008)
c)	comparing and contrasting the level of economic development to the standard of living and quality of life	

World Geography

	2015	CHANGES/ 2008 Standards
WG.15	The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by	Revised statement- “apply social science skills Moved from WG.6 (2008) Changed “interactions” to “diffusion”
a)	determining how they are influenced by social, economic, political, and environmental factors and	Moved from WG.6 (2008)
b)	determining how they influence the current human characteristics of places and regions.	New content
WG.16	The student will apply social science skills to analyze the patterns of urban development by	Revised statement- “apply social science skills Moved from WG.11 (2008)
a)	applying the concepts of site and situation to major cities in each region	
b)	explaining how the functions of towns and cities have changed over time; and	
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	Revised statement- “apply social science skills Moved from WG.9 (2008) Revised statement to include “impact of globalization”
a)	identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;	Moved from WG.9a (2008)
b)	describing ways that economic and social interactions changed over time; and	Moved from WG.9b(2008)
c)	mapping, describing, and evaluating economic unions.	Moved from WG.9c (2008)
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	Revised statement- “apply social science skills Moved from WG.10 (2008)
a)	explaining and evaluating reasons for the creation of different political divisions; and	Changed verb: “analyzing” to “evaluating”
b)	describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.	Changed verb: “analyzing” to “describing”

2015 History and Social Science Standards of Learning Crosswalk

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

	2015	CHANGES/ 2008 Standards
WHI.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history	
b)	using geographic information to determine patterns and trends to understand world history;	
c)	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history	
d)	evaluating sources for accuracy, credibility, bias, and propaganda;	
e)	comparing and contrasting historical, cultural, economic, and political perspectives in world history	
f)	explaining how indirect cause-and-effect relationships impacted people, places, and events in world history	
g)	analyzing multiple connections across time and place;	
h)	using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;	
i)	identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and	
j)	investigating and researching to develop student-produced products orally and in writing.	
WHI.2	The student will apply social science skills to understand the Paleolithic Era to the agricultural revolution by	Revised statement- “apply social science skills”
a)	explaining the impact of geographic environment on hunter-gatherer societies;	
b)	describing characteristics of hunter-gatherer societies, including their use of tools and fire;	Changed verb: “listing” to “describing”
c)	analyzing how technological and social developments gave rise to sedentary communities; and	Changed verb: “describing” to “analyzing”
d)	analyzing how archaeological discoveries are changing current understanding of early societies.	Changed verb: “explaining” to “analyzing” Revised statement

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

	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills” Deleted Nubians
a)	locating these civilizations in time and place and describing their major geographic features;	Added “ 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;	Added “interactions”
d)	describing the origins, beliefs, traditions, practices, and spread of Judaism; and	Changed “customs” to “practices”
e)	explaining the development of language and writing.	
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	Revised statement- “apply social science skills”
a)	locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;	Revised statement: added time and place
b)	locating India in time and place, including its origins, and early development and the debate over the Aryan migrations;	Revised statement: added time and place Moved caste system to the CF
c)	describing the origins, beliefs, traditions, customs, and spread of Hinduism;	
d)	describing the origins, beliefs, traditions, 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; and	Revised statement: added time and place”
f)	describing the impact of Confucianism, Taoism, and Buddhism.	
WHI.5	The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by	Revised statement- “apply social science skills”
a)	locating Greek civilizations in time and place and describing their major geographic features;	Revised statement: added time and place
b)	describing the social and religious structure of ancient Greece;	Added social structure
c)	describing the cultural development of Athens and Sparta with emphasis on the significance of citizenship and the development of democracy;	Revised statement: added cultural development

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

	2015	CHANGES/ 2008 Standards
d)	evaluating the political and economic development of Greece with emphasis on the Persian and the Peloponnesian wars;	Revised statement: added political and economic development Moved content from WHI.5e (2008)
e)	evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and	Moved from WHI.5g (2008)
f)	citing and explaining the contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;.	Revised statement: added “explaining”
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	Revised statement- “apply social science skills”
a)	locating Roman civilizations in time and place and describing their major geographic features;	Revised statement: added time and place
b)	describing the social and religious structure of Rome;	Revised statement: added social structure
c)	describing the social structure and cultural development of the Roman Republic; invasions.	Added content from WHI.6j (2008)
d)	describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;	Revised statement Moved from WHI.6e (2008)
e)	describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar;	Revised statement Moved from WHI.6f (2008)
f)	assessing the economic structure of Rome, Rome’s imperial conquests, and the Pax Romana; and	Revised statement Moved from WHI.6g (2008)
g)	evaluating the fall of the Western Roman Empire and the Germanic invasions.	Revised statement Moved from WHI.6k (2008)
WHI.7	The student will apply social science skills to understand the development of Christianity by	Revised statement- “apply social science skills
a)	describing the origins, beliefs, traditions, practices, and spread of Christianity in time and place;	Moved from WHI.6h (2008)
b)	explaining the unifying role of the Church in Europe after the collapse of Rome; and	Moved from WHI.6i (2008)
c)	sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.	Moved from WHI.9a (2008)

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

	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills” Moved from WHI.7 Changed “Russia” to “eastern Europe”
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;	Moved from WHI.7a (2008)
b)	describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;	Moved from WHI.7b (2008) Changed verb: ‘identifying’ to “describing”
c)	characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;	Moved from WHI.7c (2008) Added: “played in”
d)	explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and	Moved from WHI.7d (2008)
e)	analyzing and explaining the influence of Byzantine culture on Eastern Europe.	Moved from WHI.7e (2008) Changed verbs: “mapping and assessing” to analyzing and explaining” Revised statement
WHI.9	The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by	Revised statement- “apply social science skills” Moved from WHI.8(2008)
a)	describing the origin, location, beliefs, traditions, practices, and spread of Islam with emphasis on the Sunni Shi’a division and the Battle of Tours;	Moved content from WHI.8c (2008) Changed “customs” to “practices”
b)	assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and	Moved from WHI.8b (2008)
c)	explaining the cultural and scientific contributions and achievements of Islamic civilization.	Moved from WHI.8d (2008) Changed verb: “citing” to “explaining”
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	Revised statement- “apply social science skills” Moved from WHI.9 (2008)
a)	locating and describing the societies of Western Europe during the Middle Ages in time and place;	Added new content

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

	2015	CHANGES/ 2008 Standards
b)	describing the social, religious, and cultural development of the Franks with emphasis on the Age of Charlemagne;	Moved content from WHI.9c (2008)
c)	explaining the social, religious and cultural development of the Magyars and Anglo-Saxons;	Moved content from WHI.9d (2008)
d)	describing the social, religious, and culture patterns of the Vikings; and	Moved content from WHI.9d (2008)
e)	evaluating and explaining the development of feudalism and the manor system.	Moved content from WHI.9b (2008)
WHI.11	The student will apply social science skills to understand the civilizations and empires of Asia with emphasis on Japan and China by	Revised statement- “apply social science skills” Moved from WHI.10 (2008)
a)	locating and explaining major global and regional trade routes;	Moved from WHI.10a (2008) Revised statement
b)	explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;	Moved from WHI.10b (2008) Changed verb: “identifying” to “explaining”
c)	explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and	Moved from WHI.10c (2008) Revised statement
d)	evaluating the impact of the Mongol Empire throughout Asia.	Added new content
WHI.12	The student will investigate 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	Revised statement- “apply social science skills” Moved content from WHI.10d (2008)
a)	locating early civilizations and kingdoms in time and place and describing major geographic features;	Added new content
b)	explaining the development of social, political, economic, religious, and cultural patterns of each region; and	Added new content
c)	evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence.	Added new content
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	Revised statement- “apply social science skills” Moved from WHI.11 (2008)
a)	locating early civilizations in time and place and describing major geographic features;	Revised statement

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

	2015	CHANGES/ 2008 Standards
b)	explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and	Moved content from WHI.11b (2008) Revised statement
c)	evaluating and explaining the European interactions with these societies with emphasis on trading and economic interdependence.	Added new content
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	Revised statement- “apply social science skills” Moved from WHI.12 (2008)
a)	describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;	Revised statement
b)	explaining conflicts across Europe and Asia, including the Crusades, and the fall of Constantinople;	Moved from WHI.12b
c)	explaining patterns of crisis and recovery related to the Black Death (Bubonic plague); and	Moved from WHI.12c Changed verb: “identifying” to “explaining”
d)	evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.	Revised statement
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	Revised statement- “apply social science skills” Moved from WHI.13 (2008)
a)	determining the economic and cultural foundations of the Italian Renaissance;	Moved from WHI.13a Changed verb: “identifying” to “determining” Added “cultural”
b)	sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in <i>The Prince</i> ;	Moved from WHI.13b (2008)
c)	citing the contributions of artists and philosophers of the Renaissance artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and	Moved from WHI.13c (2008) Revised statement
d)	comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.	Moved from WHI.13d (2008) Added “contrasting”

2015 History and Social Science Standards of Learning Crosswalk

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

	2015	CHANGES/ 2008 Standards
WHII.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history	
b)	using geographic information to determine patterns and trends to understand world history;	
c)	interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history	
d)	evaluating sources for accuracy, credibility, bias, and propaganda;	
e)	comparing and contrasting historical, cultural, economic, and political perspectives in world history	
f)	explaining how indirect cause-and-effect relationships impacted people, places, and events in world history	
g)	analyzing multiple connections across time and place;	
h)	using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;	
i)	identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and	
j)	investigating and researching to develop student-produced products orally and in writing.	
WHII.2	The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by	Revised statement- “apply social science skills”
a)	locating major states and empires;	
b)	describing artistic, literary, and intellectual ideas of the Renaissance;	
c)	describing the distribution of major religions;	
d)	analyzing major trade patterns; and	
e)	citing major technological and scientific exchanges in the Eastern Hemisphere.	

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

	2015	CHANGES/ 2008 Standards
WHII.3	The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by	Revised statement- “apply social science skills”
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; <u>and</u>	
c)	describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.	Added “how the Reformation led to”
WHII.4	The student will apply social science skills to understand the impact of the European Age of Exploration by	Revised statement- “apply social science skills” Revised statement
a)	explaining the political and economic goals of European exploration and colonization;	Revised statement
b)	describing the geographic expansion into Africa, Asia, and the Americas;	Moved from WHI.4 (2008)
c)	comparing and contrasting the social and cultural influences of European settlement on Africa, Asia and the Americas;	Revised statement
d)	analyzing how competition for colonies changed the economic system of Europe; and	Revised statement Moved content from WHII.4f (2008)
e)	defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.	Moved content from WHII.6a (2008)
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	Revised statement- “apply social science skills”
a)	locating European nations and their empires in time and place and identifying major geographic features of Europe;	Added new content
b)	describing the development of social and cultural patterns in the Hapsburg empire with emphasis on Charles V;	Added new content
c)	describing the development of social and cultural patterns in France with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;	Moved content from WHII.6b (2008) and WHII.6d (2008)

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

	2015	CHANGES/ 2008 Standards
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;	Moved content from WHII.6c (2008)
e)	explaining the causes and effects of the American and French Revolutions;	Moved content from WHII.6e (2008) Added American Revolution
f)	describing the development of social and cultural patterns in the German states;	Added new content
g)	describing the development of social and cultural patterns in the Italian states; and	Added new content
h)	describing the development of social and cultural patterns in Russia with emphasis on Peter the Great.	Moved content from WHII.6b (2008)
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	Revised statement- “apply social science skills” Revised time period to “about 1500 A.D. (C.E.) to 1800 A.D. (C.E.).
a)	locating Asian empires in time and place and identifying major geographic features;	Added new content
b)	describing the location and development of social and cultural patterns of the Ottoman Empire;	Moved from WHI.5a (2008) Revised statement: added “social and cultural”
c)	describing the location and development of social and cultural patterns of India, with emphasis on the Mughal Empire and coastal trade;	Moved from WHI.5b (2008) Revised statement: added “social and cultural”
d)	describing the location and development of social and cultural patterns of China, with emphasis on the Qing (Manchu) dynasty;	Moved from WHI.5c (2008) Revised statement: added “social and cultural”
e)	describing the location and development of social and cultural patterns of Japan, with emphasis on the Japanese shogunate; and	Moved content from WHII.5c (2008)
f)	comparing and contrasting the political and economic systems of Asian empires.	Added new content
WHII.7	The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa between about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by	Moved from WHII.5d (2008)
a)	locating major societies in Africa in time and place and identifying major geographic features;	Added new content
b)	comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;	Added new content

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

	2015	CHANGES/ 2008 Standards
c)	comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; and	Added new content
d)	explaining the development of political and economic systems in African societies	Added new content
WHII.8	The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by	Revised statement- “apply social science skills”
a)	explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;	Moved from WHII.9b (2008)
b)	analyzing the effects of the Industrial Revolution on society and culture with emphasis on the evolution of the nature of work and the labor force, including its effects on families, the status of women and children;	Moved from WHII.9a (2008)
c)	describing how industrialization affected economic and political systems in Europe with emphasis on the slave trade and the labor union movement;	Moved from WHII.9c (2008)
d)	assessing the impact of Napoleon and the Congress of Vienna on political power in Europe;	Moved from WHII.8a (2008)
e)	explaining the events related to the unification of Italy and the role of Italian nationalism; and	Moved from WHII.8c (2008)
f)	explaining the events related to the unification of Germany and the role of Bismarck.	Moved from WHII.8d (2008)
WHII.9	The student will apply social science skills to understand global interactions between 1800 to about 1900 by	Revised statement- “apply social science skills”
a)	locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world;	Revised statement
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;	Moved from WHII.7c (2008)
c)	describing the political and social challenges faced by Latin American nations with emphasis on the Monroe Doctrine;	Moved from WHII.7d (2008)
d)	assessing the European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia; and	Moved from WHII.9e (2008)
e)	analyzing the relationship between industrialization, imperialism, and nationalism.	Moved from WHII.9d (2008)

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

	2015	CHANGES/ 2008 Standards
WHII.10	The student will apply social science skills to understand World War I and its worldwide impact by	Revised statement- “apply social science skills” Added “worldwide impact”
a)	explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;	
b)	describing the location of major battles and the role of new technologies;	Added new content
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;	Revised statement Moved content from WHII.10b (2008)
d)	citing causes and consequences of the Russian Revolution-;	Moved from WHII.10c (2008)
e)	explaining the causes and assessing the impact of worldwide depression in the 1930s; and	Moved from WHII.11b (2008)
f)	examining the rise of totalitarianism.	Revised statement Moved content from WHII.11c (2008)
WHII.11	The student will apply social science skills to understand the worldwide impact of World War II by	Revised statement- “apply social science skills” Moved from WHII.12 (2008)
a)	explaining the major causes of the war;	Moved content from WHII.12a (2008)
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;	Moved content from WHII.11c (2008) and WHII.12a (2008)
c)	describing the major events, including major battles and the role of new technologies;	Moved from WHII.12a (2008)
d)	examining the Holocaust and other examples of genocide in the twentieth century; and	Moved from WHII.12b (2008)
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).	Moved from WHII.12c (2008)

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

	2015	CHANGES/ 2008 Standards
WHII.12	The student will apply social science skills to understand the conflicts during the second half of the twentieth century by	Revised statement- “apply social science skills” Moved content from WHII.13
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;	Revised statement Moved from WHII.13a (2008)
b)	describing the major leaders and events of the Cold War, including the location of major conflicts;	Revised statement
c)	describing conflicts and revolutionary movements in Asia, their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh; and	Moved from WHII.13c (2008) Added “Deng Xiaoping”
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	Moved from WHII.13d (2008) Added “Ronald Reagan”
WHII.13	The student will apply social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts by	Revised statement- “apply social science skills” Moved from WHII.14 (2008)
a)	describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;	
b)	describing Africa’s independence <u>movements</u> , including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa; <u>and</u>	
c)	describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser.	
WHII.14	The student will apply social science skills to understand the global changes during the early twenty-first century by	Revised statement- “apply social science skills” Moved from WHII.16 (2008)
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;	Added “social media”
b)	assessing the link between economic and political freedom;	Revised statement
c)	describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; and	
d)	analyzing the increasing impact of terrorism.	

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

	2015	CHANGES/ 2008 Standards
WHII.15	The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by	Revised statement- “apply social science skills”
a)	describing their beliefs, sacred writings, traditions, and customs;	
b)	locating the geographic distribution of religions in the contemporary world.	

2015 History and Social Science Standards of Learning Crosswalk

Virginia and United States History

	2015	CHANGES/ 2008 Standards
VUS.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	synthesizing evidence from artifacts and primary and secondary sources to obtain information about Virginia and United States history;	
b)	using geographic information to determine patterns and trends in Virginia and United States history;	
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;	
e)	comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;	
f)	explaining how indirect cause-and-effect relationships impact people, places, and events in United States history;	
g)	analyzing multiple connections across time and place;	
h)	using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;	
i)	identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and	
j)	investigating and researching to develop student-produced products orally and in writing.	
VUS.2	The student will apply social science skills to understand the impact of the Age of Exploration by	Revised statement- “apply social science skills”
a)	describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; and	Revised statement
b)	analyzing the cultural interactions among American Indians, Europeans, and Africans.	Moved content from VUS.2
VUS.3	The student will apply social science skills to understand early European colonization by	Revised statement- “apply social science skills”
a)	evaluating the economic characteristics of the colonies;	Moved from VUS.3
b)	analyzing how social and political factors impacted the culture of the colonies; and	Moved from VUS.3

Virginia and United States History

	2015	CHANGES/ 2008 Standards
c)	explaining the impact of the development of indentured servitude and slavery in the colonies.	Moved from VUS.3
VUS.4	The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by	Revised statement- “apply social science skills”
a)	describing the results of the French and Indian War;	Added new content
b)	evaluating how political ideas of the Enlightenment helped shape American politics;	Added new content
c)	explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;	Added new content
d)	analyzing the competing factors that led to colonial victory in the Revolutionary War; and	Revised statement
e)	evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.	Added new content Moved from VUS.4a (2008) and VUS.4b (2008)
VUS.5	The student will apply social science skills to understand the development of the American political system by	Revised statement- “apply social science skills”
a)	examining founding documents to explore the development of American constitutional government with emphasis on the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;	Moved from VUS.5c (2008)
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;	Changed verb: “identifying” to “describing”
c)	assessing the arguments of Federalists and Anti-Federalists during the ratification debates to defend the principles and issues that led to the development of political parties; and	Moved from VUS.5d (2008) Moved from content from VUS.6a (2008)
d)	evaluating the impact of how John Marshall’s precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.	Moved from VUS.5e (2008) Changed verb: “appraising” to “evaluating”

Virginia and United States History		
	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills”
a)	explaining territorial expansion and its impact on the American Indians;	Moved from VUS.6b (2008)
b)	describing the political results of territorial expansion;	Added new content
c)	assessing the political and economic changes that occurred during this period with emphasis on James Madison and the War of 1812;	Moved content from VUS.6b (2008)
d)	analyzing the social and cultural changes during the period with emphasis on “the age of the common man” (Jacksonian Era);	Revised statement
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.;	Changed verb: “describing” to “evaluating”
f)	explaining how Manifest Destiny and President Polk’s policies impacted the nation; and	Added new content
g)	evaluating and explaining the multiple causes and compromises leading to the Civil War including the role of the institution of slavery.	Moved content from VUS.7a (2008)
VUS.7	The student will apply social science skills to understand of the Civil War and Reconstruction Era and their significance as major turning points in American history by	Revised statement- “apply social science skills”
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;	Moved from VUS.7b (2008) Moved content from VUS.7f (2008)
b)	evaluating and explaining the significance and development of Abraham Lincoln’s leadership and his political statements including the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;	Moved from VUS.7c (2008)
c)	evaluating and explaining the impact of the war on Americans, with emphasis on Virginia, African Americans, the common soldier, and the home front;	Moved from VUS.7e (2008) Changed verb: “examining” to “evaluating and explaining”
d)	evaluating postwar Reconstruction plans presented by key leaders of the Civil War.; and	Added new content

Virginia and United States History

	2015	CHANGES/ 2008 Standards
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.	Moved from VUS.7d (2008) Changed verb: “examining” to “evaluating and explaining”
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	Revised statement- “apply social science skills”
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;	Revised statement
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;	Revised statement Changed verb: “describing” to “analyzing”
c)	examining the contributions of new immigrants and evaluating the challenges they faced including anti-immigration legislation;	Moved content from VUS.8a (2008)
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;	Added “the practice of eugenics in Virginia”
e)	evaluating and explaining the social and cultural impact of industrialization including rapid urbanization; and	Moved from VUS.8a (2008) Revised statement
f)	evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.	Moved from VUS.8d (2008) Revised statement
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	Revised statement- “apply social science skills” Revised statement
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;	Revised statement
b)	evaluating the United States’ involvement in World War I, including Wilson’s Fourteen Points and	Revised statement
c)	evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.	Moved content from VUS.9b (2008)

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	2015	CHANGES/ 2008 Standards
VUS.10	The student will apply social science skills to understand of key events during the 1920s and 1930s by	Revised statement- “apply social science skills”
a)	analyzing how popular culture evolved and challenged traditional values;	Added “evolved”
b)	assessing and explaining the economic causes and consequences of the stock market crash of 1929;	Revised statement
c)	explaining the causes of the Great Depression and its impact on the American people; and	
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.	Changed verb from “describing” to “evaluating and explaining”
VUS.11	The student will apply social science skills to understand of World War II by	Revised statement- “apply social science skills”
a)	analyzing the causes and events that led to American involvement in the war, the Japanese attack on Pearl Harbor, and the American response;	Revised statement
b)	describing and locating the major battles and key leaders of the European theater;	Added new content
c)	describing-and locating the major battles and key leaders of the Pacific theater;	Moved content from VUS.11b (2008)
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 contribution of media, minorities, and women to the war effort;	Moved content from VUS.11c (2008) and VUS.12a, b, and d (2008)
e)	analyzing the Holocaust (Hitler’s “final solution”), and its impact on Jews and other groups, and the postwar trials of war criminals;-; and	Revised statement
f)	evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.	Moved content from VUS.11d (2008) and VUS.12c (2008)
VUS.12	The student will apply social science skills to understand the United States’ foreign policy during the Cold War Era by	Revised statement- “apply social science skills”
a)	locating and explaining the political boundary changes, the formation of the United Nations, and the Marshall Plan;	Revised statement Added “political geography”
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;	Revised statement
c)	analyzing the efforts of the United States to protect Western Europe including the role of NATO;	Revised statement

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	2015	CHANGES/ 2008 Standards
d)	analyzing the changing role of the United States in Asia including Korea, Vietnam, and China;	Moved content from VUS.13b (2008)
e)	evaluating and explaining how policy changes impacted the United States' relationships in Latin America;	Revised the statement
f)	analyzing the domestic impact of the Cold War; and	Moved content from VUS.13b (2008)
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	Moved content from VUS.13d (2008)
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	Revised statement- "apply social science skills"
a)	explaining the factors that led to United States expansion;	Added "the factors that led to the United States expansion"
b)	evaluating and explaining the impact of the <i>Brown v. Board of Education</i> decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded;	Revised statement Changed verb: "identifying" to "evaluating and explaining"
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 had an impact on all Americans;	Added the Americans with Disabilities Act
d)	analyzing changes in immigration policy and the impact of increased immigration;	Moved from VUS.15b (2008)
e)	evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;	Moved from VUS.15d (2008)
f)	explaining how scientific and technological advances altered American lives; and	Moved content from VUS.15c (2008)
g)	evaluating and explaining the changes that occurred in American culture.	Added new content
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	Revised statement- "apply social science skills"
a)	assessing the development and changes in domestic policies with emphasis on the impact of the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;	Moved content from VUS.15a (2008)

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	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills”
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);	Moved content from VUS.15f (2008)
c)	evaluating the evolving and changing role of government and its role in the American economy; and	Moved from VUS.15e (2008)
d)	explaining the scientific and technological changes and evaluating their impact on American culture	Moved from VUS.15c (2008)

2015 History and Social Science Standards of Learning Crosswalk

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	2015	CHANGES/ 2008 Standards
GOVT.1	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	Revised to align with K – GOVT skills progression
a)	planning inquiries by synthesizing information from diverse primary and secondary sources;	
b)	analyzing how political and economic trends influence public policy using demographic information and other data sources;	
c)	comparing and contrasting historical, cultural, economic, and political perspectives;	
d)	evaluating critically the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias;	
e)	constructing informed, analytic arguments using evidence from multiple sources to introduce and support substantive and significant claims;	
f)	explaining how cause-and-effect relationships impact political and economic events;	
g)	taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues;	
h)	using a decision-making model to analyze the costs and benefits of a specific choice considering incentives and possible consequences;	
i)	applying civic virtues and democratic principles to make collaborative decisions; and	
j)	communicating conclusions orally and in writing, to a wide range of audiences using evidence from multiple sources and citing specific sources.	
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	Revised statement- “apply social science skills”
a)	describing the development of Athenian democracy and the Roman republic <u>to</u> differentiate between a democracy and a republic;	Revised statement
b)	explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;	
c)	evaluating the writings of Hobbes, Locke, and Montesquieu;	Changed verb: “examining” to “evaluating”

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	2015	CHANGES/ 2008 Standards
d)	explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;	
e)	analyzing the natural rights philosophies expressed in the Declaration of Independence; and	
f)	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.	Changed verb: “examining” to “evaluating”
GOVT.3	The student will apply social science skills to understand the concepts of democracy by	Revised statement- “apply social science skills”
a)	recognizing the fundamental worth and dignity of the individual;	
b)	recognizing the equality of all citizens under the law;	
c)	recognizing what defines a citizen and how noncitizens can become citizens;	Added new content
d)	recognizing majority rule and minority rights;	Moved from GOVT.3c (2008)
e)	recognizing the necessity of compromise; and	Moved from GOVT.3d (2008)
f)	recognizing the freedom of the individual.	Moved from GOVT.3e (2008)
GOVT.4	The student will apply social science skills to understand the Constitution of the United States by	Revised statement- “apply social science skills”
a)	examining the ratification debates and <i>The Federalist</i> ;	
b)	evaluating the purposes for government stated in the Preamble;	Changed verb: “identifying” to “evaluating”
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; and	Changed verb: “illustrating” to “defining”
e)	analyzing and explaining the amendment process.	Changed verb: “describing” to “analyzing and explaining”

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	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills”
a)	evaluating the relationship of between the state government and the national government;	Changed verb: “explaining” to “evaluating”
b)	examining the extent to which power is shared;	Changed verb: “describing” to “examining”
c)	identifying the powers denied state and national governments; and	
d)	analyzing the ongoing debate that focuses on the balance of power between state and national governments.	Changed verb: “examining” to “analyzing”
GOVT.6	The student will apply social science skills to understand local, state, and national elections by	Revised statement- “apply social science skills”
a)	describing the nomination and election process, including the organization, and evolving role, of political parties;	Moved content from GOVT.6b (2008)
b)	examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;	Moved from GOVT.6c (2008)
c)	analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections;	Moved from GOVT.6d (2008)
d)	investigating and explaining the impact of reapportionment and redistricting on elections and governance;	Moved from GOVT.6e (2008)
e)	describing how amendments have extended the right to vote; and	Moved from GOVT.6f (2008)
f)	analyzing voter turnout in local, state, and national elections.	Moved from GOVT.6g (2008)
GOVT.7	The student will apply social science skills to understand the organization and powers of the national government by	Revised statement- “apply social science skills”
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; and	
c)	investigating and explaining the ways individuals and groups exert influence on the national government.	Changed verb: “examining” to “investigating and explaining”

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	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills”
a)	examining the legislative, executive, and judicial branches;	
b)	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)	investigating and explaining the ways individuals and groups exert influence on state and local governments; and	Changed verb: “examining” to “investigating and explaining”
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	Revised statement- “apply social science skills”
a)	defining public policy and determining how to differentiate public and private action;	Added new content
b)	examining different perspectives on the role of government;	Moved from GOVT.9a (2008)
c)	describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;	Moved from GOVT.9b (2008) Added “the Equal Rights Amendment, 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;	Moved from GOVT.9c (2008)
e)	investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;	Moved from GOVT.9d (2008) Changed verb: “describing” to “investigating and evaluating”
f)	analyzing how the incentives of individuals, interest groups, and the media influence public policy; and	Moved from GOVT.9e (2008) Revised statement
g)	devising a course of action to address local and/or state issues.	Moved from GOVT.9f (2008) Changed verb: “formulating and practicing” to “devising”

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	2015	CHANGES/ 2008 Standards
GOVT.10	The student will apply social science skills to understand the federal judiciary by	Revised statement- “apply social science skills”
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 <i>Marbury v. Madison</i> ;	Changed verb: “examining” to “evaluating” Revised statement
c)	describing how the Supreme Court decides cases;	
d)	comparing the philosophies of judicial activism and judicial restraint; and	
e)	investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.	Added “investigating”
GOVT.11	The student will apply social science skills to understand civil liberties and civil rights by	Revised statement- “apply social science skills”
a)	examining the Bill of Rights, with emphasis on First Amendment freedoms;	
b)	analyzing due process of law expressed in the 5th and 14th 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;	Revised statement
d)	investigating and evaluating the balance between individual liberties and the public interest; and	Changed verb: “exploring” to “investigating and evaluating”
e)	examining how civil liberties and civil rights are protected under the law.	Revised statement
GOVT.12	The student will apply social science skills to understand the role of the United States in a changing world by	Revised statement- “apply social science skills”
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; and	Revised statement
c)	examining the relationship of Virginia and the United States to the global economy including trends in international trade.	Revised statement

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	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills”
a)	describing the distribution of governmental power;	
b)	explaining the relationship between the legislative and executive branches;	
c)	comparing and contrasting the extent of participation in the political process; and	Added “and contrasting”
d)	comparing and contrasting economic systems.	Revised statement
GOVT.14	The student will apply social science skills to understand economic systems by	Revised statement- “apply social science skills”
a)	identifying the basic economic questions encountered by all economic systems; and	
b)	comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and	
c)	evaluating the impact of the government’s role in the economy on individual economic freedoms.	Moved from GOVT.14d (2008)
GOVT.15	The student will apply social science skills to understand the role of government in the Virginia and United States economies by	Revised statement- “apply social science skills”
a)	describing the provision of government goods and services that are not readily produced by the market;	Moved content from GOVT.16b (2008)
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;	Moved from GOVT.16c (2008)
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;	Moved from GOVT.16d (2008)
d)	analyzing how Congress can use fiscal policy to stabilize the economy;	Added new content
e)	describing the effects of the Federal Reserve’s monetary policy on price stability and its influence on employment and the economy; and	Added new content
f)	evaluating the trade-offs in government decisions.	Added new content

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	2015	CHANGES/ 2008 Standards
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	Revised statement- “apply social science skills”
a)	exercising personal character traits such as trustworthiness, responsibility, and honesty;	Moved content from GOVT.17a (2008) and GOVT.17c,
b)	obeying the law and paying taxes;	Moved content from GOVT.17d (2008) and GOVT.18a (2008)
c)	serving as a juror;	Moved content from GOVT.18b (2008)
d)	participating in the political process and voting in local, state, and national elections;	Moved content from GOVT.17a (2008) and GOVT.18c (2008)
e)	performing public service;	Moved content from GOVT.18d (2008)
f)	keeping informed about current issues;	Moved content from GOVT.18e (2008)
g)	respecting differing opinions and the rights of others;	Moved content from GOVT.17b (2008) and GOVT.18f
h)	practicing personal and fiscal responsibility;	Moved content from GOVT.17f (2008) and GOVT.18g
i)	demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and	Added new content
j)	practicing patriotism.	Moved content from GOVT.17e (2008)