
History and Social Science Standards of Learning

Virginia
Public Schools



Board of Education
Commonwealth of Virginia

2022

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Virginia Department of Education
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Preface

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

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

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

The History and Social Science Standards of Learning, ~~supported by the History and Social Science Standards of Learning Curriculum Framework,~~ define essential understandings, knowledge, and skills. The standards ~~and curriculum framework~~ are not intended to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. A standard within an instructional program is indicative of an expected goal or outcome for all students. These standards are vertically aligned and establish a baseline within the Commonwealth of statements that students should know and be able to do at the culmination of a grade or course. A curriculum, created at the division or local level, emphasizes the development of students' abilities to acquire and apply the standards. Each instructional program must ensure appropriate accommodations are made for diverse learners within the Commonwealth of Virginia.

Standards do not determine the design of a lesson plan nor are a set of instructional or assessment tasks. They are statements of what students should know and be able to do during and after instruction. Decisions concerning instructional programming, curriculum development, and how best to help students meet the goals of the standards are best left to local school divisions and teachers. A locally developed curriculum should include a variety of instructional materials and be reflective of not only the local community, but also the diversity of the Commonwealth, the nation, and the world. Curriculum should also include a variety of information sources, readings, learning experiences, and forms of assessment selected at the local level to create a balanced instructional and assessment program.

School divisions are encouraged to utilize and incorporate the ~~standards and curriculum framework~~ Standards document into a broader, locally designed curriculum. ~~The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn.~~ Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. ~~Additional details, such as the names of individuals whose study~~

further enriches the standards and clarifies the concepts under investigation, will be found in the curriculum framework.

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

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Profile of a Virginia Graduate

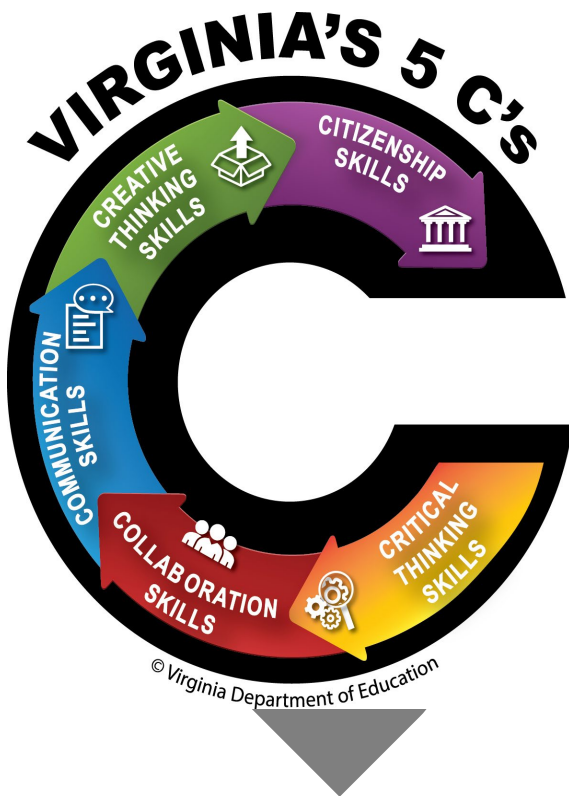
The Profile of a Virginia Graduate describes the knowledge, skills, experiences, and attributes that students must attain to be successful in college and/or the work force and to be “life ready.”

In developing the profile, the Board of Education determined that a life-ready Virginia graduate must:

- Achieve and apply appropriate academic and technical knowledge (content knowledge);
- Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);
- Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and
- Align knowledge, skills and personal interests with career opportunities (career exploration).

The Profile of a Virginia Graduate provides the framework for the requirements students must meet to earn a [Standard Diploma](#) or [Advanced Studies Diploma](#).

The 2016 General Assembly subsequently approved [House Bill 895](#) and [Senate Bill 336](#), which directed the Board of Education to:



Develop and implement a Profile of a Virginia Graduate identifying the knowledge and skills that students should attain during high school in order to be successful;

In developing the profile, give due consideration to the “5 C’s”:

- critical thinking,
- creative thinking,
- collaboration,
- communication and
- citizenship;

Emphasize the development of core skill sets in the early years of high school; and

Establish multiple paths toward college and career readiness for students to follow in the later years of high school, which could include opportunities for **internships, externships, and credentialing.**

Guiding Principles for Effective History and Social Science Education

Education in [history and social science] equips members of a democratic society to understand, appreciate, nurture, and, where necessary, improve their political system and civil society: to make our union “more perfect,” as the U.S. Constitution says. This education must be designed to enable and enhance the capacity for self-government from the level of the individual, the family, and the neighborhood to the state, the nation, and even the world.

-Educating for American Democracy, March 2021

An effective history and social science education-

Principle 1: Teaches and celebrates the legacy of democratic government to ensure that students:

- Know the fundamental ideas central to the vision of the founders, the vision that holds us together as one people of many diverse origins and cultures while understanding the purposes, principles, and practices of the United States government as established by the Constitution, which includes their rights and responsibilities, and how to exercise them in local, state, and national government.
- Know how democratic ideas have been turned into institutions and practices and the history of the individuals, groups, organizations have addressed obstacles to democratic principles by working within the structure set forth in the Constitution
- Are knowledgeable about local, state, and national government and policies to understand the world.
- Develop and practice habits of civic engagement and responsible informed citizenship.

Principle 2: Builds inquiry practices to ensure that students:

- Respond to and develop compelling questions, use valid information sources, and connect acquired knowledge to civic participation.
- Conduct research to think critically, make logical arguments using valid evidence to advance content knowledge, cultivate empathy, and build disciplinary skills.
- Use data analysis and digital tools to make informed decisions.
- Reflect on their learning and give feedback to their teachers to enhance and improve instruction.

Principle 3: Incorporates diverse perspectives to ensure that students

- Acknowledge that perceptions are influenced by various socio-cultural aspects
- Embrace diversity to encourage honest and informed academic discussions
- Investigate key historical events in international affairs, and build an understanding of the origins, principles, and values about America’s role in the world, and the world’s role in shaping the United States.
- Appreciate the economic, social, cultural, religious, and international conditions that help to shape our world.

Principle 4: Improves reading comprehension by increasing content knowledge to ensure that students:

- Build oral and written communications skills to listen and respond to various types of media materials to participate in respectful discourse.
- Understand content vocabulary to generate questions and activate prior knowledge for new learning.
- Ask and answer questions to gather and use information as evidence for discourse.

Principle 5: Provides opportunities for historical thinking, geographical analysis, economic decision-making, and responsible citizenship to ensure that students:

- Move between concrete, narrative, and chronological learning and thematic and abstract or conceptual learning.
- Are prepared to discuss complex issues and ideas with people of different views, learning to speak with clarity and respectfulness.

Introduction

Goals

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

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

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

History

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

Civics

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

Geography

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

Economics

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

Skills

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

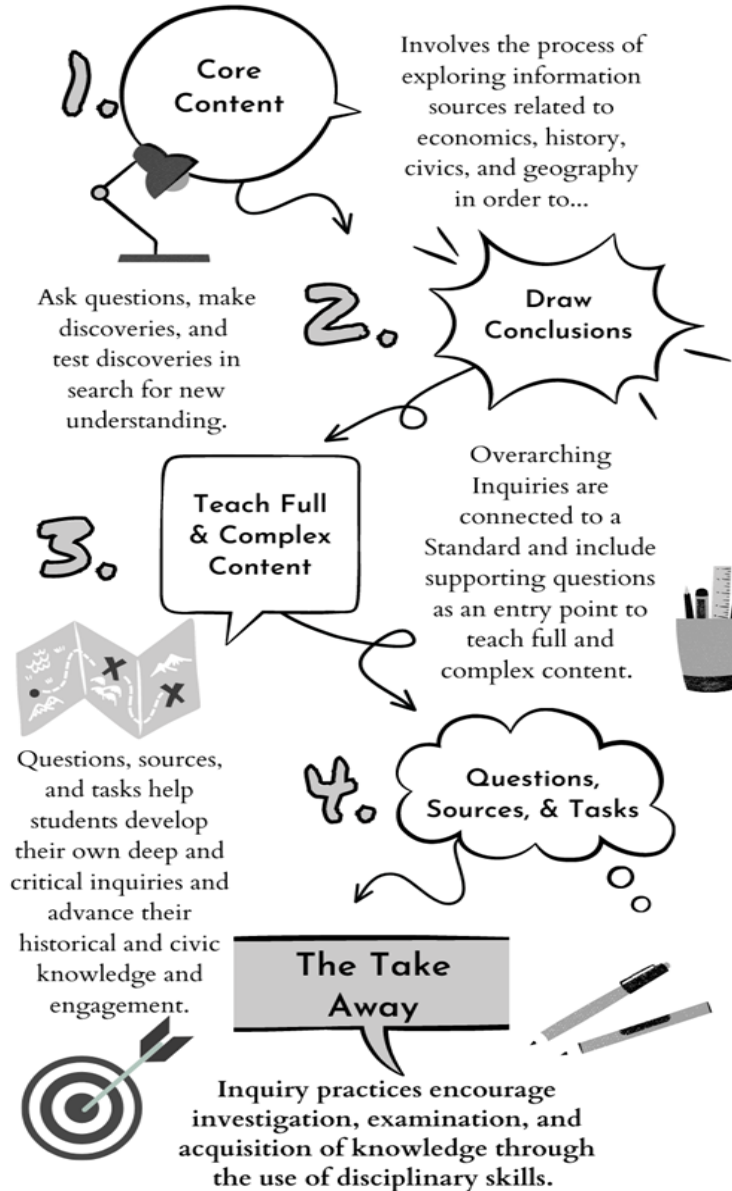
Assessment

In 2014, the Virginia General Assembly and the Virginia Board of Education took steps to balance the number of state assessments for history and social science. Through the passage of HB930 and the approval of the guidelines, Local Alternative Assessments for Grade 3 Social Studies, United States History to 1865, and United States History: 1865 to the Present replaced with state developed SOL multiple-choice assessments. In 2019, through budgetary appropriations, the Virginia Department of Education began working towards the use of performance assessments to verify history and social science credits for high school graduation. The use of performance assessments provides an opportunity for students to demonstrate their learning and understanding. The *History and Social Science Standards of Learning*, *inquiry practices*, and the Standards of Learning assessment program form the core of the Virginia Board of Education's efforts to strengthen public education across the Commonwealth and to raise the level of academic achievement of all Virginia students.

What is Inquiry?

Learning content **THROUGH**
developing social science skills

The use of inquiry practices, as it relates to history and social science education should provide windows and mirrors of the past, present and future.



Themes and Concepts for History and Social Science

According to the [National Council of the Social Studies \(NCSS\)](#), themes *represent a way of categorizing knowledge about the human experience, and they constitute the organizing strands that should thread through a social studies program, from grades pre-K through 12, as appropriate at each level.* The themes and concepts are interrelated and support teaching topics by drawing upon the theme to illustrate commonalities and connections. As school divisions develop their local curriculum, the outlined themes provide opportunities for deeper learning and exploration.

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Colonization – the practice of domination through the conquest of one people by another.
- Servitude – a condition in which one lacks liberty, especially to determine one's course of action or way of life, which includes compulsory service or labor.
- Enslavement – The forced process of positioning a person as the legal property of another forever.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

2022 History and Social Science Standards of Learning Skills Progression by Grade or Course
Virginia Department of Education

Key for Progression Chart

Standard Introduction Level	Symbol
Conceptual Understanding: The student is first introduced to the skill and applies the skill appropriately in varied situations.	C
Scaffolding the Understanding: The student continues to develop the skill with opportunities for scaffolding to integrate the skill appropriately across new concepts.	S
Analyzing the Understanding: The student is knowledgeable about the skill from previous instruction, applies the skill to new concepts, and analyzes outcomes.	A
Applying the Understanding: The student routinely applies the skill with limited instruction or direction.	AR

Progression Chart

Social Science Skill and Description of Skill	K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	G O V T
.1a - Information Sources													
Viewing and exploring information sources that include artifacts, primary/secondary sources, charts, graphs, diagrams, etc.	C	S	S	S	S	S	S	S	S	S	S	S	S
Identifying types of information sources and using artifacts, primary/secondary sources, charts, graphs, diagrams, etc.	C	C	S	S	S	S	S	S	S	S	S	S	S
Analyzing and interpreting information sources that include artifacts, primary/secondary sources, charts, graphs, diagrams, etc.	C	C	C	S	S	S	S	S	S	S	S	S	S
Synthesizing evidence from information sources that include artifacts, primary/secondary sources, charts, graphs, diagrams, etc.	C	C	C	C	S	S	S	S	S	S	S	S	S
.1b - Contextualizing Content													
Contextualizing sources to understand the past and present by organizing and sequencing information to understand people, places and events	C	S	S	S	S	S	S	S	S	S	S	S	S
Contextualizing sources to understand the past and present by recognizing points of view and historical perspective by using supporting details	C	C	S	S	S	S	S	S	S	S	S	S	S

Social Science Skill and Description of Skill	K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	G O V T
Contextualizing sources to understand the past and present by corroborating and evaluating for accuracy, credibility, bias, and propaganda													
.1c - Applying Geographic Skills													
Applying geographic skills to identify and understand geographic features													
Applying geographic skills to understand the connection between geographic features and human-environmental interactions													
Applying geographic skills to determine and/or predict patterns and trends													
.1d - Questioning and using Critical Thinking Skills													
Questioning and using critical thinking skills to ask appropriate questions to solve a problem													
Questioning and using critical thinking skills to summarize points and evidence to answer a question													
Questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations													
Questioning and using critical thinking skills to construct arguments using evidence from multiple sources													
.1e - Comparing and Contrasting													
Comparing and contrasting people, places, or events.													
Comparing and contrasting ideas and perspectives.													
Comparing and contrasting historical, cultural, and/or political perspectives													
.1f - Determining Cause and Effect													
Recognizing direct cause-and-effect relationships													
Determining cause and effect to make connections and understand relationships between past and present													
Determining cause and effect to analyze multiple connections between past and present													

Social Science Skill and Description of Skill	K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	G O V T
.1g - Making Economic Decisions													
Using a decision-making model to make informed economic decisions													
Using a decision-making model to identify costs and benefits of a specific choice made													
Using a decision-making model to analyze and explain the incentives and consequences of a specific choice made													
.1h - Exercising Civic Responsibility													
Practicing responsible citizenship skills, recognizing individual rights of self and others while demonstrating respect for rules and laws, and contributing to various communities													
Practicing ethical use of the internet, intellectual property, and various materials and media platforms													
Engaging and communicating as informed community members to examine the tensions between personal interests and the common good													
.1i - Demonstrating Comprehension													
Developing fluency in content vocabulary, comprehension of verbal, written, and visual sources													
Accessing a variety of information sources to defend positions using content vocabulary and reliable evidence													
Investigating and researching to develop products that demonstrate learning													

Structure of the History and Social Science Standards of Learning

Virginia Studies

The standards for Virginia Studies develop student understanding of Virginia from the Indigenous Peoples who first inhabited the region to present day Virginia with emphasis on the diverse perspectives of the various people who have been part of Virginia's story. During the course of study, students will explore the basic features of the region and how Indigenous Peoples, the impact of English colonization, the arrival of Africans, and the development of a colonial society. Students will also examine the role Virginia played during Revolutionary War and the development of the first United States government. They will be able to connect those ideas and history to the expansion of Virginia and its role in the Civil War, and how Virginia grew through the 21st century and the challenges and opportunities that Virginia has faced throughout its development. Lastly, students will examine the contributions of change-makers, innovative ideas, and technological, economic and political advancements to the nation and world.

Brief description of the course of study

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous Social Science Standards of Learning to study the development of Virginia, focusing on the reasons for the settlement of Virginia and the impact on the diverse people who are part of Virginia's story. The fundamental skills and content introduced in the Kindergarten – Grade Three Standards provided a foundation of skill application and content knowledge. The skills and content are instructionally vital for deeper learning and understanding of Virginia Studies. Each standard is introduced with an **Overarching Inquiry Question** to encourage student exploration of concepts and themes. **Key knowledge and disciplinary skills** will be integrated to help students use artifacts, primary and secondary sources to summarize ideas and support with evidence, determine cause and effect, sequence events, recognize multiple perspectives, ask questions, and make connections over time and place. As students were learning to read, they are now transitioning to reading to learn and will apply reading, writing, and communication skills to summarize and share evidence about the beginnings of the region that would become Virginia to the role of Virginia in the 21st century.

Brief description of the content and skills previously encountered the Work Based Readiness Skills they should acquire, and the Literacy Connections they will practice

An open-ended question for each Standard to promote deeper learning and understanding of the content

Into Virginia's Future

VS.12 The student will apply history and social science skills to understand Virginia's role in the global economy in the 2000s geography, and economics by

- a) exploring the major products and industries of 21st Century Virginia; and
- b) exploring the impact of the ideas, innovations and advancements of Virginians on a global market.

Overarching Inquiry:

How do Virginians contribute to and influence the global economy?

Themes:

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems - a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions - a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence - the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization - a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Course content divided into major topics

There are 10 themes and that allow for regrouping Standards facilitating greater connections

Standards grouped by topic and expanded within the Sub standard

Skills and Content

VS.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision-making, and responsible citizenship by synthesizing evidence from information sources including but not limited to artifacts, primary and secondary sources, charts, graphs, diagrams to understand events in Virginia history.

Understandings

- An artifact is an object or tool that tells us about people from the past.
- A primary source is an artifact, document, image, map, or other source of information that was created during the time under study.
- A secondary source is a document, image, map, or other source of information that relates or discusses information originally presented elsewhere.
- Synthesizing evidence from information sources includes identifying the important elements of multiple information sources in order to make inferences and generalizations, and draw conclusions.

Each course introduces nine Social Science Skills that students will apply as they engage with the content.

VS.12b The student will use history and social science skills to describe Virginia's role in the global economy in the 2000s geography, and economics by exploring the impact of the ideas, innovations and advancements of Virginians on a global market.

Understandings

- People moving to Virginia from other states and countries has encouraged economic development in Virginia.
- People, goods, and ideas move more easily today than in any other time in Virginia history.
- Industries in Virginia produce goods and services used throughout the United States and the world.
- Virginians are global citizens that contribute to Virginia's economy through the production and consumption of goods, products and ideas.
- Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.

Supporting Questions

- What is innovation?
- In what ways does technology and innovation change over time?
- What types of knowledge and skills will students need to actively participate in Virginia's communities to further growth and development?
- How can individuals use the ideals of democracy to support the growth and development of Virginia's economy?
- How can individuals use the civic ideals and practices of democracy to promote continuous growth while honoring and respecting the diversity of the Commonwealth?

Knowledge and Learning Experiences

- Brainstorm ideas to develop a definition of innovation using examples from previous content as evidence.
- Investigate and create a chart that identifies past and contemporary ideas and products of innovation.
- Use various information sources to evaluate and rank significant technological advancements or innovations based upon their influence on Virginia's economic, political, or social growth.

Content, Sources, and Resources for Consideration

VS.12

The broader picture or understanding that students should have once provided instruction.

Provides greater instructional detail and opportunities to approach the substandard and to engage students with the content. The listed Learning Experiences are not mandatory, but are opportunities for learning.

Provides content support for teachers in the form of suggested activities, questions, formative tasks, connected questions, strategies for diverse learners and various delivery models.

Kindergarten

Introduction to History and Social Science: Focus on the Community

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

The Standards for Kindergarten students focus on the local community and include an introduction to basic concepts and knowledge related to history, geography, civics, and economics. During the course of their first year in school, students will learn about their role as a responsible citizen in their community and the importance of following rules and respecting the rights and property of others. Students will learn basic concepts related to history, patriotism, national symbols, geographic location, and economics. Students will learn the importance of participating in community traditions, demonstrating responsibility and patriotism, and making economic choices.

Looking Back, Looking Ahead, and Literacy Connections

Students will build foundational knowledge and skills to understand their community and their role in that community. Each standard, introduced with an **Overarching Inquiry Question**, provides for student exploration of concepts and themes. **Key Knowledge and Learning Experiences** are integrated to help students learn to organize information, ask questions, and make connections. The Standards of Kindergarten present students with an opportunity to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY** - Valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. As students are learning to read, the Standards for Kindergarten provides opportunities for students to will apply reading, writing, and communication skills to support their understanding of basic geography, economic choices, community traditions, and the responsibilities that citizens have in their communities.

Skills and Content

K.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by viewing artifacts and primary and secondary sources to develop an understanding of history viewing and exploring information sources that include, but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams.

Understandings

- Viewing artifacts and primary and secondary sources involves making observations and asking questions.
- An artifact is an object or tool that reveals something about the past.
- A primary source is an artifact, document, image, or other source of information created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

K.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using basic map skills to support an understanding of the community contextualizing sources to understand the past and present by organizing and sequencing information to understand people, places and events.

Understandings

- Maps help develop an awareness of where places are located in the community.
- Using a map involves making observations and connections, asking questions, and reflecting.

K.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community applying geographic skills to identify and understand geographic features.

Understandings

- ~~Gathering information involves using a variety of resources.~~
- ~~Classifying information involves grouping like information.~~
- ~~Sequencing events involves placing events in chronological order.~~
- ~~Separating fact from fiction involves determining whether or not information can be proven with evidence.~~
- Maps help develop an awareness of where places are located in the community.
- Using a map involves making observations and connections, asking questions, and reflecting.

K.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by asking appropriate questions to solve a problem questioning and using critical thinking skills to ask appropriate questions to solve a problem.

Understandings

Asking a variety of questions extends learning and deepens understanding.

K.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting people, places, or events.

Understandings

- Comparing and contrasting examines similarities and differences among people, places, or events.
- Communities have different physical and cultural characteristics.

K.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by recognizing direct cause-and-effect relationships.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.
- Cause-and-effect relationships can be observed in the classroom, school, and community.

K.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by making connections between past and present.

Understandings

- ~~Everyday life in our community today is different from everyday life long ago.~~
- ~~People, events, and developments have brought changes to the community.~~

K.1h g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to make informed economic decisions.

Understandings

- Making choices involves getting more of one thing by giving up something else.
- All decisions involve costs (disadvantages what you give up) and benefits (advantages what you get in return).
- A cost is what you give up when you decide to do something.
- A benefit is what satisfies a want or need (what you get in return).

K.1i h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by practicing good citizenship skills while collaborating, compromising, and participating in classroom activities responsible citizenship skills and recognizing individual rights of self and others while contributing to various communities.

Understandings

The classroom provides opportunities for students to develop the qualities of a responsible good-citizen.

K.1j The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Understandings

- Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about the community.
- Comprehending content vocabulary involves using and interacting with a variety of sources.

Communities, Citizenship, Traditions, and Symbols

~~K. 2 The student will recognize that history describes events and people from other times and places by:~~
[Moved to K.4]

- ~~a) identifying examples of historical events, stories, and legends that describe the development of the local community; and~~ [Moved to K.4a]
~~b) identifying people who helped establish and lead the local community over time.~~ [Moved to K.4b]

K.2 The student will apply history and social science skills to recognize and demonstrate that being a responsible citizen involves

- a) practicing honesty, self-control, and showing kindness to one’s self and others;
- b) taking responsibility for one's actions;
- c) following rules and understanding there are consequences when rules are not followed;
- d) taking care of personal belongings and respecting what belongs to others;
- e) taking turns, sharing, and working well with others to successfully participate in group settings; and
- f) contributing one’s time and talents to help others in their homes, schools, and communities through jobs and volunteering.

Overarching Inquiry

How do individuals contribute to their communities?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- **Citizenship** – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- **Engagement** – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

Understandings

- ~~History relates events that have already happened.~~ [moved to K.4]
- ~~History teaches us about the interesting lives of people long ago.~~ [moved to K.4]
- ~~Localities in Virginia recognize people who helped establish and lead the local community over time.~~ [Moved to K.4]
- A citizen is a member of a group or people of a community.
- Citizens can belong to various communities at the same time.
- Although communities change over time, the roles of a responsible citizen do not change.

Supporting Questions

- How does a responsible citizen contribute to a community?
- How do the choices an individual makes impact others in a community?
- How are rules similar and different in homes, classrooms, school, online, and in the community?
- What makes a “good rule”?
- What are some ways that community leaders make a difference?
- How do volunteers support their community?
- What are some jobs that make our community better?

Knowledge and Learning Experiences

- Use stories, narratives and visuals to identify characteristics of a responsible citizen
- Use stories, narratives and visuals to connect how responsible citizens contribute their talents and time to support their various communities.
- Use stories, photographs and artifacts to explore various aspects of the local community and how it has changed over time.

Content, Sources, and Resources for Consideration

K.2

~~K.3 The student will sequence events in the past and present and begin to recognize that things change over time.~~
[Found in K.1g]

K.3 The student will apply history and social science skills to develop an understanding of how communities express patriotism through symbols by:

- recognizing the American flag;
- recognizing the Pledge of Allegiance; and
- knowing that the president is the leader of the United States.

Overarching Inquiry

How do communities express patriotism?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Understandings

- ~~Everyday life today is different from everyday life long ago.~~ [located throughout the course within both Knowledge and Discipline Skills and Supporting Questions of each course standard]

- ~~Stories and people can describe events from the past.~~ [Located throughout the course within both Supporting Questions and Knowledge and Learning Experiences]
- Patriotism is a love, devotion, and loyalty to one's country.
- A symbol is an image, object, person or animal that represents something else.
- Some symbols, such as the American Flag and the Bald Eagle) represent ideas such as patriotism.
- People show patriotism in different ways around the world.
- Countries around the world have a national flag as a patriotic symbol.
- The American flag is a patriotic symbol of the United States of America.

Supporting Questions

- What is patriotism and what are some ways it is shown?
- What is a symbol?
- What are some patriotic symbols of the United States?
- What are some patriotic symbols in my community and what do they represent?
- What is the American flag and what does it represent?
- What is the Pledge of Allegiance?
- What does the U.S. flag mean to the diverse people in our community, nation, and world?
- How do people in our homes, classroom, and community show patriotism in different ways?

Knowledge and Learning Experiences

- Use stories, narratives and visuals to identify characteristics of patriotism.
- View artifacts, primary sources to describe what the American Flag represents, and the symbolism behind the colors of the American flag.
- Use stories, narratives and visuals to demonstrate how different people show patriotism.
- Use stories, narratives and visuals to identify and explain how the president is the leader of the United States and is elected by citizens of the United States of America
- Describe the roles of the president of the United States and what that individual represents.

Content, Sources, and Resources for Consideration

K.3

History

~~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 to K.6]

K.4 The student will apply history and social science skills to develop an understanding of what makes a community unique by

- identifying examples of historical events, stories, and narratives that describe the development of various communities; and**
- identifying people who helped establish and lead various communities over time.**

Overarching Inquiry

How has my community changed over time?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences,

and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Understandings

- ~~The location of people, places, and things can be described in terms of their relationship to other people, places, and things.~~ [Moved to K.6]
- ~~There are certain words that help us describe where people, places, and things are located.~~ [Moved to K.6]
- A community is a group of people that live in the same area and may share common values.
- Communities can be large or small.
- People can belong to multiple communities at the same time.
- All individuals, no matter their age, can contribute to their communities in different ways.
- Localities in Virginia recognize people who helped establish and lead the local community over time.
- Indigenous People were the first inhabitants of the land that we now call Virginia and the United States.
- Multiple tribes have always and continue to live in Virginia and the United States today.

Supporting Questions

- What communities can an individual be a part of each day?
- How can a person contribute to their communities?
- How can a person's job or role in a community influence others?
- Why might a community change over time?
- In what ways do communities change over time?
- How can you contribute to your various communities?

Knowledge and Learning Experiences

- Use information sources and visuals to develop a definition of the terms history and community.
- Use visual representations, stories and narratives to understand how the unique history of schools and communities developed over time.
- Use visual representations, stories and narratives to understand how people contributed to the development of the local community over time.
- Use stories, narratives and visuals to examine and describe the work of community leaders including, but not limited to individuals in the education, medicine, first responder, agricultural and service professions.
- Use stories, narratives and visuals to connect location of the community to the work that people do in the community.
- Use stories, narratives and visuals to examine and describe the impact of volunteerism on a community.

Content, Sources, and Resources for Consideration

K.4

~~K.5 The student will use simple maps and globes to~~ [Moved to K.7]

- ~~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;~~ [Reworded, Moved to K.7a]
- ~~b) describe places referenced in historical events, stories, and real life situations;~~ [Moved to K.7e]
- ~~e) locate land and water features;~~ [Reworded, Moved to K.7c,d]
- ~~d) identify basic map symbols in a map legend; and~~ [Moved to K.7b]
- ~~e) identify places and objects of a familiar area.~~ [Moved to K.7d]

K.5 The student will apply history and social science skills to develop an understanding of how communities honor

local traditions and recognize and celebrate holidays, such as but not limited to Indigenous People’s Day, Thanksgiving Day, Martin Luther King, Jr., Day, George Washington Day (commonly known as Presidents’ Day), Juneteenth, and Independence Day (Fourth of July).

Overarching Inquiry

What makes holidays and traditions special?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Understandings

- Maps and globes represent Earth and sometimes include map legends.[Moved to K.7]
- The location of places referenced in stories and real-life situations can be shown on maps and globes.[moved to K.7]
- Land and water features can be found on maps and globes. [Moved to K.7]
- People and communities recognize and celebrate holidays to remember people and events. Some holidays inspire patriotism.
- Families celebrate different holidays and honor varied traditions
- Individuals can honor traditions separate from holidays.

Supporting Questions

- How can traditions, holidays or celebrations make a community unique?
- What are the holidays and traditions celebrated or recognized in the local community?
- What are the symbols of certain holidays?
- How might people honor and celebrate events of the past?
- How do different people celebrate ideas like freedom and independence in the United States?

Knowledge and Learning Experiences

- Use stories, narratives and visuals to identify characteristics of a holiday or celebration.
- Identify holidays and traditions celebrated and honored by the local community.
- Use information sources, stories, and narratives to make connections to varied holidays and traditions celebrated and practiced in communities.
- Use calendars and timelines to identify holidays and celebrations and discuss how they have changed over time.
- Use stories, narratives and visuals to investigate and describe various holiday traditions or celebrations.
- Use stories, narratives and visuals to connect various celebrations and traditions to locations and seasons.
- Use stories, narratives and visuals to identify on a calendar and the meaning of the celebration of Indigenous People’s Day, Thanksgiving Day, Dr. Martin Luther King, Jr., Day, George Washington Day (commonly known as Presidents’ Day), Juneteenth, and Independence Day (Fourth of July).

Content, Sources, and Resources for Consideration

K.5

Geography

~~K.6 The student will develop an awareness that maps and globes~~ [Incorporated in and moved to K.7b]

- ~~a) show a view from above;~~ [Incorporated in and moved to K.7b]
- ~~b) show things in smaller size; and~~ [Incorporated in and moved to K.7b]
- ~~c) show the position of objects.~~ [Incorporated in and moved to K.7b]

K.6 The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words, with emphasis on near/far, above/below, left/right, behind/in front, next to, in between, and over/under.

Overarching Inquiry

How does knowing the location of people, places and events help us?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

People, Places, and Environments – The study of people, places, and environments to understand the relationship between human populations and the physical world.

Understandings

- Basic map concepts will help students use maps and globes. [Moved to K.7]
- The location of people, places, and events can be described in terms of their relationship to other people, places, and events.
- There are certain words that help describe where people, places, and features are or were physically located.

Supporting Questions

- What is geographic location?
- How is the location of a person, place, or object determined?
- Why is it important to know where people, places, objects or events are located in the community?

Knowledge and Learning Experiences

- Use actions and movement to demonstrate and describe positional words.
- Use information sources and other visuals to explain relative location of people, places, and objects in relationship to one another.
- Use information sources and other visuals to draw the relative location of people, places, and objects in relationship to one another.

Content, Sources, and Resources for Consideration

K.6

~~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 to K.8]

K.7 The student will apply history and social science skills to develop an awareness of maps and globes by

- a) identifying the similarities and differences between a map and a globe;
- b) locating and explaining basic map symbols;

- c) locating and explaining land and water features;
- d) identifying places and objects of a familiar area; and
- e) describing places and geographic locations referenced in historical events, stories, and narratives.

Overarching Inquiry

How do we use a map or globe to help us know where we are or where something is located?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

People, Places, and Environments – The study of people, places, and environments to understand the relationship between human populations and the physical world.

Understandings

- ~~Geography includes the study of locations, climates, and physical surroundings.[moved to K.8]~~
- ~~Location, climate, and physical surroundings affect the way people live.[moved to K.8]~~
- Maps and globes represent Earth.
- Maps and globes sometimes include map legends or key.
- Land and water features can be found on maps and globes.
- Water is generally shown on maps and globes in blue.
- Land is generally shown on maps and globes in either green or brown.
- Land features on maps and globes might include continents, countries, mountains, deserts, etc.
- Water features on maps and globes might include oceans, rivers, lakes, etc.
- The location of places referenced in both fiction and non-fiction stories can be represented on maps and globes.
- A key or legend is a list of symbols that appear on the map.

Supporting Questions

- How have maps and globes changed over time?
- How do maps and globes help locate people, places, or events?
- How do electronic maps help individuals locate places quickly?
- How might a map of the local community change over time?

Knowledge and Learning Experiences

- View and use simple maps to develop an awareness of where people places and objects are located in the community.
- Use information sources to including maps and globes to identify and distinguish between land and water features, and discuss the relative size and location of people, places, and objects in relationship to one another.
- Use a variety of sources to compare and explain the differences between maps and globes from the past and today.
- Build basic map skills to create a drawing of a familiar area and explain the different features of the map including a legend and key.
- Investigate and discuss the knowledge and skills that may be necessary of jobs or careers that design maps or rely on maps to help people with their jobs.

Content, Sources, and Resources for Consideration

K.7
~~K.8 The student will match simple descriptions of work that people do with the names of those jobs.~~ [Located

throughout the course; jobs, careers, and workplace readiness skills are highlighted as connections to the content.]

K.8 The student will apply history and social science skills to describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Overarching Inquiry

How does where a person lives impact how they live?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Understandings

- ~~People work at jobs.~~ [Located throughout the course; jobs, careers, and workplace readiness skills are highlighted as connections to the content.]
- ~~People work at jobs to earn money to meet their wants.~~ [Located throughout the course; jobs, careers, and workplace readiness skills are highlighted as connections to the content.]
- Geography includes the study of locations, climates, and physical surroundings.
- Where a person lives affects the ways they live.
- Location, climate, and physical surroundings affect the way people live and what resources they may need.

Supporting Questions

- What is the difference between climate and weather?
- How are seasons different?
- How does climate, weather, and seasons determine our food, clothing, shelter, transportation, and recreation?
- How have resources and needs changed over time?
- What jobs or career opportunities are available based on the seasons?

Knowledge and Learning Experiences

- Use information sources and other visuals to identify and determine how location, climate, and physical surroundings affect the way people in a community meet their needs and wants.
- Use stories, narratives and visuals to describe the seasons and connect to change over time.
- Use stories, narratives and visuals to describe the types of foods, clothing, shelters, transportation, and recreation people in diverse communities use in everyday life.

Content, Sources, and Resources for Consideration

K.8

Economics

K.9 The student will apply history and social science skills to gain an understanding of economic principles by

- ~~recognize that people make choices because they cannot have everything they want~~ explaining that many people work to earn money to buy the things they need and want; and
- ~~explain that people work to earn money to buy the things~~ recognizing that people make choices because they cannot have everything they want.

Overarching Inquiry:

What choices do we make with our time and money?

Themes:

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

Understandings

- Money and time are not unlimited, so people work to earn money and make choices use it to buy what about what they need and things they want.
- People cannot have everything they want so they have to make choices.
- A decision-making model helps people make choices.
- People have to make choices about things they want.
- Many factors influence the type of jobs that are available in the local community.

Supporting Questions

- What is the difference between a need and a want?
- What is money and how do we use it to take care of our wants and needs?
- What is a choice and why do people have to make them?
- How can a decision-making model help in making a choice?
- How do needs and wants change over time?
- How can individuals help those in the community who do not have everything they need?

Knowledge and Learning Experiences

- Use stories, narratives and visuals to identify various choices.
- Use stories, narratives and visuals to distinguish between a need and a want.
- Use stories, narratives and visuals to determine how people make decisions with their time and money when they cannot have everything they want or need.
- Use stories, narratives and visuals to demonstrate how the work that people do in the community helps to meet the needs, wants and personal satisfaction and growth of the community.

Content, Sources, and Resources for Consideration

K.9

~~K.10 The student will demonstrate that being a good citizen involves~~ [Moved to K.2]

- ~~a) taking turns and sharing;~~ [Moved to K.2e]
- ~~b) taking responsibility for certain classroom chores;~~ [Reworded and moved to K.2b]
- ~~c) taking care of personal belongings and respecting what belongs to others;~~[Moved to K.2d]
- ~~d) following rules and understanding the consequence of breaking rules;~~[Moved to K.2c]
- ~~e) practicing honesty, self-control, and kindness to others;~~[Moved to K.2a]
- ~~f) participating in decision making in the classroom; and~~[Reworded and moved to K.2e]
- ~~g) participating successfully in group settings.~~ [Reworded and moved to K.2e]

Understandings [Moved to K.2]

- ~~Good citizens are involved in their homes, schools, and communities.~~
- ~~Good citizens take responsibility for their own actions.~~
- ~~Good citizens participate in making decisions in the classroom.~~

- Good citizens work well with their classmates in groups.
- Good citizens help others in their community.

K.11 ~~The student will develop an understanding of how communities express patriotism through events and symbols~~
by [Moved to K.3 and K.5]

- ~~a) recognizing the American flag;~~[Moved to K.3a]
- ~~b) recognizing the Pledge of Allegiance;~~ [Moved to K.3b]
- ~~c) knowing that the president is the leader of the United States; and~~ [Moved to K.3c]
- ~~d) recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July).~~ [Moved to K.5]

Understandings

- The United States has a national flag. [Moved to K.3]
- The United States has a national pledge to the flag. [Moved to K.3]
- The United States has a leader, who is called the president. [Moved to K.3]
- We celebrate holidays to remember people and events of long ago. Some holidays inspire patriotism. [Moved to K.5]

DRAFT

Grade One

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

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

The Standards for Grade One expand the students' understanding of community and citizenship to focus on the larger community of the Commonwealth of Virginia. During the course of study, students will explore the contributions of diverse groups of people, both past and present, in their communities and in the Commonwealth. Students will apply traits of responsible citizenship by understanding their role in communities. Students will explore symbols, holidays and traditions that unite a community. Students will develop basic map skills and expand their understanding of how people make economic choices.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous Kindergarten Standards of Learning to build on the concepts of community and citizenship with a focus on the Commonwealth of Virginia. Each standard, introduced with an **Overarching Inquiry Question**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences** will be integrated to help students learn to organize information, ask questions, and make connections. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY** - Valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. As students are learning to read, the Standards for Grade One provide opportunities for students to will apply foundational reading, writing, and communication skills to support their understanding of basic geography, economic choices, community traditions, and the responsibilities that citizens have in their communities.

Skills and Content

1.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using artifacts and primary and secondary sources to develop an understanding of Virginia history; viewing and exploring information sources that include, but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams.

Understandings

- Using artifacts and primary and secondary sources includes making observations and connections, asking questions, and reflecting.
- An artifact is an object or tool that reveals something about the past.
- A primary source is an artifact, document, image, or other source of information that is a first person account or that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

1.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using basic map skills to support an understanding of Virginia history; contextualizing sources to understand the past and present by organizing and sequencing information to understand people, places

and events.

Understandings

- Maps help develop an awareness of where places are located in Virginia.
- Maps use directionality and symbols to identify or indicate a location.
- Geographic information obtained from maps supports an understanding of Virginia history.
- Using simple maps develops an awareness of how places in Virginia have changed from the past to the present.

1.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history~~ applying geographic skills to identify and understand geographic features.

Understandings

Graphs, diagrams, and pictures help students develop an understanding of people, places, and events in Virginia history.

- Maps help develop an awareness of where places are located in Virginia.
- Maps use directionality and symbols to identify or indicate a location.
- Geographic information obtained from maps supports an understanding of Virginia history.
- Using simple maps develops an awareness of how places in Virginia have changed from the past to the present.

1.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~asking appropriate questions to solve a problem~~ questioning and using critical thinking skills to summarize points and evidence to answer a question.

Understandings

- Asking a variety of questions extends learning and deepens understanding.
- Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

1.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~comparing and contrasting people, places, or events in Virginia history.~~

Understandings

- Comparing and contrasting examines similarities and differences among people, places, or events.
- Communities in Virginia have different physical and cultural characteristics.

1.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~recognizing direct cause and effect relationships~~ determining cause and effect to make connections and understand relationships between past and present.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.
- Identifying cause-and-effect relationships helps to understand specific events in Virginia history.
- Cause-and-effect relationships can be observed in school, in the community, and in state history.

1.1g ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by making connections between past and present.~~

Understandings

- Everyday life in Virginia today is different from everyday life long ago.
- People, events, and developments have brought changes to Virginia.

1.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to make informed economic decisions.

Understandings

- Making choices involves getting ~~more of one thing~~ by giving up something else.
- All decisions involve costs and benefits.

- A cost is what you give up when you make a choice. ~~decide to do something~~
- A benefit is what satisfies a need or want.

1.1i ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by practicing good responsible citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities~~ **practicing responsible citizenship skills and recognizing individual rights of self and others while contributing to various communities.**

Understandings

- ~~Good~~ Responsible citizens
 - collaborate to achieve shared goals.
 - compromise to reach an agreement.
 - participate in classroom activities to demonstrate respect for rules.
- People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as ~~good~~ responsible citizens.

1.1j ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by developing fluency in content vocabulary and comprehension of oral, written, and visual sources.~~

Understandings

- Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about the community.
- Comprehending content vocabulary involves using and interacting with a variety of sources.

The Commonwealth, Citizenship, Traditions, and Symbols

~~1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including~~ [Moved to 1.8]

~~a) the settlement of Virginia at Jamestown;~~ [Moved to 1.5b]

~~b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation;~~ and [Moved to 1.6]

~~c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.~~ [Moved to 1.8b]

1.2 The student will apply history and social science skills to apply the traits of a responsible citizen by

- being inclusive, respectful and helpful of others despite differences in ethnic origins, customs, and traditions.
- recognizing the purpose of rules and practicing self-control;
- taking responsibility for one’s own actions, valuing honesty, truthfulness and kindness in oneself and others;
- participating successfully in group settings and decision making to contribute to a larger community;
- working hard to contribute their time and talents to their communities; and
- understanding that local and state government leaders can be elected by voters.

Overarching Inquiry:

How do responsible citizens contribute to their communities?

Themes:

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Understandings

- Virginia’s diverse environment has affected the way people interact with their surroundings. [Moved to 1.8]
- Many people, from diverse backgrounds, and events contributed to Virginia history. [Moved to 1.8]
- A citizen is a member of a group or people of a community.
- Citizens can belong to various communities at the same time.
- Responsible citizens contribute to their communities by being considerate of others, respectful, inclusive and volunteering their time and talents.
- Communities in Virginia have local and state government leaders who can be elected by voters.

Supporting Questions

- What does it mean to be responsible?
- In what ways do citizens contribute to their communities?
- Why do we need rules and how do responsible citizens use the rules?
- How can responsible citizens work together make change in their community?
- How do people become leaders in the local community, state, nation?
- How do responsible citizens work with leaders to make their communities and the state better?
- What are the qualities of a leader?

Knowledge and Learning Experiences

- Practice good citizenship skills while collaborating, compromising, and participating in classroom activities.
- Demonstrate respect for rules by explaining examples of responsible decision making.
- Connect previous knowledge choices and decisions to identify ways to contribute to a community.
- Identify ways to effect change in a community.
- Use narratives, stories, and other sources that define and show examples of respect, courage, responsibility, compassion and honesty.
- Create and share stories that reflect ways different people of all ages can demonstrate responsible citizenship.

Content, Sources, and Resources for Consideration

[1.2](#)

~~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~~ [Moved to 1.6]

- a) ~~Powhatan~~; [Moved to 1.6]
- b) ~~Pocahontas~~; [Moved to 1.6]
- c) ~~Christopher Newport~~; [Moved to 1.6]
- d) ~~Maggie L. Walker~~; and [Moved to 1.6]
- e) ~~Arthur R. Ashe, Jr.~~ [Moved to 1.6]

1.3 The student will apply history and social science skills to explain symbols and traditional practices that honor and foster patriotism in the United States, the Commonwealth of Virginia, and local communities by

- a) describing why people have symbols and traditions;
- b) recognizing the Virginia flag, Cardinal, Capitol Building, Dogwood Tree as symbols of the Commonwealth of Virginia; and
- c) recognizing the Pledge of Allegiance and other symbols and traditions of the Commonwealth of Virginia.

Overarching Inquiry

How can symbols represent a nation, state, or community?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Understandings

- Influential people in Virginia history made important contributions. [Moved to 1.5]
- Patriotism is a love, devotion, and loyalty to one’s country.
- A symbol is an image, object, person or animal that represents something else.
- Virginia has many symbols used to honor the state.
- There are symbols and traditions that honor people, events from history, or communities.
- In recognition of the heritage of the United States, the Pledge of Allegiance is recited honoring the country.

Supporting Questions

- What symbols represent the Commonwealth of Virginia?
- What is the Virginia flag?
- What is the Pledge of Allegiance?
- What are the different ways people express patriotism and celebrate the Commonwealth of Virginia?
- What patriotic symbols are used in the local community and what do they represent?
- What does the Virginia flag represent and how does it represent the diversity of Virginia?

Knowledge and Learning Experiences

- Use narratives, stories, and other sources to identify symbols and traditional practices that honor and foster patriotism and responsible citizenship in the Commonwealth of Virginia.
- Use narratives, stories, and other sources to connect the symbols and traditional practices in the Commonwealth

of Virginia to responsible citizenship and patriotism.

Content, Sources, and Resources for Consideration

1.3

~~1.4 The student will describe the lives of people associated with major holidays, including~~

- ~~a) George Washington Day (Presidents' Day);~~
- ~~b) Independence Day (Fourth of July); and~~
- ~~c) Martin Luther King, Jr., Day.~~

1.4 The student will apply history and social science skills to explain how communities honor local and state traditions and celebrate holidays, such as but not limited to Indigenous People's Day (Columbus Day), Veteran's Day, Martin Luther King, Jr., Day, George Washington Day (commonly known as Presidents' Day), Memorial Day, Juneteenth, Independence Day (Fourth of July).

Overarching Inquiry

What makes holidays and traditions special?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- "We the People" – explores the idea of "the people" as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Understandings

- ~~Major holidays are celebrated to remember important leaders and events of the past.~~
- ~~Citizens have worked to defend American principles.~~
- Communities celebrate local, state, and federal holidays to honor and remember a person, group of people, or events of the past.
- Families celebrate different holidays and honor varied traditions.
- Individuals can honor traditions that are separate from holidays.
- There are many different holidays and traditions celebrated within various communities.
- These holidays and traditions reflect diverse ethnic origins and customs of the people of the Commonwealth of Virginia.

Supporting Questions

- What are holidays and traditions?
- How do traditions, holidays or celebrations make the Commonwealth of Virginia unique?
- What are some traditions that often occur in celebrating holidays?
- What symbols relate to certain holidays?
- How might people honor and celebrate traditions and events of the past?
- What does it mean to be a veteran?
- What is the difference between Veteran's Day and Memorial Day?

- What does Juneteenth celebrate?
- How do different people celebrate ideas like freedom and independence in the United States?

Knowledge and Learning Experiences

- Use narratives, stories, and other information sources to explore terms including, but not limited to indigenous, veteran, celebration, contribution, traditions, memorial, freedom, and independence.
- Use narratives, stories, and other sources to identify words and phrases related to time: present, the past, and the future.
- Use narratives, stories, and other sources to explain why people and events are honored with holidays and celebrated for their contributions.
- Use narratives, stories, and other sources to provide examples of several different holidays, community, or family celebrations.
- Create a calendar that includes diverse holidays and celebrations.

Content, Sources, and Resources for Consideration

1.4

History

1.5 The student will develop map skills by [Moved to 1.7]

- ~~recognizing basic map symbols, including references to land, water, cities, and roads; [Moved to 1.7a]~~
- ~~using cardinal directions on maps; [Moved to 1.7b]~~
- ~~identifying the shapes of the United States and Virginia on maps and globes; [Moved to 1.7c]~~
- ~~locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and [Moved to 1.7d]~~
- ~~constructing simple maps, including a title, map legend, and compass rose. [Moved to 1.7e]~~

1.5 The student will apply history and social science skills to understand Virginia's history by

- identifying and describing contributions of Virginia's diverse people, both past and present;
- identifying and describing important events and locations throughout the early history of the Commonwealth, such as, but not limited to Werowocomoco and the first English colony at Jamestown; and
- describing how various communities have changed over time.

Overarching Inquiry

How has Virginia's story changed over time?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Understandings

- ~~People can choose to spend or save money. [Moved to 1.8]~~
- ~~To save money, people give up spending now in order to buy goods and services in the future. [Moved to 1.8]~~
- Many different people, cultures, and events helped shape Virginia's history.
- Virginia's Indigenous People were some of the original inhabitants throughout the land we now call Virginia.
- Jamestown became the first permanent English settlement in North America.
- Virginia's diverse environment has affected the way people interact with one another and their surroundings.
- Virginia's communities continue to change.

Supporting Questions

- What was Werowocomoco and where was it located?
- How did the colonization of Jamestown impact the people who already lived on the land we now call Virginia?
- How do people depend on other people and their environment for survival?
- In what ways have Virginia's communities changed over time?

Knowledge and Learning Experiences

- Use narratives, stories, and other information sources to investigate and describe the location of Werowocomoco and the indigenous people who lived there.
- Use narratives, stories, and other information sources to investigate and describe the Jamestown settlement and the Virginia's Indigenous Peoples and English colonists that interacted (communication and transportation) with one another.
- Use current information sources and maps to describe how Jamestown has changed over time with emphasis on communication and transportation.

Content, Sources, and Resources for Consideration

1.5

~~1.6 — The student will develop a geographic understanding that~~

~~a) — the location of Virginia determines its climate and results in four distinct seasons; and~~

~~b) — the landforms of Virginia affect the places people live.~~

1.6 The student will apply history and social science skills to describe the stories of people in the history of Virginia and their contributions to various communities and the Commonwealth such as, but not limited to Powhatan, Pocahontas, George Washington, Thomas Jefferson, John Mercer Langston, Maggie L. Walker, Arthur R. Ashe Jr., Lawrence Douglas Wilder, and Barbara Johns.

Overarching Inquiry

What do the stories of people tell us about the past?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage.

Understandings

- ~~Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.~~[Moved to 1.6]
- ~~The United States and Virginia can be identified by their shapes on maps and globes.~~[Moved to 1.7]
- ~~The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.~~ [Moved to 1.7]
- The ideas and actions of people can shape events and history.
- Many diverse people in Virginia’s history made important contributions.
- Some people are “change-makers” that want to make changes in their communities, for their state, and the world.

Supporting Questions

- How can the ideas and actions of people shape history?
- How can the ideas and actions of people of all ages influence communities and make the world a better place?
- How do the stories of influential Virginians demonstrate how to be a change-maker?

Knowledge and Learning Experiences

- Use stories, narratives and visuals to identify characteristics of people, such as, but not limited to Powhatan, Pocahontas, George Washington, Thomas Jefferson, John Mercer Langston, Maggie L. Walker, Arthur R. Ashe, Jr., Lawrence Douglas Wilder, and Barbara Johns in the history of Virginia and their contributions.
- Use stories, narratives and visuals to connect the characteristics of a responsible citizens and people in Virginia history who made important contributions to their communities and the Commonwealth.

Content, Sources, and Resources for Consideration

1.6

Geography

~~1.6 The student will develop a geographic understanding that~~ [Moved to 1.8]

~~a) the location of Virginia determines its climate and results in four distinct seasons; and~~ [Moved to 1.8a]

~~b) the landforms of Virginia affect the places people live.~~ [Moved to 1.8b]

1.7 The student will apply history and social science skills to develop geographic skills by

a) using basic map symbols, including references to land, water, cities, and roads;

b) using cardinal directions on maps;

c) locating and describing the geographic location of the Virginia and the United States on maps and globes;

d) locating Washington, D.C. and Richmond on Virginia and United States maps; and

e) constructing simple maps, including a title, map legend or key, and compass rose.

Overarching Inquiry

How do maps and globes tell us more about our community, state, nation, and world?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Understandings

- ~~Virginia is located on the southeastern coast of the United States. [Moved to 1.8]~~
- ~~Landforms of Virginia include hills, mountains, valleys, and the coastal plain.[Moved to 1.8]~~
- The location of people, places, and geographic features can be described in terms of their relationship to others.
- The same place can be represented on different types of maps.
- Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.
- The United States and Virginia can be identified by their shapes on maps and globes.
- Capitals of states and nations are identified by specific symbols on maps and globes.

Supporting Questions

- What are the cardinal directions used on maps and globes?
- How do symbols and cardinal directions help us when using a map or a globe?
- How can land and water features be identified on a map or globe?
- Where can we find the Virginia on a map of the United States and globe?
- How is Richmond, Virginia different from other cities on a map?
- Why is it important to know where Washington, D.C. is located?

Knowledge and Learning Experiences

- Use a variety of sources and materials to construct a simple map, using cardinal directions and map symbols.
- Use narratives and other sources to provide examples of how maps are used in daily life, stories, and serve as an important part of different careers.
- Use an outline map of the United States and Virginia to incorporate the different elements of a map, identify the locations of the capital cities, and create a key or legend to identify land, water, cities, and roads using cardinal directions.
- Use a variety of sources and materials to construct a simple map, using cardinal directions, map symbols, and a legend and key.
- Identify and discuss different tasks and jobs that create or use mapping applications or software.

Content, Sources, and Resources for Consideration

1.7

~~1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.~~ [Moved to 1.9b]

1.8 The student will apply history and social science skills to develop a geographic understanding by

- locating Virginia to determine its climate and connecting to the four distinct seasons; and**
- locating and describing how landforms of Virginia affect the way people live.**

Overarching Inquiry

How do the geography features of where we live affect how we live?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and

natural resources, such as land and water, on human populations.

Understandings

- ~~Goods and services satisfy people's wants. [Moved to 1.9]~~
- ~~People are consumers when they buy or use goods and services. [Moved to 1.9]~~
- ~~People are producers when they make goods or provide services. [Moved to 1.9]~~
- ~~Most people are both consumers and producers. [Moved to 1.9]~~
- Where people live affects how they live and the job opportunities available to them.
- Geographic features may ~~impact~~ affect daily life for people depending on where they live (food, clothing, shelter).
- Location, landforms, climate, and physical surroundings affect the way people in Virginia meet their needs and wants.

Supporting Questions

- What is the difference between weather and climate?
- How are seasons in Virginia different?
- How does climate, weather, and the seasons affect the goods, clothing shelter, transportation and recreation in the different regions of Virginia?
- What type of jobs or career opportunities in the different regions of Virginia?

Knowledge and Learning Experiences

- Use narratives, stories, and other sources to provide examples of various seasons and different climates.
- Connect to the Science Standards regarding climate, weather, and seasons and use narratives, stories, and other sources to identify types of precipitation occurring during different seasons, and explain how different climates and seasonal changes bring about variations in plants and animals, and people.
- Use narratives, stories, and other sources to describe how weather and climate affect the needs and wants, physical locations, and landforms.

Content, Sources, and Resources for Consideration

1.8

Economics

~~1.8 The student will explain that people make choices because they cannot have everything they want.~~ [Moved to 1.9d]

1.9 The student will apply history and social science skills to explain how individuals and communities make economic choices to meet their basic needs by:

- identifying the difference between goods and services;**
- describing how people can be both consumers and producers;**
- describing ways people work to earn and save money to purchase goods and services; and**
- describing why people must make choices because they cannot have everything they need or want.**

Overarching Inquiry

How do people make choices to get the things they need and want?

Themes

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic questions – a variety of ways to decide upon answers to four fundamental questions:

- What is to be produced? and How is production to be organized?
- How are goods and services to be distributed and to whom?
- What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Understandings

- People produce and consume goods and services to satisfy needs and wants.
- People are consumers when they buy or use goods and services.
- People are producers when they make goods or provide services.
- People are both consumers and producers.
- People make economic choices when they spend or save money and time.
- To save money, people give up spending now in order to buy goods and services in the future
- Due to limited resources, people make economic choices to meet their basic needs.
- A decision-making model helps people make choices.

Supporting Questions

- What is an economic choice?
- What is the difference between a good and a service?
- What is the difference between a consumer and a producer?
- How is a need different from a want?
- In what ways do people make choices to get the things they need and want?
- What is money and why do we use it?
- How do individuals earn money and why is it important to learn to save money?

Knowledge and Learning Experiences

- Use narratives, stories, and other sources to define and give examples of choice, money and saving.
- Use a decision-making model to determine the benefits and costs of saving money.
- Use narratives, stories, and other information sources to define and identify goods and services and consumer and producer.
- Use narratives, stories and other sources to show the different consumers and producers in the different geographic regions of Virginia.
- Create a decision making model and explain choices and informed decisions about spending and saving.

Content, Sources, and Resources for Consideration

1.9

~~1.9 The student will recognize that people save money for the future to purchase goods and services.~~ [Moved to 1.9a and 1.9c]

~~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;~~ [Moved to 1.2a]
- ~~b) recognizing the purpose of rules and practicing self control;~~ [Moved to 1.2b]
- ~~c) working hard in school;~~ [Moved to 1.2e]
- ~~d) taking responsibility for one's own actions;~~ [Moved to 1.2c]
- ~~e) valuing honesty and truthfulness in oneself and others; and~~ [Moved to 1.2c]
- ~~f) participating in classroom decision making through voting.~~ [Moved to 1.2d and 1.2f]

~~Understandings:~~[Moved to 1.2]

- ~~● Good citizens show a variety of positive traits.~~
- ~~● Good citizens show respect to others even when they disagree.~~

- Rules are made so that everyone is treated fairly.
- Good citizens help make decisions in their classrooms by voting when the chance is provided.
- Not everyone was considered a citizen when our country began, and for a long time after that, even until today.

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 to 1.3b]

Understandings:[Moved to 1.3]

- **Patriotic symbols and traditions honor the people and the history of the United States.**[Moved to 1.3]
- **The Pledge of Allegiance is said in recognition of the heritage of the United States.**[Moved to 1.3]

1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by
a) identifying the Virginia flag, state capitol building, state bird, and state flower; and [Moved to 1.3c]
b) describing why people have symbols and traditions. [Moved to 1.3a]

Understandings:[Moved to 1.3]

- **Patriotic symbols and traditions honor the people and the history of Virginia.**

1.13 The student will understand that the people of Virginia
a) have state and local government officials who are elected by voters; [Moved to 1.2a]
b) make contributions to their communities; and [Moved to 1.2e]
c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles. [Moved to 1.2f]

Understandings:[moved to 1.2]

- Communities in Virginia have state and local government officials who are elected by voters.
- The people of Virginia contribute to their communities by practicing the responsibilities of good citizens.
- The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.

DRAFT

Grade Two

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

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

The Standards for Grade Two continue to expand the students' understanding of community and citizenship to focus on the United States. During the course of study, students will explore the role of laws and rights in developing community rules and their rights and responsibilities in the community. Students will develop a basic understanding of the geographic features on maps and how resources affect the United States. Students will explore past and present to focus on the contributions of the Indigenous Peoples, the first inhabitants in the United States as well as the people and innovations that changed the United States over time.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous History and Social Science Standards of Learning to build on the concepts of community and citizenship and focus on the study of the United States. Each standard, introduced with an **Overarching Inquiry Question**, is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students learn to organize information, ask questions, and make connections. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students continue to learn to read, the Standards for Grade Two provide opportunities for students to will apply foundational reading, writing, and communication skills to support their understanding of basic geography, economic choices, community traditions, and the responsibilities that citizens have in the larger community of the United States.

Skills and Content

2.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by identifying artifacts and primary and secondary sources to understand events in American history identifying types of information sources and using artifacts, primary/secondary sources, charts, graphs, diagrams, etc.

Understandings

- Identifying artifacts and primary and secondary sources includes viewing and using information sources to draw conclusions.
- An artifact is an object or tool that tells us about people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

2.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using basic map skills to locate places on maps and globes to support an understanding of American history contextualizing sources to understand the past and present by recognizing points of view and

historical perspective by using supporting details.

Understandings

- Maps help develop an awareness of where historical places are located in America.
- Maps use directionality and symbols to identify or indicate a location.
- Geographic information obtained from a variety of maps supports an understanding of American history.
- Using simple maps develops an awareness of how places in the United States have changed from the past to the present.

2.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history applying geographic skills to identify and understand geographic features.

Understandings

- Graphs, diagrams, and pictures help students develop an understanding of people, places, and events in American history.
- Maps help develop an awareness of where historical places are located in America.
- Maps use directionality and symbols to identify or indicate a location.
- Geographic information obtained from a variety of maps supports an understanding of American history.
- Using simple maps develops an awareness of how places in the United States have changed from the past to the present.

2.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by asking appropriate questions to solve a problem questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations.

Understandings

- Asking a variety of questions extends learning and deepens understanding.
- Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

2.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting people, places, or events in American history comparing and contrasting ideas and perspectives.

Understandings

- Comparing and contrasting examines similarities and differences among people, places, or events.
- Communities in the United States have different physical and cultural characteristics.

2.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by recognizing direct cause and effect relationships determining cause and effect to make connections and understand relationships between past and present.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.
- Identifying cause-and-effect relationships helps us understand specific events in United States history.
- Cause-and-effect relationships can be observed in local, state, and national history.

2.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by making connections between past and present.

Understandings

- Everyday life in the United States today is different from everyday life long ago.
- People, events, and developments have brought changes to the United States.

2.1hg The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to make informed economic decisions.

Understandings

- Choices involve getting one ~~more of one~~ thing by giving up something else.
- All decisions involve costs and benefits.
- A cost is what you give up when you decide to do something.
- A benefit is what satisfies a want.
- Students make better choices when they consider the costs and benefits of their decisions.
- Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.

2.1ih The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities~~ practicing responsible citizenship skills and recognizing individual rights of self and others while contributing to various communities .

Understandings

- ~~Good~~ Responsible citizens
 - collaborate to achieve shared goals.
 - compromise to reach an agreement.
 - participate in classroom activities to demonstrate respect for rules.
- People throughout United States history have collaborated and compromised to achieve common goals and to be successful as ~~good~~ responsible model citizens.

2.1ji The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~defending positions orally and in writing, using content vocabulary~~ developing fluency in content vocabulary, comprehension of verbal, written, and visual sources.

Understandings

- Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about United States history.
- Comprehending oral, written, and visual sources involves using and interacting with a variety of sources.
- Defending positions, using content vocabulary, involves the application of vocabulary to make an argument.

Citizenship, Traditions, and Symbols

~~2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.~~ [Moved to 2.8]

2.2 The student will apply history and social science skills to explain the rights, responsibilities, and characteristics of a responsible citizen including learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance.

Overarching Inquiry

How can a responsible citizen contribute to the United States of America?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination

of knowledge, skills, values and motivation to make that difference.

Understandings

- A citizen is a member of a group or people of a community.
- Communities are made of groups of people that live in the same area and may be diverse and share common values.
- Citizens can belong to various communities at the same time.
- Responsible citizens have a variety of rights and responsibilities.
- ~~Innovations in methods of communication and modes of transportation have changed the way that people live and work.[Moved to 2.8]~~
- ~~Communities change over time for a variety of reasons.[Moved to 2.8]~~

Supporting Questions

- What is the Pledge of Allegiance?
- What responsibilities do individuals have as a responsible citizen of various and diverse communities?
- What is the difference between laws and rules and why are they necessary?
- How can a responsible citizen contribute their unique talents and time to their various communities?

Knowledge and Learning Experiences

- Use stories, narratives, and images to describe the American flag and the meaning of the Pledge of Allegiance.
- Use stories, narratives, and images to identify specific characteristics and actions of citizens.
- Use stories, narratives, and images to ask appropriate questions to solve a problem related to rights and property of others; engaging in voting; self-discipline and self-reliance; honesty and trustworthiness; advocacy and agency.
- Use narratives, stories, and other sources to make connections between the symbols and traditional practices that honor and foster patriotism in the United States and responsible citizenship within the classroom, school, local community, state, and country.

Content, Sources, and Resources for Consideration

2.2

~~2.3 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on [Moved to 2.7]~~

- ~~a) the Powhatan of the Eastern Woodlands;~~
- ~~b) the Lakota of the Plains; and~~
- ~~c) the Pueblo peoples of the Southwest.~~

2.3 The student will apply history and social science skills to understand that people in the United States of America

- a) make contributions to their local, state, and national communities;**
- b) may vote in elections;**
- c) are united by common principles; and**
- d) have individual rights to life, liberty, and the pursuit of happiness.**

Overarching Inquiry

How can I contribute to the common principles of the United States?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Understandings

- The People in the United States contribute to their communities by being a responsible citizen.
- In the past and present, American Indians have respected and protected the environments that make up their homelands.[Moved to 2.7]
- The People in the United States are united by common principles of democracy.

Supporting Questions

- What is a community?
- Who are the local, state, and national governments responsible for?
- What are the common principles of the United States of America?
- Why is it important to participate in the election process?

Knowledge and Learning Experiences

- Use stories, narratives, and images to identify characteristics of a community and different types of local, state and national communities.
- Use stories, narratives, and other information sources to distinguish between the local, state and national governments.
- Use stories, narratives, and images to identify specific actions of rights and responsibilities of citizens including but not limited to voting and volunteering.
- Use stories, narratives, and images to ask appropriate questions related to the common principles of the United States of America.

Content, Sources, and Resources for Consideration

2.3

~~2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on~~[Reworded and moved to 2.9]

- ~~Christopher Columbus;~~
- ~~Benjamin Franklin;~~
- ~~Abraham Lincoln;~~
- ~~George Washington Carver;~~
- ~~Helen Keller;~~
- ~~Thurgood Marshall;~~
- ~~Rosa Parks;~~
- ~~Jackie Robinson;~~
- ~~Cesar Chavez; and~~
- ~~Martin Luther King, Jr.~~

2.4 The student will apply history and social science skills to explain why people in the United States recognize, acknowledge, and celebrate significant events including but not limited to Labor Day, Constitution Day, Indigenous People’s Day (Columbus Day), Veteran’s Day, Thanksgiving Day, Martin Luther King, Jr. Day, George Washington Day (commonly known as Presidents’ Day), Memorial Day, Juneteenth, and Independence Day (Fourth of July).

Overarching Inquiry

Are holidays special because of traditions?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Understandings

- ~~Selected individuals in the past made contributions that changed the lives of Americans.~~ [Moved to 2.5]
- The United States is a diverse community where people recognize, honor, and celebrate significant people, places, and events.

Supporting Questions

- How are traditions and holidays similar and how do they differ?
- What makes a holiday a time of celebration?
- What types of traditions do individuals celebrate across the nation?
- Which holidays are recognized across the nation?
- How do seasons and environments influence the traditions?
- What are some traditions that communities and families celebrate each year in the United States?

Knowledge and Learning Experiences

- Use stories and other information sources to identify holidays, traditions, and symbols used to honor, and celebrate significant people, places, and events.
- Use stories and other information sources to identify ways that we celebrate holidays.

Content, Sources, and Resources for Consideration

2.4

Geography of the United States

~~2.5 The student will describe why United States citizens celebrate major holidays, including~~ [Moved to 2.4]

- ~~a) Martin Luther King, Jr., Day;~~
- ~~b) George Washington Day (Presidents' Day);~~
- ~~c) Memorial Day;~~
- ~~d) Independence Day (Fourth of July);~~
- ~~e) Labor Day;~~
- ~~f) Columbus Day;~~
- ~~g) Veterans Day; and~~
- ~~h) Thanksgiving Day.~~

2.5 The student will apply history and social science skills to develop geographic mapping skills using globes and maps of the world and the United States by:

- a) **locating the countries of North America and the bordering oceans;**
- b) **locating and describing the equator, the Prime Meridian, and the four hemispheres; and**
- c) **identifying major rivers, mountain ranges, lakes, and other physical features in the United States.**

Overarching Inquiry

How does the geography of a place influence how we live?

Themes

People, Places, and Environments - the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Understandings

- United States citizens celebrate major holidays. [moved to 2.4]
- Geography impacts how people live.
- Maps can be used to locate land and water features.
- Maps and globes help people study Earth.
- Continents are large landmasses that have different climates and ecosystems that impact the way people and animals live.

Supporting Questions

- What is the difference between a map and a globe?
- What is the equator and how is it helpful?
- What is the Prime Meridian and how is it useful in identifying the geographic location of a place?
- What is a hemisphere and how are they created?
- What is a continent and which countries are located on the North American continent?
- Which oceans border North America and how are they similar and different?
- How do the choices we make affect the ecosystems of continents and oceans?
- What are some ways that individuals and communities can help support our oceans?
- How might geographical features like rivers mountains impact the daily life of people?

Knowledge and Learning Experiences

- Use maps, globes, and other geographic location tools to locate and construct a map of North America and identifying the oceans that border it.
- Use maps, globes, and other geographic location tools to locate and construct a map of North America and identify major geographic features including but not limited to the Great Lakes, the Appalachian and Rocky Mountains, the Mississippi and James Rivers, Chesapeake Bay and Gulf of Mexico.
- Use maps, globes, and other geographic location tools to locate and identify the equator, prime meridian, and four hemispheres (North, South, East and West).
- Use paired passages of nonfiction texts and narratives to investigate how the geographic features of North America influence the lives of those that inhabit the continent.
- Use a variety of nonfiction texts and Science Standards to investigate and understand how the choices of individuals and communities affect plants and animals.
- Use a variety of nonfiction texts and Science skills to investigate how the habitats of people and animals of North America and the oceans have changed overtime.

Content, Sources, and Resources for Consideration

2.5

Economic Principles

~~2.6 The student will develop map skills by using globes and maps of the world and the United States to locate~~
[Moved to 2.5]

- ~~a) the seven continents and the five oceans;~~ [Reworded and moved to 2.5, 3.4]
- ~~b) the equator, the Prime Meridian, and the four hemispheres; and~~ [Moved to 2.5b]
- ~~c) major rivers, mountain ranges, lakes, and other physical features in the United States.~~ [Moved to 2.5c]

2.6 The student will apply history and social science skills to develop an understanding of economic principles by

- a) identifying natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, computers, and buildings);**
- b) distinguishing needs and wants;**
- c) distinguishing between the use of barter and the use of money in the exchange for goods and services; and**
- d) explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.**

Overarching Inquiry

What is the cost of our resources?

Themes

People, Places, and Environments -- the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Understandings

- Maps can be used to locate land and water features.[Moved to 2.5]
- Maps and globes help people study Earth.[Moved to 2.5]
- The three main types of resources are natural, human, and capital.
- Resources are limited.
- People are both producers and consumers.
- People must make economic choices because resources are limited (scarcity).
- People acquire goods and services through barter or through the exchange of money.

Supporting Questions

- What are the three types of resources?
- What are some examples of human, natural and capital resources and how are they limited?
- How do individuals and communities use a variety of natural, human, and capital resources to meet their basic needs and wants?
- What are the similarities and differences between consumers and producers?
- What type of choices do we as consumers and producers make?
- What is the difference between using money and bartering?
- What is an example of an economic choice?
- What is scarcity and how does it influence trade?

- What is specialization and how does it influence trade?

Knowledge and Learning Experiences

- Use information sources and prior knowledge to identify and distinguish between natural, human, and capital resources.
- Use artifacts and images to identify and classify various materials as natural, human or capital resources.
- Use stories, narratives, and images to define and give examples of scarcity (limited resources).
- Use stories, narratives, and images to identify and describe how consumers and producers pose questions and solve a problem they face.
- Describe how the availability of certain resources in a geographic area would affect the development of that area and influence the careers available in that area.
- Use a variety of stories, narratives, and images to define bartering and money and identify situations involving bartering and money.

Content, Sources, and Resources for Consideration

2.6

History: Contributions and Innovations of Change-makers

2.7 The students will use history and social science skills to locate and describe the relationship between the environment and culture of the geographic location, use of resources, and identify the contributions of Indigenous Peoples past and present including:

- the Powhatan Indigenous Nations and tribes of the Eastern Woodlands;
- The Lakota Indigenous Nations and tribes of the Plains; and
- The Pueblo Indians Indigenous Nations and tribes of the Southwest.

Overarching Inquiry

How have the contributions of Indigenous Peoples influenced the world and our ways of life?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization
- Innovation – the act or process of introducing new ideas, devices, or methods

Understandings

- Indigenous people are both individuals and members of a tribal group. An Indigenous nation may comprise many tribes.
- In the past and present, Native Americans North America's Indigenous Peoples have respected and protected the local environments that make up their homelands and worked to protect their cultural traditions.
- The cultures of North America's Indigenous Peoples have changed over time.

Supporting Questions

- What major geographic features are present in the Eastern Woodlands, the Plains, and the Southwest regions?

- How are the environment, objects, transportation, and homes of the Eastern Woodlands, Plains, or Southwest similar or different from your environment?
- What aspects of the environment reflect the culture of the Powhatan, Lakota, and Pueblo of the past and their present tribal descendants?

Knowledge and Learning Experiences

- Use artifacts, images, stories, and other information sources to investigate and explain the environment or surroundings of the Indigenous Peoples of the Eastern Woodlands, Plains, and Southwest.
- Compare and contrast the climate of the Eastern Woodlands, the Plains, and the Southwest.
- Identify the similarities and differences in the various ways the Powhatan, Lakota, and Pueblo lived long ago.
- Use artifacts, images, and other information sources to describe how tools, homes, transportation was constructed or used by Indigenous Peoples of North America long ago.
- Use stories, narratives, and other information sources to connect the Indigenous Peoples of the Powhatan, Lakota, and Pueblo nations of the past to their present tribal descendants

Content, Sources, and Resources for Consideration

2.7

~~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 to 2.6]~~

2.8 The student will apply history and social science skills to describe important developments and innovations in United States history, including but not limited to developments and innovations related to communication and transportation.

Overarching Inquiry

How do innovations influence our lives?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization
- Innovation – the act or process of introducing new ideas, devices, or methods

Understandings

- Innovations in methods of communication and modes of transportation have changed the way that people live and work.
- Communities change over time for a variety of reasons.

Supporting Questions

- What is the difference between the past and the present?
- What does innovation mean?
- How did people communicate and move in the past?
- How is the way we communicate and move about different from previous generations?

Knowledge and Learning Experiences

- Use a variety of information sources and images to define past and present.

- Use a variety of information sources to identify and distinguish communications and transportation methods of the past and present.
- Create a chart to develop innovative ideas about communications and transportation methods of the future.

Content, Sources, and Resources for Consideration

2.8

2.9 The student will apply history and social science skills to describe how the contributions, actions or choices of selected individuals—innovators, political leaders, and other change-makers who changed the lives of Americans influenced and shaped American history. ~~selected individuals changed the lives of Americans, with emphasis on~~

- ~~a) Christopher Columbus;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~b) Benjamin Franklin;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~c) Abraham Lincoln;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~d) George Washington Carver;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~e) Helen Keller;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~f) Thurgood Marshall;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~g) Rosa Parks;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~h) Jackie Robinson;~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~i) Cesar Chavez; and~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]
- ~~j) Martin Luther King, Jr.~~ [Moved to Supporting Questions; Opportunity to incorporate into the local curriculum using Learning Experiences]

Overarching Inquiry

How can our actions and choices have a lasting impact on the world?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Understandings

- ~~Selected individuals in the past made contributions that changed the lives of Americans.~~
- The contributions, actions, and choices of individuals in the past changed the lives of many.
- Individuals from different backgrounds have the opportunity to influence and make meaningful changes in the world around them

Supporting Questions

- Who was Christopher Columbus?
- How did Benjamin Franklin’s innovations impact the world?

- How do individuals overcome challenges and bring change to the world?
- How did Abraham Lincoln’s choices and actions influence individuals of the time?
- How did George Washington Carver use his talents and skills to benefit society?
- Who was Helen Keller and how did she contribute to her community?
- Who was Thurgood Marshall and how did his work connect to all Americans?
- Who was Jackie Robinson and others make it possible for sports to become more diverse?
- How did the life of Martin Luther King, Jr. have a lasting impact on the world?
- What were some of the challenges Cesar Chavez and others’ actions changed how people work and are paid today?
- Is there a limit on how many people can make positive changes in the world, what other individuals took action and contributed to make changes in our communities or in the lives of Americans?
- Do you have to be a certain age to make an impact in the world, what was a challenge that Ruby Bridges faced and how did she help bring about change that others would follow?
- What are some actionable steps you can take to make your communities better?

Knowledge and Learning Experiences

- Use paired passages of non-fiction text and other information sources to investigate and explain the contributions of the selected individuals focusing on their actions and choices that changed the lives of others.
- Generate questions about the lives of selected individuals focusing on their actions and choices that changed the lives of others.
- Examine the choices and actions taken by the selected individual and describe how they worked to change the lives of others.
- Research other local individuals or groups using informational text and prior knowledge to discuss their contributions, actions and choices.
- Identify an area of need in your community and create an actionable plan to bring about positive change using your time and talents.

Content, Sources, and Resources for Consideration

2.9

~~2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.~~ [Moved to 2.6]

~~2.11 The student will explain the responsibilities of a good citizen, with emphasis on~~ [Moved to 2.2]

- ~~respecting and protecting the rights and property of others;~~
- ~~taking part in the voting process when making classroom decisions;~~
- ~~describing actions that can improve the school and community;~~
- ~~demonstrating self-discipline and self-reliance;~~
- ~~practicing honesty and trustworthiness; and~~
- ~~describing the purpose of rules and laws.~~

~~2.12 The student will understand that the people of the United States of America~~ [Moved to 2.3]

- ~~make contributions to their communities;~~
- ~~vote in elections;~~
- ~~are united as Americans by common principles; and~~
- ~~have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.~~

~~2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by~~ [Moved to 2.2 and 2.3]

- ~~explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and~~

b) ~~b) learning the words and meaning of the Pledge of Allegiance.~~

DRAFT

Grade Three

Introduction to History and Social Science: Focus on the Focus on the World

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

The Standards for Grade Three continue to expand the students' understanding of community and citizenship to explore ancient cultures and the world. During the course of study, students will also examine the basic structures of the Virginia and United States government, connect to ancient societies, and apply citizenship traits to determine the role of a citizen in government. Students will develop a basic understanding of the geographic features throughout the world and apply economic decision making to determine the impact of resources on trade and specialization of ancient cultures and connect the past to the present. Students will make connections over time and place by exploring the ancient societies of Egypt, Greece, China, Rome, and Mali to understand their contributions to the modern world.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous History and Social Science Standards of Learning to study the government of the United States and the connections to ancient cultures of the world. Each Standard, introduced with an **Overarching Inquiry Question** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences** will be integrated to help students learn to organize information, determine cause and effect, use economic decision making, ask questions, and make connections over time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students continue to learn to read, the Standards for Grade Three provide opportunities for students to will apply foundational reading, writing, and communication skills to support their understanding of global geography, economic choices, and the responsibilities that citizens have in the larger community of the world.

Skills and Content

3.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by identifying artifacts and primary and secondary sources to understand events in world cultures.

Understandings

- Identifying artifacts and primary and secondary sources includes viewing and using information sources to draw conclusions.
- An artifact is an object or tool that tells us about people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

3.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using geographic information to support an understanding of world cultures contextualizing sources to understand the past and present by recognizing points of view and historical perspective by using supporting details.

Understandings

- Using geographic information helps develop an awareness of the relationship between time and place.
- The physical geography of a location had a direct impact on the lives of ancient people and how they adapted to their environment.
- Using geographic information involves asking questions and drawing conclusions about information found on a map.
- Geographic information can be gathered using some of the following tools:
 - Variety of historical and cultural maps
 - Satellite images
 - Images/photographs
 - Physical and political maps
 - Digital maps
- Interpretation involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.
- Close examination and interpretation of data and images are essential to making informed decisions.

3.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures applying geographic skills to understand the connection between geographic features and human-environmental interactions.

Understandings

- Using geographic information helps develop an awareness of the relationship between time and place.
- The physical geography of a location had a direct impact on the lives of ancient people and how they adapted to their environment.
- Using geographic information involves asking questions and drawing conclusions about information found on a map.
- Geographic information can be gathered using some of the following tools:
 - Variety of historical and cultural maps
 - Satellite images
 - Images/photographs
 - Physical and political maps
 - Digital maps

3.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by summarizing points and evidence to answer a question questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations.

Understandings

- Asking questions involves making observations about the world and framing them as inquiries to solve a problem.
- Asking a variety of questions extends learning and deepens understanding.
- Summarizing points and evidence involves assembling information to construct an answer to a question.

3.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting ideas and perspectives to better understand people or events in world culture.

Understandings

- Comparing and contrasting examines similarities and differences among people, places, or events.
- Being able to compare and contrast helps us to understand important similarities and differences between people or events.

3.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by determining ~~relationships with multiple causes or effects~~ cause and effect to analyze multiple connections between past and present.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.
- Relationships can have multiple causes and effects.
- Everyday life in the world today is different from everyday life long ago.
- Time and place affect how people live.
- Knowledge of the past helps us understand the present and make decisions about the future.

~~3.1g~~ The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~explaining connections across time and place.~~ [Moved to 3.1f]

Understandings

- ~~● Everyday life in the world today is different from everyday life long ago.~~
- ~~● Time and place affect how people live.~~
- ~~● Knowledge of the past helps us understand the present and make decisions about the future.~~

3.1hg The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to ~~make informed decisions~~ identify costs and benefits of a specific choice made.

Understandings

- All decisions involve costs and benefits.
- A cost is what you give up when you decide to do something.
- A benefit is what satisfies a want.
- Choices involve getting more of one thing by giving up something else.
- Students make better choices when they consider the costs and benefits of their decisions.
- Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.

3.1ih The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by practicing ~~good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities~~ practicing ethical use of the internet, intellectual property, and various materials.

Understandings

Good Responsible citizens

- collaborate to achieve shared goals
- compromise to reach an agreement
- participate in classroom activities to demonstrate respect for rules.

3.1ji The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by accessing a variety of ~~media, including online resources~~ information sources to defend positions using content vocabulary and reliable evidence.

Understandings

- Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about world cultures.
- Accessing a variety of media involves locating information in the classroom, the school, the community, and on

the Internet.

Citizenship, Traditions, and Celebrations

~~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. [Moved to 3.6 (ancient Egypt) and 3.7 (ancient China)]~~

3.2 The student will apply history and social science skills to explain the rights, responsibilities, and characteristics of a responsible citizen and explore ways to influence their communities in meaningful ways.

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness; and
- f) describing the purpose of rules and need for responsible online usage.

Overarching Inquiry

How can a responsible citizen influence the communities they belong to in meaningful ways?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Understandings

- Ancient people made contributions that affect the present world. [Moved to 3.6, 3.7, 3.8, 3.9 and 3.10]
- A citizen is a member of a group or people of a community.
- Citizens can belong to various communities at the same time.
- There are many ways that responsible citizens serve their community, state, nation and the world.
- Many people in America come from diverse ethnic and national origins and are united as Americans by basic American principles.
- Responsible citizens follow rules and laws, vote, volunteer, and contribute to their communities.
- Responsible citizens engage, advocate, and take actions to benefit their communities

Supporting Questions

- What are some ways that a responsible citizen can contribute to various communities?
- What does it mean to be a member of an online community and how does that differ from being a member of other communities?
- How has technology impacted the term community?
- What makes a community successful?

Knowledge and Learning Experiences

- Use various information sources and previous knowledge to discuss ways citizens can contribute to the success of their community to make a difference as a global citizen.
- Practice responsible citizenship skills, recognizing individual rights of self and others while demonstrating respect for rules and laws, and contributing to various communities as a global citizen.
- Research reliable sources discussing a cause or civic action of interest and determine actionable steps that can be taken within homes, schools, and communities that may have a positive impact on the global community.

Content, Sources, and Resources for Consideration

3.2

~~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) [Moved to 3.8 (ancient Greece) and 3.9 (ancient Rome)]~~

3.3 The student will apply history and social science skills to recognize the purpose, role, and responsibilities of government in the local community, Virginia, and the United States of America by:

- a) explaining why we have governments;**
- b) explaining what governments do; and**
- c) explaining how local, state and national governments are organized.**

Overarching Inquiry

How do governments represent the people they serve?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Understandings

- The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports. [Moved to 3.8 and 3.9]
- The ancient Greeks and Romans have influenced the lives of people today. [Moved to 3.8 and 3.9]
- Governments protect the rights and property of individuals.
- They exist at the local (community), state (Virginia), and national (United States) level.
- The government of the United States is a representative democracy. The people in elections elect representatives.
- Individuals are responsible for holding the government accountable for applying the law in a fair and just way.
- Local, state, and national governments in the United States are organized in three branches.
- Countries have different types of governments, similar to and different from the United States.

Supporting Questions

- What is a government?
- What are laws and why are they necessary?
- What is a representative democracy?
- How can an individual or group of people influence change the laws within a representative democracy?
- What are the three branches of government?
- How are local, state, and national governments similar and different?
- What knowledge and skills may be necessary to be a leader in a representative democracy?

Knowledge and Learning Experiences

- Use various information sources and previous knowledge to discuss the purpose of local, state, and national government.
- Identify the individual or groups leading each branch of government and describe what they do.
- Explain what a representative democracy is and describe how people participate in the election process.
- Use various information sources to identify representatives and discuss their roles as a representative which may include, but not limited to elected leaders at the local, state, and national level.

Content, Sources, and Resources for Consideration

3.3

Geography

~~3.4 The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali. [Moved to 3.10]~~

3.4 The student will apply history and social science skills to identify and describe major geographic features of continents using a variety of geographic tools.

Overarching Inquiry

How does where a person lives affect how a person lives?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Understandings

- ~~Most of what we know about Mali's history comes from oral accounts that were handed down by Mali storytellers. [Moved to 3.10]~~
- ~~Mali was ruled by rich and powerful kings. [Moved to 3.10]~~
- ~~Early Mali was a wealthy trading empire before Columbus sailed to America. [Moved to 3.10]~~
- Continents are large landmasses that have different climates and ecosystems that affect the way people and animals live.
- The continents of Africa, Asia, Antarctica, Australia, Europe, North America, and South America have unique geographic features.
- Some continents are more populated than others and contain multiple countries.
- A country is a smaller landmass located within a continent.
- An ocean is a large body of salt water that covers a large portion of the surface of Earth.

Supporting Questions

- How might geographical features like rivers and mountains affect the daily life of people?
- How might food, clothing, and shelter be similar or different for people who live in different places around the world?
- How do geographic tools help humans learn more about places near and far?
- How are the climates of the seven continents similar and different?
- How do people and animals depend on oceans?
- How can people take care of and protect the environment?
- What knowledge and skills may be necessary for a geographer?

Knowledge and Learning Experiences

- Identify and locate continents, oceans, land and water features using maps, globes, atlases, digital systems such as GPS (global positioning system) and GIS (geographic information system).
- Research multiple information sources and share unique geographic features and ecosystems of different continents including, but not limited to mountain ranges, water systems, rainforests, and deserts.
- Compare the major geographical features of each continent.
- Use maps and paired non-fiction texts of different continents to compare and describe how geographic features affect the lives of the humans and animals.

Content, Sources, and Resources for Consideration

3.4

Economics

~~3.5 The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps by:~~ [Moved to 3.6, 3.7, 3.8, 3.9, and 3.10]

- ~~a) at the beginning of their culture;~~
~~b) during the period of greatest influence; and~~
~~c) locating major ancient world cultures on world maps today.~~

3.5 The student will apply history and social science skills to demonstrate an understanding of how people are impacted by various economic concepts.

Overarching Inquiry

How do our economic decisions influence the global community?

Themes

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods

to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Understandings

- Resources are used to produce goods and services.
- Producers of goods and services are influenced by natural, human, and capital resources. [Moved to Supporting Questions or Learning Experiences in 3.6, 3.7, 3.8, 3.9, and 3.10]
- People make choices with their money and time because they cannot have everything they want.
- All choices require giving up something else (opportunity cost).
- People and regions specialize in the production of certain goods and services because they cannot produce everything they want or need.
- People trade for things they want but do not have.

Supporting Questions

- What are natural resources and how do natural, human, and capital resources differ among countries and continents?
- How do goods and services meet needs and wants of individuals, communities, and countries?
- How do resources and specialization affect the jobs and work of a geographic region?
- When resources are limited, how does that impact specialization, trade, and available jobs?
- Why do individuals have to make economic choices?
- How can a decision-making model help individuals, businesses, and governments make economic choices?
- What are examples of economic choices and the opportunity cost?

Knowledge and Learning Experiences

- Use information sources, maps, narratives, and stories to identify examples of natural, human, and capital resources.
- Use information sources, maps, narratives, and stories to describe how specialization and trade can impact natural, human, and capital resources.
- Investigate examples of how changing wants and needs of individuals, communities, and countries can have direct impact on local, national and global economies and available resources.
- Use a decision making model to explain an economic choice and opportunity cost.

Content, Sources, and Resources for Consideration

3.5

~~3.6 The student will develop map skills by using globes and maps to locate and describe major rivers, mountains, ranges, and other geographic features of:~~ [Moved to 3.4]

- a) ~~Africa~~
- b) ~~Asia~~
- c) ~~Europe~~
- d) ~~North America~~
- e) ~~South America~~

History

3.6 The student will apply history and social science skills to analyze and describe the geographical, political, economic, social structures, and innovations of ancient Egypt.

Overarching Inquiry

How do people make contributions that continue to impact the contemporary world?

Themes

People, Places, and Environments –

- The study of people, places, and environments to understand the relationship between human populations and the physical world.
- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Understandings

- Although the size and location of ancient Egypt has changed overtime, it has always been located along the Nile River.
- Ancient Egypt was governed by a Pharaoh.
- The people of ancient Egypt adapted to their environment in different ways, using local resources to produce structures, goods and services.
- Contributions and innovations by Egyptians continue to impact the world today and lives of people today.
- Innovation is taking an existing idea and improving upon it developing a new concept.
- Ancient societies used innovation to develop and grow.

Supporting Questions

- What does the term ancient mean?
- How did the location of ancient Egypt change?
- How did the environment and geographic features of ancient Egypt influence the lives of its people?
- What does the term innovation mean?
- What architectural contributions of ancient Egypt are visible today?
- How did ancient Egyptians use simple machines in the creation of large architectural features?
- How do innovations from ancient Egypt continue to influence our lives today?

Knowledge and Learning Experiences

- Explain what the terms ancient and innovation mean and how they are connected to our world today.
- View maps of ancient Egypt and draw conclusions about changing relationships between the people, places, and environments.
- Identify significant geographic features of ancient Egypt and describe the impacts on the way people lived and interacted with their environment.
- Make connections between the past and present by determine how the contributions and innovations of ancient Egypt continue to impact our world today.
- Summarize information gathered from non-fiction sources to explain the influence of hieroglyphics on the world.
- Use information sources to describe Egyptian Pharaohs and describe their role and responsibilities.
- Use information sources and prior knowledge to explain the use of resources and simple machines in ancient

Egyptian architecture.

Content, Sources, and Resources for Consideration

3.6

~~**STANDARD 3.7 The student will describe how people in ancient world cultures adapted to their environment.**~~ [Moved to 3.6, 3.7, 3.8, 3.9, and 3.10]

3.7 The student will apply history and social science skills to analyze and describe the geographical, political, economic, social structures, and innovations of ancient China.

Overarching Inquiry

How do innovations impact societies of the past and present?

Themes

People, Places, and Environments –

- The study of people, places, and environments to understand the relationship between human populations and the physical world.
- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Understandings

- Although the size and location of ancient China has changed overtime, it has always been located in East Asia along the Huang He River.
- The people of ancient China used many local resources to produce goods and services.
- People of ancient China adapted to their environment in different ways.
- An Emperor governed ancient China.
- Contributions and innovations by the Chinese continue to influence the world today.

Supporting Questions

- Where on a map of ancient China was the Huang He River located and how did it influence the goods and services produced?
- How is the geographic location of China today similar and different from ancient China?
- What is a dynasty and how did the Emperors of ancient China gain power?
- What similarities and differences between the Emperors of ancient China and the Pharaohs of ancient Egypt?
- What were the significant innovations of ancient China and how do they continue to impact our lives today?
- What was the written language of ancient China?
- What make the Great Wall an example of innovation?

Knowledge and Learning Experiences

- View maps of ancient China during different periods to draw conclusions about changing relationships among peoples, places, and environments.
- Explain how geographic features of ancient China influenced the way people lived and interacted with their environment.
- Make connections between the past and present to determine how the contributions and innovations of ancient China continue to influence the world today.
- Use information sources and prior knowledge to explain the use of resources and simple machines possibly used in building The Great Wall.
- Construct and explain how the kite and compass were innovations of ancient China and discuss their use today.
- Use information sources to consider how China has changed over time.
- Use a variety of information sources, maps and globes, geographic tools Geographic Information Systems (GIS) to compare characteristics of ancient China and ancient Egypt, including but not limited to art, architecture, government, location, geographic features, and written language.

Content, Sources, and Resources for Consideration

3.7

~~3.8 The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services. [Moved to 3.6, 3.7, 3.8, 3.9, and 3.10]~~

3.8 The student will apply history and social science skills to analyze and describe the geographic, political, economic, social structures, and innovations of ancient Greece.

Overarching Inquiry

How do societies influence each other across place and time?

Themes

People, Places, and Environments – The study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Understandings

- Although the size and location of ancient Greece changed overtime, it has always been located on a peninsula surrounded by many islands in the Mediterranean Sea.
- The people of ancient Greece used many local resources to produce goods and services.
- People in ancient Greece adapted to their environment in different ways.

- The government in ancient Greece was a democracy.
- Ancient people made contributions that affect the present world.
- The ancient Greeks strongly believed in good mental and physical health.

Supporting Questions

- What is the geographic location of Greece today and how is it different from the current location of Greece?
- How did the location of ancient Greece affect the way people lived?
- How does the climate affect specialization?
- What is a direct democracy?
- How is the government of ancient Greece and the United States similar and how do they differ?
- How do innovations from ancient Greece continue to impact our lives today?

Knowledge and Learning Experiences

- View maps of ancient Greece during different time periods to draw conclusions about changing relationships among peoples, places, and environments.
- Explain how geographic features of ancient Greece influenced the way people lived and interacted with their environment.
- Make connections between the past and present to determine how the contributions and innovations of ancient Greece continue to influence the world today.
- Use information sources and prior knowledge to explain the use of resources and simple machines possibly used in building structures like the Parthenon.
- Explain how direct democracy works and how it influenced aspects of the United States government.
- Use information sources to consider how Greece has changed over time.

Content, Sources, and Resources for Consideration

3.8

~~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.[Reworded and moved to 3.5]~~

3.9 The student will analyze and describe the geographical, political, economic, social structures, and innovations of ancient Rome.

Overarching Inquiry

How can innovation change the way of life?

Themes

People, Places, and Environments – The study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Understandings

- The people of ancient Rome used many local resources to produce goods and services.
- People in ancient Rome adapted to their environment in different ways.
- An Emperor governed ancient Rome.
- Ancient Romans made significant contributions to society that have influenced the world today.

Supporting Questions

- How is the geographic location of ancient Rome similar to ancient Rome?
- How did the ancient Romans adapt to their environment?
- What is a representative democracy and how was this structure different from other ancient societies?
- Why was the Colosseum an important architectural structure for the ancient Romans?
- How do innovations and contributions of ancient Rome continue to impact today?

Knowledge and Learning Experiences

- View maps of ancient Rome and draw conclusions about changing relationships between peoples, places, and environments.
- Explain how geographic features of ancient Rome affected the way people lived and interacted with their environment and led to the innovations and contributions of ancient Rome.
- Use various information sources, previous knowledge to make connections between the structure of the governments of the United States and ancient Rome.
- Make connections between the past and present to determining how the contributions and innovations of ancient Rome continue to influence the world today.
- Use information sources and prior knowledge to explain the use of resources and simple machines possibly used in building structures like the Colosseum.
- Use information sources to consider how Rome has changed over time.
- Use a variety of information sources, maps and globes, geographic tools Geographic Information Systems (GIS) to compare characteristics of ancient Greece and ancient Rome, including but not limited to art, architecture, government, location, geographic features, and written language.

Content, Sources, and Resources for Consideration

3.9

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) [Reworded and moved to 3.5]

3.10 The student will apply history and social science skills to analyze and describe the geographical, political, economic, social structures, and innovations of ancient Mali.

Overarching Inquiry

How can resources and geographic location increase the wealth and power of a society?

Themes

People, Places, and Environments – The study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Understandings

- Most of what we know about the Empire of Mali’s history comes from oral accounts that were handed down by storytellers.
- The size and location of the Empire of Mali has changed overtime.
- The geographic location of the Empire of Mali was along popular trade routes.
- Rich and powerful kings who controlled trade ruled Empire of Mali.
- The contributions of Empire of Mali in trade and continuing education continue to impact the world and lives of people today.

Supporting Questions

- What is the geographic location of Mali today and how is it similar to the Empire of Mali?
- Why were gold and salt such valuable and useful resources?
- How did the wealth and power of the ancient Empire of Mali increase over time?
- Why were the kings of Empire of Mali rich and powerful?
- Why was Timbuktu an important city to Empire of Mali?
- How do we know about Mali’s history?

Knowledge and Learning Experiences

- View maps of ancient Empire of Mali to draw conclusions about changing relationships among peoples, places, and environments and consider how ancient Empire of Mali has changed over time.
- Explain how geographic features of the Empire of Mali influenced the way people lived and interacted with their environment.
- Make connections between the past and present by evaluating how the contributions and innovations of the Empire of Mali continue to influence our world today.
- Use information sources and prior knowledge to explain the use of resources and simple machines possibly used in building structures like the University in the city of Timbuktu.
- Use previous knowledge, a variety of information sources, maps and globes, geographic tools Geographic Information Systems (GIS) to compare characteristics of ancient Egypt, China, Greece, Rome, and the Empire of Mali including but not limited to art, architecture, government, location, geographic features, and written language.

Content, Sources, and Resources for Consideration

3.10

~~3.11 The student will explain the responsibilities of a good citizen, with emphasis on:~~ [Reworded and moved to 3.2]

- ~~a) respecting and protecting the rights and property of others;~~
- ~~b) taking part in the voting process when making classroom decisions;~~
- ~~c) describing actions that can improve the school and community;~~
- ~~d) demonstrating self-discipline and self-reliance;~~
- ~~e) practicing honesty and trustworthiness; and~~
- ~~f) describing the purpose of rules~~

~~3.12 The student will recognize the importance of government in the community, Virginia, and the United States of America by:~~ [Reworded and moved to 3.3]

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

~~3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.~~
[Reworded and moved to 3.2 and 3.3]

DRAFT

Virginia Studies

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

The Standards for Virginia Studies develop student understanding of Virginia from the Indigenous Peoples who first inhabited the region to present day Virginia with emphasis on the diverse perspectives of the various people who have been part of Virginia's story. During the course of study, students will explore the basic features of the region and how Indigenous Peoples, the impact of English colonization, the arrival of Africans, and the development of a colonial society. Students will also examine the role Virginia played during Revolutionary War and the development of the first United States government. They will be able to connect those ideas and history to the expansion of Virginia and its role in the Civil War, and how Virginia grew through the 21st century and the challenges and opportunities that Virginia has faced throughout its development. Lastly, students will examine the contributions of change-makers, innovative ideas, and technological, economic and political advancements to the nation and world.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous Social Science Standards of Learning to study the development of Virginia, focusing on the reasons for the settlement of Virginia and the impact on the diverse people who are part of Virginia's story. The fundamental skills and content introduced in the Kindergarten – Grade Three Standards provided a foundation of skill application and content knowledge. The skills and content are instructionally vital for deeper learning and understanding of Virginia Studies. Each standard, introduced with an **Overarching Inquiry Question**, encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students use artifacts, primary and secondary sources to summarize ideas and support with evidence, determine cause and effect, sequence events, recognize multiple perspectives, ask questions, and make connections over time and place. Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students were learning to read, they are now transitioning to reading to learn and will apply reading, writing, and communication skills to the Standards for Virginia Studies. This will support their understanding of Virginia's geography, economic choices, and the responsibilities that citizens have in the larger community.

Skills and Content

VS.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by **analyzing and interpreting synthesizing evidence from information sources including but not limited to** artifacts, primary and secondary sources, charts, graphs, diagrams to understand events in Virginia history.

Understandings

- An artifact is an object or tool that tells us about people from the past.
- A primary source is an artifact, document, image, map, or other source of information that was created during the time under study.
- A secondary source is a document, image, map, or other source of information that relates or discusses information originally presented elsewhere.
- Analyzing and interpreting Synthesizing evidence from information sources includes identifying the important elements of multiple information sources in order to make inferences and generalizations, and draw conclusions.

VS.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by analyzing the impact of geographic features on people, places, and events contextualizing sources to understand the past and present by corroborating and evaluating for accuracy, credibility, bias, and propaganda to support an understanding of events in Virginia history.

Understandings

- Analyzing involves identifying the important elements of geographic sources.
- Geographic information supports the process of inquiry into the nature of events in Virginia history.
- The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.

VS.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by interpreting charts, graphs, and pictures to determine characteristics of people, places, or events applying geographic skills to determine and/or predict patterns and trends in Virginia history.

Understandings

- ~~Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.~~
- ~~Close examination and interpretation of data and images are essential to making informed decisions.~~
- Analyzing involves identifying the important elements of geographic sources.
- Geographic information supports the process of inquiry into the nature of events in Virginia history.
- The physical geography of a location had a direct impact on the lives of people in Virginia and how they adapted to their environment.

VS.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by recognizing points of view and historical perspectives questioning and using critical thinking skills to construct arguments using evidence from multiple sources.

Understandings

- **Recognizing point of view includes considering different opinions.**
- **Recognizing historical perspective involves taking into account the point of view of a subject or event in relation to the recorded past.**
- **It is important to consider a variety of historical perspectives and points of view of different people to understand the events that took place throughout Virginia’s history.**

VS.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting ideas and cultural perspectives in Virginia history.

Understandings

- Being able to compare and contrast helps in understanding important similarities and differences between people, places, events, and times in Virginia’s history.

VS.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~determining~~ analyzing events relationships with multiple causes or effects in Virginia history determining cause and effect to analyze multiple connections between past and present.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect)

happen.

- People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.
- Certain events in Virginia history have multiple causes and effects.
- Diversity creates a variety of perspectives, contributions, and challenges.
- Conflicts often have multiple causes and effects.
- The study of political, social, and economic patterns reveals continuity and change over time.
- Knowledge of the past helps us understand the present and make decisions about the future.

~~VS.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by explaining connections across time and place.~~

Understandings

- ~~The study of political, social, and economic patterns reveals continuity and change over time.~~
- ~~Knowledge of the past helps us understand the present and make decisions about the future.~~

~~VS.1hg The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by identify costs and benefits analyzing and explaining the incentives and consequences of a specific choice made.~~

Understandings

- Decision-making models help to inform economic decisions.
- People use decision-making models to identify costs and benefits of specific choices.
- A cost is what you give up when you decide to do something. Costs are the effort, loss, or sacrifice necessary to achieve or obtain something.
- A benefit is what satisfies your wants. Benefits are what is gained when an action is taken or a choice is made.
- Effective decision making requires comparing the costs of alternatives with the benefits.

~~VS.1ih The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities engaging and communicating as informed community members to examine the tensions between personal interests and the common good.~~

Understandings

- ~~Good Responsible~~ citizens
 - collaborate to achieve shared goals.
 - compromise to reach an agreement.
 - participate in classroom activities to demonstrate respect for rules.
 - are upstanders who use their voice to enact positive change in their schools and communities
- People throughout Virginia's history have collaborated and compromised to achieve common goals and to be successful as good-responsible citizens.

~~VS.1ji The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products orally and in writing that reflect learning.~~

Understandings

- Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.
- When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.

Virginia's Geography

VS.2 The student will apply history and social science skills to demonstrate an understanding of the relationship between physical geography and the lives of the native Virginia's peoples, past and present of Virginia by
a) **locating Virginia, and its bordering states on maps of the United States and North America;**

- b) locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map Virginia's Coastal Plain, Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
- e) locating, and identifying and describing the impact of 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; [moved to VS.3b]
- e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter; [moved to VS.3c]
- f) describing how archeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; [moved to VS.3a]
- g) describing the lives of American Indians in Virginia today; [moved to VS.3d]

Overarching Inquiry

Is the physical geography of Virginia a benefit or a challenge?

Themes

People, Places, and Environments – The study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

VS.2a The student will apply history and social science skills to demonstrate an understanding of the relationship between physical geography and the lives of the native Virginia's peoples, past and present, of Virginia by locating Virginia and its bordering states on maps of the United States and North America.

Understandings

- Locations of places can be described in relative terms.
- Geography affects how people live.

Supporting Questions

- What states border Virginia and how does their physical geography compare to that of Virginia?
- What bordering state of Virginia is also located on the Eastern Shore?
- How does the location of Virginia within the United States and North America influence the lives and jobs of Virginians?
- How does where a person lives affect how a person lives?

Knowledge and Learning Experiences

- Use various information sources and maps to identify and describe the location of Virginia, as well as the five bordering states of Virginia using relative location.
- Use multiple information sources, narratives, previous knowledge, and population data to examine the impact physical geography has on Virginia's peoples past, present and future.

Content, Sources, and Resources for Consideration

VS.2

VS.2b The student will apply history and social science skills to demonstrate an understanding of the relationship between physical geography and the lives of the native Virginia's peoples, past and present of Virginia by locating and describing the relative location and physical characteristics of Virginia's five geographic regions on a map Virginia's Coastal Plain, Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Understandings

- The topography (physical features of land) in Virginia changes depending on location throughout the Commonwealth
- Geographic regions are man-made distinctions based on distinctive characteristics, and different mapmakers (cartographers) may include different places in more than one region.
- Virginia can be divided into five geographic regions.

Supporting Questions

- What is a plateau and how does it differ from the flat land found within the Coastal Plain (Tidewater) geographic region?
- Why does the Fall Line impact travel for Virginia's peoples, both past and present?
- How are Virginia's geographic regions similar and different from one another?
- How does the topography of Virginia impact the lives of Virginians?
- How do the geographic regions of the bordering states of Virginia compare to the geographic regions of Virginia?
- How has Virginia's dependence on both major bodies of water changed over time?
- How do major bodies of water impact the economy of Virginia?

Knowledge and Learning Experiences

- Use various information sources and map tools to identify and locate the geographic regions of Virginia including but not limited to the Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.
- Use various map tools and previous knowledge to create a map that is representative of the topography and distinctive characteristics of Virginia's geographic regions.
- Compare the five geographic regions of Virginia and explain how their distinctive characteristics influence the location and development of various communities within them.
- Analyze the impact of geographic regions on the lives of Virginia's peoples, both past and present utilizing data comparison tools and skills.

Content, Sources, and Resources for Consideration

VS.2

VS.2c The student will apply history and social science skills to demonstrate an understanding of the relationship between physical geography and the lives of the native Virginia's peoples, past and present of Virginia by locating, and identifying, and describing the impact of 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);.

Understandings

- Water features are important to Virginia's people, past and present.
- Many early Virginia People made decisions about where to create settlements, in part, based on access to water sources.
- Water features create opportunities and barriers for people living in Virginia.

Supporting Questions

- How do water features in Virginia influence the lives of Virginians?
- What is a peninsula and how does it influence the lives of those that live on and near it?
- How does the Chesapeake Bay provide a safe harbor, serve as a source of food, recreation, and transportation to both past and present?
- What factors may have influenced the Powhatan Nation to build Werowocomoco along the York River?

- What influence did water features have on the movement and location of Virginia’s capital?
- How are cities located along rivers different from cities located in mountain regions or other parts of Virginia?
- Why are so many naval and armed forces personnel stationed in the Coastal Plain (Tidewater) geographic region of Virginia?
- How can decisions made by various communities along a water feature impact others relying on the same water source?

Knowledge and Learning Experiences

- Use various information sources and map tools to identify and locate the water features important to Virginia history, including but not limited to the Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River.
- Use various map tools and previous knowledge to create a map that is representative of the topography and distinctive characteristics of Virginia’s geographic regions.
- Compare and describe how the geographic regions and their distinctive characteristics influence various communities within them.
- Analyze the impact of geographic regions on the lives of Virginia’s peoples, both past and present utilizing data comparison tools and skills.
- Investigate and describe how the use of Virginia’s water sources have changed over time.

Content, Sources, and Resources for Consideration

VS.2

Virginia’s First People

~~VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by~~

- ~~explaining the reasons for English colonization; [moved to VS.4a]~~
- ~~describing the geographic influences on the decision to settle at Jamestown; [moved to VS.4b]~~
- ~~describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement; [Reworded and moved to VS.4a Supporting Questions and Knowledge and Learning Experiences]~~
- ~~evaluating the impact of the General Assembly (1619) as the first representative legislative body in English America; [moved to VS.4f]~~
- ~~identifying the impact of the arrival of Africans and English women to the Jamestown settlement; [moved to VS.4e]~~
- ~~describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; [moved to VS.4d]~~
- ~~g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers. [moved to VS.4c]~~

VS.3 The student will apply history and social science skills to understand the tribes of Virginia by

- examining the evidence left by people of the past and understanding how archeologist piece together the story;**
- describing the three most prominent indigenous-language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;**
- describing the relationships and interactions of the Indigenous Peoples in Virginia, circa 1600, and their environment; and**
- describing the lives of Indigenous People, leading to the present day, and those living in Virginia today.**

Overarching Inquiry

How have Indigenous People contributed to Virginia’s past, present, and future?

Themes:

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people

encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

VS.3a The student will apply history and social science skills to understand the tribes of Virginia by examining the evidence left by people of the past and understanding how archeologist piece together the story.

Understandings

- Archaeology is the study of human history by uncovering and studying the other physical evidence left behind.
- Archaeologists study all kinds of material evidence left by people from the past and the discovery of new evidence helps enhance the understanding of the past.
- Civilizations or societies develop and continue across generations by shared common language, social systems and beliefs.
- Early Indigenous people lived and continue to live in all areas of what we now call Virginia.
- Virginia's first known capital was Werowocomoco, located on the north bank of the river known as the Pamunkey, later renamed the York River by the English.

Supporting Questions

- What is archaeology?
- How does the work of an archaeologist help tell the story of Virginia?
- Where was Werowocomoco located?
- What type of material evidence did people leave from the past at Werowocomoco?
- How do artifacts found at Werowocomoco enhance understanding about the importance of the site to the Powhatan Nation and what daily life might have been like there for its inhabitants?
- How does Werowocomoco show us the complexity of the early Indigenous People's government?
- What knowledge and skills does an individual need to pursue a career in the field of archaeology or historian?

Knowledge and Learning Experiences

- Use various information sources, stories, narratives and previous knowledge to describe the work of an archaeologist and how their work influences understanding of history and culture.
- Investigate various information sources, stories, and narratives to describe the evidence recovered from the Werowocomoco site.
- Examine various information sources, stories, and narratives to describe the food, tools, and resources Virginia Indians used in daily life

Content Knowledge, Sources and Resources for Consideration

VS.3

VS.3b The student will apply history and social science skills to understand the tribes of Virginia by describing the three most prominent indigenous language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia.

Understandings

- Indigenous Peoples were the first to live in Virginia.
- Early indigenous people lived in all areas of what we now call Virginia.
- Societies or societies develop and continue across generations by shared common language, social systems and beliefs.
- The three most prominent indigenous language groups of Virginia were the Algonquian, the Siouan, and the Iroquoian.
- Indigenous people are both individuals and members of a tribal group and a nation may comprise many tribes.

Supporting Questions

- How are the terms native and Indigenous similar and how do they differ?
- What is the difference between a tribe and a tribal nation?
- What does it mean for a tribal nation to be sovereign?
- How were the three major language groups of Virginia similar and different?
- How does physical geography affect how language grows?

Knowledge and Learning Experiences

- Use various information sources and geographic tools such as, but not limited to maps, GIS to identify and locate three major language groups of Virginia.
- Use various information, stories and narratives to compare the three major language groups of Virginia.
- Investigate the three major language groups of Virginia to describe how tribes interacted with one another and used the physical geography and resources of their environment.

Content, Sources, and Resources for Consideration

VS.3

VS.3c The student will apply history and social science skills to understand the tribes of Virginia by describing the relationships and interactions of the Indigenous Peoples in Virginia, circa 1600, and their environment.

Understandings

- Virginia's Indigenous Peoples adapted to work with the climate and the environment to meet their basic wants.
- Virginia's Indigenous Peoples understood and valued the relationship between local environments and cultural traditions.
- Many of Virginia's Indigenous Peoples lived in towns situated along rivers, which made for good farming, good fishing, and easy travel.

Supporting Questions

- How did the climate of Virginia affect the lives of the Indigenous Peoples of Virginia?
- What resources were available in each region for each of the three main language groups?
- How did the availability of various foods change due to the seasons?
- What natural resources were available for Virginia's early Indigenous People to construct tools for shelter, transportation, and farming?

Knowledge and Learning Experiences

- Use various information, stories and narratives to examine and describe how the climate and physical environment of Virginia supported their basic needs
- Compare and contrast how Indigenous Peoples adapted to the change in seasons.
- Investigate and describe the natural resources available for Virginia's early Indigenous Peoples to construct tools and build shelter, provide transportation, and innovate farming techniques.

Content, Sources, and Resources for Consideration

VS.3

VS.3d The student will apply history and social science skills to understand the tribes of Virginia by describing the changes, contributions, and challenges of Indigenous People living in Virginia today.

Understandings

- There is no single culture or language that represents all Indigenous people.
- Indigenous people have lived and contributed to this area for thousands of years.
- The culture of Virginia's Indigenous Peoples have changed over time.
- Due to European colonization, Virginia's Indigenous Peoples faced many challenges of movement, migration, and changes to their physical environment.
- Virginia Indigenous cultures have always adapted and changed in response to environmental, economic, social, and other factors.
- Understanding history from Indigenous perspectives provides an important point of view.
- Many from the Indigenous community have worked and lobbied for state and federal recognition to Virginia's tribes.

Supporting Questions

- How has the culture of Virginia's Indigenous people changed over time?
- What types of challenges did Virginia Indian tribes face due to European colonization?
- How have Virginia Indigenous Peoples been able to maintain their cultural heritage and traditions over time?
- Why is it important to Virginia and its Indigenous community for state and federal recognition of its First People?

Knowledge and Learning Experiences

- Use various information, stories and narratives to describe how the cultural heritage of Virginia's Indigenous People tribes is maintained over time
- Use various information sources and data to construct a map that compares past and present location of major language groups and present-day tribal nations in Virginia.
- Examine various information sources, stories, and narratives to describe the challenges Virginia's Indigenous people faced due to European colonization, movement and changes in the physical environment,
- Examine the life and work of Thomasina E. Jordan, a member of the Mashpee Wampanoag Tribe, and honorary tribal member of the Chickahominy and Nansemond tribes of Virginia, to describe the state and federal recognition of Virginia's tribal nations.

Content, Sources, and Resources for Consideration

VS.3

English Colonization

~~VS.4 The student will demonstrate an understanding of life in the Virginia colony by~~

- ~~a) explaining the importance of agriculture and its influence on the institution of slavery; [Reworded and moved to VS.5a]~~
- ~~b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-~~

~~Irish, German) immigrants, and Africans;[moved to VS.5b]~~

~~e) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg; [VS.5c]~~

~~d) describing how money, barter, and credit were used; [VS.5d]~~

~~e) describing everyday life in colonial Virginia. [VS.5e]~~

VS.4 The student will apply history and social science skills to understand the first permanent English settlement in North America by

a) **explaining the reasons for English colonization;**

b) **describing the geographic influences on the decision to settle at Jamestown;**

c) **describing the interactions between the English colonists and the Indigenous People, including the role of the Powhatan in the survival of the colonists;**

d) **describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.**

e) **evaluating the impact of the arrival of Africans and English women to the Jamestown settlement; and**

f) **identifying the significance of the General Assembly (1619) as the first representative legislative body in English America.**

Overarching Inquiry:

How do economic motives shape the choices people make?

Culture - the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments - the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

VS.4a The student will apply history and social science skills to understand the first permanent English settlement in North America by explaining the reasons for English colonization.

Understandings

- Some European countries, including England, were in competition to increase their wealth and power by

expanding their empires to North America.

- In the early 1600's Europe was experiencing a number of challenges including a shrinking amount of resources.
- A North American settlement would allow for greater economic opportunity, including the ability to furnish raw materials, open new markets for trade, and hopefully find silver and gold.

Supporting Questions

- How do resources or lack of resources influence trade and motivate expansion?
- What is colonization?
- What were the reasons for European colonization?
- What was the Virginia Company of London and how did it support the Jamestown settlement?
- What is an investor and what are the motivating factors for investment in the Jamestown venture?
- What is a charter and how did the charters granted to the Virginia Company of London impact the Jamestown settlement?
- What was the purpose of the Jamestown colony?
- How were English rights extended to the new colonists?

Knowledge and Learning Experiences

- Use various information, maps, stories and narratives to locate and describe the Jamestown settlement.
- Examine various information sources, stories, and narratives to describe reasons for English colonization.
- Use excerpts from the First Charters to describe their purpose and support of the Jamestown settlement.
- Examine various information sources to describe the role of the Virginia Company of London in support of the Jamestown settlement.

Content, Sources, and Resources for Consideration

VS.4

VS.4b The student will apply history and social science skills to understand the first permanent English settlement in North America by describing the geographic influences on the decision to settle at Jamestown;

Understandings

- The location and physical characteristics of the Jamestown site influenced the decision to settle there.
- ~~The English believed the natural resources at Jamestown would benefit England.~~
- The names of places can change over time and are sometimes shaped by people in power.

Supporting Questions

- Why was the first English settlement called Jamestown?
- What physical characteristics of the Jamestown location met the instructions of the Virginia Company of London as a suitable place for the colony?
- How have the geographic features of Jamestown changed overtime?

Knowledge and Learning Experiences

- Use various information, maps, stories and narratives to describe the location and physical characteristics of the Jamestown settlement
- Compare the Jamestown settlement of 1607 to the current location of Jamestown, VA
- Use map tools to create a representation of the Jamestown settlement, describing the narrow peninsula of the settlement

Content, Sources, and Resources for Consideration

VS.4

VS.4c The student will apply history and social science skills to understand the first permanent English settlement in North America by describing the interactions between the English colonists and the Indigenous People, including the role of the Powhatan in the survival of the colonists.

Understandings

- Historical record is unclear about the true nature of the relations between these colonists and Indigenous groups.
- The English colonists found life in Virginia harder than they had expected. Many of the English colonists did not have experience growing crops or manual labor.
- Indigenous People and English colonists in Virginia initially established trading relationships and, for a while, had positive interactions.
- Some Indigenous people in Virginia decided to help the English for a variety of reasons.
- The English relied on the knowledge of the Indigenous People for their survival.

Supporting Questions

- How do people depend on one another and their environment for survival?
- What experience did the majority of the English colonists have in adapting to their environment and growing crops for survival?
- What hardships did the English colonists face at Jamestown?
- How did Wahunsenacawh (Chief Powhatan), Matoaka (Pocahontas) and the Powhatan people support the survival of the colonists?
- While in leadership, what did Captain John Smith require of the English colonists in order to survive?
- What lessons learned from the Powhatan people did English colonists implement in their daily lives at the Jamestown fort?

Knowledge and Learning Experiences

- Use various information, maps, GIS, and the map(s) of Virginia created by Captain John Smith to describe the location and hardships the settlers faced at Jamestown
- Examine various information sources and prior knowledge to describe the challenges of growing crops and discuss the changes made at Jamestown to ensure survival
- Use various information, stories and narratives to describe how Wahunsenacawh (Chief Powhatan), Matoaka (Pocahontas) and the Powhatan people supported the survival of the settlers at Jamestown

Content, Sources, and Resources for Consideration

VS.4

VS.4d The student will apply history and social science skills to understand the first permanent English settlement in North America by describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival.

Understandings

- The Indigenous Peoples and English colonists in Virginia initially established trading relationships and, for a while, had positive interactions.
- The English found life in Virginia harder than they had expected.
- Many English found Virginia's climate and environment difficult to adapt to because it was different from England.

Supporting Questions

- What was the initial relationship as recorded by the colonist between the English and the Powhatan?
- What were the consequences in the lives of the Indigenous People of Virginia due to contact with English

colonists?

- How can historians gain an understanding or knowledge of the Indigenous perspective of first contact with the English colonists?

Knowledge and Learning Experiences

- Use various information, stories and narratives to describe the initial relationship as recorded by the colonist between the English and the Virginia Indians including but not limited to trading relationships and colonial survival.
- Use various information, stories and narratives to describe Virginia's climate and environment that made it difficult to by the colonists.

Content, Sources, and Resources for Consideration

VS.4

VS.4e The student will apply history and social science skills to understand the first permanent English settlement in North America by evaluating the impact of the arrival of Africans and English women to the Jamestown settlement.

Understandings

- In 1619, free people who lived in the Angolan region of West Central Africa were forcibly captured by Portuguese soldiers and brought to Old Point Comfort in Virginia against their will.
- Africans brought with them their culture and knowledge of skilled trades.
- They were enslaved in the Virginia colony as a source of free labor for the colony.
- Slavery, a system of forced labor, already existed in many parts of the world.
- As indentured servitude was already a practice in the Virginia colony, the colony passed laws that created a system of forced labor, servitude for life, and based on their race.
- The arrival of additional English women in 1620 made it possible for more settlers to start families and helped establish Jamestown as a permanent colony in Virginia.

Supporting Questions

- Where did the first Africans captured and forcibly transported to North America come from?
- What experience and skills did many Africans bring with them and how did that benefit the Virginia colony?
- What is slavery?
- How did the Jamestown colony change due to the increase in population and the use of enslaved labor, temporary, and permanent servitude?
- How did the arrival of additional English women help establish a more permanent colony in North America at Jamestown?
- How did the values, traditions and beliefs of the Indigenous Peoples and enslaved individuals of the past influence our world today?

Knowledge and Learning Experiences

- Use information sources and maps to describe the Angolan region and culture prior to European contact.
- Use information sources and map tools to describe the topography and geographic features of the region to establish an understanding of the lives of free Africans and their environment prior to their capture.
- Use various sources to examine and explain the narrative of the capture of Africans by the Portuguese and their eventual arrival at Point Comfort (currently Hampton, VA).
- Use information sources and map tools to compare the Coastal Plain (Tidewater) to the Angolan region to determine the types of skills that first Africans may have used in the Virginia colony.
- Use various information sources of data and maps to compare the population of Jamestown prior to and after the arrival of additional English women in 1620 to draw conclusions of the impact the arrival of additional

English women had on the Jamestown colony.

Content, Sources, and Resources for Consideration

VS.4

VS.4f The student will apply history and social science skills to understand the first permanent English settlement in North America by identifying the significance of the General Assembly (1619) as the first representative legislative body in English America.

Understandings

- As Jamestown grew, Virginia’s system of government evolved.
- In 1619, the governor of Virginia called a meeting of the General Assembly, the first elected legislative body in English North America and gave some the opportunity to take part in controlling their own government.
- At that time, only certain free adult men had the right to take part.
- The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown.

Supporting Questions

- What was the system of government that evolved in British North America?
- What was the structure of the first General Assembly?
- How did the General Assembly change between 1619 and 1640?
- What was the House of Burgesses and how did it operate?

Knowledge and Learning Experiences

- Use information sources and other narratives to describe the system of government that evolved at Jamestown in 1619.
- Use various sources to examine and describe significance of the General Assembly (1619) as the first representative legislative body in British North America and the representatives who served as burgesses.

Content, Sources, and Resources for Consideration

VS.4

~~VS. 5 The student will demonstrate an understanding of the role of Virginia in the American Revolution by~~
~~a. identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence; [Moved to VS.6a]~~
~~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; [Reworded and moved to VS.6b]~~
~~c. identifying the importance of the American victory at Yorktown; [Moved to VS.6d]~~
~~d. examining the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond. [Moved to VS.6c]~~

VS.5 The student will apply history and social science skills to understand life in the Virginia colony by

- examining the importance and influence of agriculture;
- examining how the culture of colonial Virginia reflected the origins of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans;
- explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg;
- describing ways people exchanged goods and services for their wants and needs; and
- diverse experiences of everyday life during the 1700s.

Overarching Inquiry

How did different groups experience colonization?

Culture - the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation - the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage.

VS.5a The student will apply history and social science skills to understand life in the Virginia colony by examining the importance and influence of agriculture.

Understandings

- Success of tobacco as a cash crop transformed life in the Virginia colony and led to dependence on ~~slave labor~~ enslaved labor.
- As agriculture production increased and tobacco became a profitable cash crop that required intense labor, the Virginia colony chose to increase its reliance on enslaved labor to make money and expand their resources. This dependence lasted for more than two hundred years, until the end of the Civil War.

Supporting Questions

- What is a cash crop?
- How did the popularity of tobacco in England increase Virginia’s growth of tobacco?
- What choice did the Virginia colony make to increase the production and profits from agriculture products, such as tobacco?
- How did tobacco transform the Virginia colony?
- How did the tobacco transformation affect the Indigenous and African populations in the Virginia colony?

Knowledge and Learning Experiences

- Use information sources to explain the use of tobacco in the Virginia colony and its impact on the economy of the state and lives of enslaved individuals.
- Use maps, data collections and other various information sources to compare and contrast the population data

and geographic location of English colonists, enslaved individuals and Indigenous People of Virginia prior to the introduction of tobacco and then at different intervals as the popularity of tobacco grew in the Virginia colony and throughout the world.

Content, Sources, and Resources for Consideration

VS.5

VS.5b The student will apply history and social science skills to understand life in the Virginia colony by examining how the culture of colonial Virginia reflected the origins of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans.

Understandings

- The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.
- Culture is an important way that people and groups survive and thrive.
- As individuals move to a new area, they often bring their traditions, beliefs, customs, and architecture to reflect their culture.
- As different cultures interact with one another, they shared their traditions, beliefs, customs, and architecture.

Supporting Questions

- Who were the different cultures that comprised the Virginia colony and what was their contribution?
- How were the cultures of the English, Scots-Irish, and German immigrants to Virginia colony reflect the diverse people who lived there?
- Where did many people in the Virginia colony settle?
- How did the increased population of English colonists in the Virginia colony impact Indigenous Peoples?
- What were some of the traditions, beliefs and customs that were shared among the different individuals in the Virginia colony?

Knowledge and Learning Experiences

- Use information sources and map tools to construct maps identifying the settlement of various people in the Virginia colony.
- Use information sources and visuals to explain where different groups settled and how the physical environment changed to reflect their culture and customs.
- Describe how the transformation of the Virginia colony forced tribes to move and adapt their culture.

Content, Sources, and Resources for Consideration

VS.5

VS.5c The student will apply history and social science skills to understand life in the Virginia colony by explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg.

Understandings

- A variety of factors explains the reasons for moving Virginia’s capital.

Supporting Questions

- What factors influenced the move of the colonial capital from Jamestown to Williamsburg?
- Why was the name Williamsburg selected as the new capital of the Virginia colony?
- How did the Chesapeake Bay and two major rivers (James and York rivers) support trade and growth of the Virginia colony?
- What were the benefits of moving the capital from Jamestown to Williamsburg?
- How can location affect the local economy and community members?

- How did changing the location of the capital influence migration?

Knowledge and Learning Experiences

- Use information sources, stories and narratives to determine the reasons for the move of the colonial capital from Jamestown to Williamsburg.
- Use various information sources of data and maps to compare the population of Jamestown prior to the move of the capital to Williamsburg and at later intervals to draw conclusions on how the location of a government's capital will influence population and economic changes.
- Compare the topography and geographic features of both Jamestown and Williamsburg using past and present day maps to understand the benefits for the Virginia colony.

Content, Sources, and Resources for Consideration

VS.5

VS.5d The student will apply history and social science skills to understand life in the Virginia colony by describing ways people exchanged goods and services for their wants and needs.

Understandings

- Money was not often used in the early Virginia colony.
- Because farmers could not pay for goods until their crops were harvested, credit was important in Virginia.
- Different groups of people had differing levels of access to the use of money, barter, and credit and resources.

Supporting Questions

- What is money?
- What is trade and how is it different from bartering?
- How is bartering and the use of credit similar and different?
- Where were resources found in colonial Virginia to produce the goods and services people needed?
- How did people exchange goods and services in the colony?
- How do limited resources affect needs and wants and influence the use of bartering and credit?

Knowledge and Learning Experiences

- Use information sources to construct a chart that explains the use of bartering and credit and identifies the economic benefits of each in the Virginia colony.
- Use prior knowledge, multiple information sources and narratives to explain the importance of money to the growth of a community.
- Using science skills investigate the connection to the natural resources of Virginia and explain how the natural resources influenced the use of bartering and credit in the Colony.

Content, Sources, and Resources for Consideration

VS.5

VS.5e The student will apply history and social science skills to understand life in the Virginia colony by analyzing the diverse experiences of everyday life during the 1700s.

Understandings

- Resources found in colonial Virginia were used to produce the goods and services people needed.
- Everyday life in colonial Virginia was different for whites Europeans, Indigenous People, enslaved African Americans, and free African Americans and free Blacks.

Supporting Questions

- How was everyday life similar and different for various groups of people living in the Virginia colony?

- How did access to resources differ for groups of people living in the Virginia colony?
- What was the political structure of the Virginia colony?
- How did the social and political structure of the Virginia colony impact the experience of different people?

Knowledge and Learning Experiences

- Use information sources, prior knowledge, narratives and non-fiction text to describe and compare the experiences of Virginia’s diverse population during the 1700s
- Additional reading skill needed

Content, Sources, and Resources for Consideration

VS.5

Virginia, the American Revolution, and the Birth of a New Nation

~~VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by [moved to VS.7]~~

- ~~a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”; [moved to VS.7a Supporting Questions and Knowledge and Learning Experiences]~~
- ~~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; [moved to VS.7a and VS.7b]~~
- ~~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. [moved to VS.7c]~~

VS.6 The student will apply history and social science skills to understand the role of Virginia and Virginians in the American Revolution and the beginning of the new nation by

- a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;**
- b) examining the various experiences of Virginians during the Revolutionary War era;**
- c) identifying the reasons for the relocation of Virginia’s capital from Williamsburg to Richmond; and**
- d) identifying the importance of the American victory at Yorktown.**

Overarching Inquiry

How are freedom and independence different?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement - working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation -- the process of working with another in order to achieve something.

VS.6a The student will apply history and social science skills understand the role of Virginia and Virginians in the American Revolution and the beginning of the new nation by identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.

Understandings

- Although the settlement at Jamestown was the first permanent settlement in British North America, other colonies established in North America.
- As the colonial America grew the colonies and Great Britain disagreed over how the colonies should be governed colonial government. These disagreements led to conflict.
- The Declaration of Independence, influenced by other documents and authored by Thomas Jefferson, gave reasons for independence from Great Britain and ideas for self-government.
- There were consequences for these ideas and actions that also shaped events to come for the Virginia colony.

Supporting Questions

- What were the disagreements that arose between the British Parliament and the British colonies?
- Why would some people want to remain loyal to Great Britain?
- What position did the Virginia colony take in the disagreements with Great Britain?
- What were some of the factors that led to the creation of the Declaration of Independence?
- Who was King George and how did he react to the Declaration of Independence?
- How did other historical documents influence the ideals presented in the Declaration of Independence?
- How did the Declaration of Independence represent the concept of freedom (agency and advocacy), but not to all living in the Virginia colony?

Knowledge and Learning Experiences

- Use information sources and other narratives to describe the conflicts between the British Parliament and the British colonies.
- Use historical fiction and non-fiction texts to explore and explain the reasons why some colonists wanted to remain loyal to the King of England.
- Use excerpts from other historical documents of the time to examine their impact on the Declaration of Independence.
- Examine excerpts from the Declaration of Independence and biographies of Thomas Jefferson to explain the ideals expressed in the Declaration of Independence.

Content, Sources, and Resources for Consideration

VS.6

VS.6b The student will apply history and social science skills to understand the role of Virginia and Virginians in the American Revolution and the beginning of the new nation by examining the various experiences of Virginians during the Revolutionary War.

Understandings

- Virginians had varying opinions about independence and the Revolutionary War.
- Virginians, from all parts of the state colony, contributed to the Revolutionary War effort.

Supporting Questions

- How did George Washington, Thomas Jefferson, and Patrick Henry contribute to the American Revolution?
- How did perspectives vary about independence and freedom?
- How did patriots, loyalist, and neutrals differ in their perspectives about the war?
- What reasons would Indigenous Peoples, enslaved and free Blacks choose to side with the British?
- Who was Lord Dunmore and how did his proclamation influence those enslaved?
- How did women support and influence the outcomes of the American Revolution?
- Why did France decide to help the Continental Army?
- How did the experiences of Marquis de Lafayette aid in multiple victories for the Continental Army?
- Who was James Lafayette and how did he affect the outcomes of the American Revolution?

Knowledge and Learning Experiences

- Use historical fiction and non-fiction texts to compare the experiences and contributions of Indigenous People, enslaved and free Blacks and women during the Revolutionary War.
- Examine the impact the leadership of Marquis de Lafayette and French support had on the Continental Army by referencing various information sources and texts.
- Use information sources and biographies to examine and explain the contribution of James Armistead Lafayette.
- Use various information sources and maps to identify locations of Revolutionary War battles and draw conclusions as to why many battles took place in the Virginia colony.

Content, Sources, and Resources for Consideration

VS.6

VS.6c The student will apply history and social science skills to understand the role of Virginia and Virginians in the American Revolution and the beginning of the new nation by identifying the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

Understandings

- Capitals are where people in government make decisions that impact all the people in the larger community.
- There were a variety of factors explain the reasons for moving Virginia's capital from Williamsburg to Richmond.

Supporting Questions

- How did the changing geographic location of the people in the Virginia colony influence the relocation of the capital from Williamsburg to Richmond?
- How did tensions with Great Britain influence the relocation of the capital?
- How did the James River influence the location of the early Virginia capitals?

Knowledge and Learning Experiences

- Use maps and other information sources to explain the geographic features that influenced the relocation of the capital.
- Use information sources and narratives to explain how tensions with Great Britain influenced the relocation of the capital.

Content, Sources, and Resources for Consideration

VS.6

VS.6d The student will apply history and social science skills to understand the role of Virginia and Virginians in the American Revolution and the beginning of the new nation by identifying the importance of the American victory at Yorktown.

Understandings

- The contributions of Virginians led to an American victory at Yorktown in 1781.

Supporting Questions

- What were the geographic, social, political, and economic factors that affected the victory at Yorktown?
- What was the role of the French Navy during the victory at Yorktown?
- What was the Treaty of Paris?
- Why did the George Washington, Commander and Chief of the Continental Army, not accept the surrender of the British troops at Yorktown himself?

Knowledge and Learning Experiences

- Use narratives and maps to explore and explain how geographic location of Yorktown supported a victory at Yorktown.
- Use narratives and other information sources to describe the involvement of women and enslaved individuals support of the Continental Army and the victory at Yorktown.
- Use narratives and other information sources to describe leader of the British army, George Washington's response to their choice of surrendering, and the effect on the war's end.
- Use excerpts from the Treaty of Paris to explain the ending of the American Revolution.

Content, Sources, and Resources for Consideration

VS.6

~~VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by~~
~~a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia; [Moved to VS.8a]~~
~~b) describing Virginia's role in the war, including identifying major battles that took place in Virginia; [Moved to VS.8b]~~
~~c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans. [Reworded and moved to VS.8c]~~

VS.7 The student will apply history and social science skills to understand the role of Virginians in the growth of the new American nation by

- a) evaluating the ideas in the founding documents of Virginia and the United States;
- b) describing the purpose and functions of the three branches of the United States government and Virginia's current state government; and
- c) explaining the influence of geography and technological advances on the migration and its impact on Virginians into other states and western territories in the first half of the 1800s.

Overarching Inquiry

What gives words power?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices

- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

VS.7a The student will apply history and social science skills to understand the role of Virginians in the growth of the new American nation by evaluating the ideas in the founding documents of Virginia and the United States.

Understandings

- The actions and ideas of certain Virginians formed the basis for the new government of the United States.
- The ideas of independence, freedom, and rights are included in many of Virginia’s and our nation’s founding documents.
- George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution” for their leadership in the formation of a new nation.
- The preamble of the United States Constitution states the reasons for our country’s plan for government.
- George Mason’s Virginia Declaration of Rights and Thomas Jefferson’s Virginia Statute for Religious Freedom provided significant rights and contributed to the ideals of the United States Constitution.
- In 2005, the nation began to celebrate Constitution Day, also known as Citizenship Day.
- Constitution Day is an American holiday honoring the day 39 delegates to the Constitutional Convention signed the United States Constitution on September 17, 1787.

Supporting Questions

- What is a constitution?
- Who was James Madison and why is he often called, “The Father of the Constitution”?
- What other founding documents, including the Declaration of Independence influenced the Constitution of the United States?
- What role did many Virginians play in the development of the Constitution of the United States?
- How did George Washington’s leadership of the Continental Army influence others of the time and the creation of founding documents?

- Why is George Washington often called, “The Father of Our Country”?
- How did the Constitution of the United States put the new nation on a different path of growth and development?
- How are the ideals of the Constitution of the United States kept alive and celebrated centuries after its creation?

Knowledge and Learning Experiences

- Research and discuss the Virginians who contributed and formed the basis for the new government of the United States.
- Use information sources and biographies to explore and explain James Madison’s role in developing the new written plan of government.
- Use information sources, prior knowledge, and excerpts from founding documents, including but not limited to the Declaration of Independence, The Virginia Declaration of Rights, and the Virginia Statute for Religious Freedom to compare the ideas presented in the Constitution of the United States.
- Research and evaluate the weight of multiple historical documents to explain their influence on Constitution of the United States.
- Investigate the history of Constitution Day and explain the significance of celebrating the Constitution of the United States.

Content, Sources, and Resources for Consideration

VS.7

VS.7b The student will apply history and social science skills to understand the role of Virginians in the growth of the new American nation by explaining the purpose and functions of the three branches of the United States government and Virginia’s current state government.

Understandings

- Governments exist at the local (community), state (Virginia), and national (United States) level to protect the rights and property of individuals.
- The government of the United States is a representative democracy. Representatives are elected by the people.
- Local, state, and national governments in Virginia and the United States are organized in three branches with explicit individual powers.
- A system of checks and balances prevents any one branch from becoming too powerful.

Supporting Questions

- What is a government and why are laws of a government necessary?
- How does a representative democracy support the citizens and how can citizens or groups influence change within a representative democracy?
- How do the three branches of government impact our everyday lives?
- How are local, state, and national governments similar and different?

Knowledge and Learning Experiences

- Use information sources and prior knowledge to describe the purpose of a government and laws.
- Use a graphic organizer to outline the similarities and differences between each branch of government.
- Use information sources and various media sources to investigate and describe how the three branches of government operate within the system of checks and balances.
- Use informational sources to describe how the power of the British Parliament influenced the idea of representative democracy, limited government, the system of checks and balances, and separation of powers for the new nation.

Content, Sources, and Resources for Consideration

VS.7

VS.7c The student will apply history and social science skills to understand the role of Virginians in the growth of the new American nation by explaining the influence of geography and technological advances on the migration and its impact on Virginians into other states and western territories in the first half of the 1800s.

Understandings

- People move for different reasons. Migration can be forced or voluntary.
- Geography influenced the movement of people as Virginians moved to and beyond the Virginia frontier.
- New technology allowed the agricultural economy of Virginia to grow.
- Virginians migrated across and outside of the state for the opportunities created by new technologies.

Supporting Questions

- Why did Virginians move after the American Revolution?
- Where did Virginians move?
- How did new technology and innovations influence migration during the first half of the 1800s?

Knowledge and Learning Experiences

- Use information sources, stories and narratives to explain the reasons Virginians moved throughout the state and nation.
- Use various information sources of population data and maps to compare and contrast the population trends of Virginia in the early 1800s and draw conclusions on how new innovations influence migration.
- Use prior knowledge and various information sources to explain the opportunities and barriers geographic features of Virginia presented to migration.
- Use various information sources and maps to examine how new technologies and innovations were used to overcome barriers created by the topography and geographic features of Virginia and supported everyday life.

Content, Sources, and Resources for Consideration

VS.7

Civil War and Reconstruction

~~VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by~~
~~a) identifying the effects of Reconstruction on life in Virginia; [Moved to VS.9a]~~
~~b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; [Incorporated in and moved to VS.9b]~~
~~c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development. [moved to VS.10a]~~

VS.8 The student will apply history and social science skills to understand the issues that divided our nation and led to the Civil War by

- a) evaluating 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;
- b) evaluating Virginia’s role in the war, including identifying major battles that took place in Virginia;
- c) evaluating the experiences of Indigenous Peoples, whites, and enslaved and free Blacks.

Overarching Inquiry

Why might people risk their lives for a cause?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices

- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

VS.8a The student will apply history and social science skills to understand the issues that divided our nation and led to the Civil War by evaluating 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.

Understandings

- Cultural, economic, and constitutional differences between the Northern and the Southern states based in slavery eventually resulted in the secession of southern states following the election of Abraham Lincoln in 1860.
- The states that seceded from the United States formed the Confederate States of America.
- Virginians were divided about secession from the Union, which led to the creation of West Virginia.

Supporting Questions

- How did differences between Northern and Southern states lead to conflict?
- What is the Virginia Ordinance of Secession (April 17, 1861)?
- Why did the states that seceded from the Union choose the term Confederacy for their new government?
- What were the long-standing regional tensions within the state that would eventually lead to the creation of West Virginia?

Knowledge and Learning Experiences

- Use various information sources to examine the similarities and differences between the Northern and Southern states.
- Use excerpts from the Virginia Ordinance of Secession (April 17, 1861) to explain what led the state to dissolve its bond with the United States of America and the Constitution of the United States.
- Use information sources, non-fiction texts and biographies to describe the role abolitionists, The Fugitive Slave Act and the Underground Railroad had on succession of Virginia and other Southern states and the Civil War.
- Use various information sources to identify and draw conclusions about how Harriet Tubman and other

“conductors” used the support of others and various geographic features for the Underground Railroad’s passage through Virginia.

- Investigate various information sources to identify and sequence the events that led to the admission of West Virginia in to the United States (1863).

Content, Sources, and Resources for Consideration

VS.8

VS.8b The student will apply history and social science skills to understand the issues that divided our nation and led to the Civil War by evaluating Virginia’s role in the war, including identifying major battles that took place in Virginia.

Understandings

- The capital of the United States and the Confederate States of America were in close proximity to one another
- Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops.
- Battles, large and small, took place throughout Virginia.
- More Civil War battles took place in Virginia than any other state.
- Virginians played a significant role in the Civil War.

Supporting Questions

- What were the major events that took place in Virginia during the Civil War?
- What were the causes and effects of the Confiscation Acts?
- Who were the Virginia leaders during the Civil War and how did their choices influence the events and outcomes of the war?
- How did the Civil War affect Virginians and their local communities’ politics and economy?
- How did the surrender at Appomattox Court House display the hope that the country could come together after the war?
- How do local communities and the Commonwealth of Virginia continue to recognize the history and lessons learned from the Civil War?

Knowledge and Learning Experiences

- Use maps and other information sources to identify and describe major battles that took place in Virginia.
- Use maps of Virginia and surrounding states to discuss the significance of the proximity of Washington, D.C. and Richmond to connect to the relationship and location of battles within Virginia.
- Use information sources, narratives, and biographies to describe the leaders during the Civil War, including but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Stonewall Jackson.
- Use local history and other information sources to investigate and explain the impact of the Civil War battles on the local community, including the changes in population, devastation, migration, and the local economy and government.

Content, Sources, and Resources for Consideration

VS.8

VS.8c The student will apply history and social science skills to understand the issues that divided our nation and led to the Civil War by evaluating the experiences of Indigenous Peoples, whites, and enslaved and free Blacks.

Understandings

- American Indians-Indigenous Peoples, whites, and enslaved and free Blacks had various roles during experienced the Civil War in different ways.
- Due to differing perspectives about the Civil War, many Virginians took action in different ways.

Supporting Questions

- How were the lived experiences of Indigenous Peoples, whites, and enslaved and free Blacks important to understanding the Civil War?
- What values and hopes shaped Indigenous people’s decisions during the Civil War?
- How did the actions of Nat Turner and John Brown impact the Civil War?
- How did women such as Clara Barton, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser contribute to the war effort?
- How did Virginia become a refuge for thousands of enslaved women, men, and children seeking freedom?
- Where can we see the impact and legacy of the Civil War in Virginia today?

Knowledge and Learning Experiences

- Use information sources, narratives, and biographies to investigate and describe the actions and perspective of Nat Turner and John Brown.
- Use information sources to investigate and explain the significance of Fort Monroe and the Contraband decision.
- Use information sources, narratives, and biographies to investigate and describe how various individuals and communities supported and opposed Virginia’s prominent role in the Civil War, including but not limited to fighting for the United States and the Confederacy, providing labor and supplies, working as spies, and taking care of the wounded.
- Use literature and biographies to explore the personal journey and resilience of Robert Smalls, Elizabeth Van Lew and Mary Bowser, Clara Barton, and Harriet Tubman; and the contributions of individuals from the local community that supported Virginia and the United States during the Civil War.

Content, Sources, and Resources for Consideration

VS.8

- ~~VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by~~
- ~~a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society; [Moved to VS.10 b]~~
 - ~~b) describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens; [Moved to VS.10c]~~
 - ~~c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; [moved to VS.11a]~~
 - ~~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. [moved to VS.11b]~~

- VS.9 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by**
- a. examining the effects of Reconstruction on life in Virginia; and**
 - b) analyzing the effects of segregation and “Jim Crow” on life in Virginia.**

Overarching Inquiry

How did rebuilding Virginia after the Civil War present hopes and challenges?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” -- explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VS.9a The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by examining the effects of Reconstruction on life in Virginia.

Understandings

- Virginians faced serious ~~problems~~ challenges, as well as new opportunities in rebuilding the state after the Civil War.
- Virginia's economy and infrastructure was in ruins following the Civil War.

Supporting Questions

- Why was the period after the Civil War called “Reconstruction?”
- What lessons can Reconstruction offer about the possibilities in a representative democracy?
- What challenges did newly freed African Americans face after the Civil War?
- In what ways did the Freedmen's Bureau address some of these challenges?
- What is sharecropping and how did the system benefit some and take advantage of others?

Knowledge and Learning Experiences

- Using excerpt from Lincoln's Second Inaugural Address "*With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just, and a lasting peace, among ourselves, and with all nations.*" to draw conclusions about the hope and challenges Virginia would face.
- Use information sources to investigate and describe the purpose and work in Virginia of the Freedmen's Bureau.
- Use information sources such as newspaper articles, maps and map tools, and biographies to investigate and describe the problems Virginians faced during Reconstruction.
- Use a decision making model to explain the measures taken to resolve the challenges Virginians faced during Reconstruction.

Content, Sources, and Resources for Consideration

VS.9

VS.9b The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by analyzing the effects of segregation and “Jim Crow” on life in Virginia.

Understandings

- The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back.
- Black Codes were unofficial practices, ordinances and laws put into place to discriminate against African Americans.
- “Jim Crow” laws affected African Americans and ~~American Indians~~ Indigenous People. They legally established segregation, or separation of the races, and reinforced prejudices held among some individuals and groups.

Supporting Questions

- What did freedom mean to Virginians after the Civil War? How did its meaning change over time?
- How were the freedoms and rights promised to African American during Reconstruction slowly taken away?
- In what ways did “Jim Crow” laws impact Indigenous People and African Americans?
- How can the aftermath of Reconstruction help individuals understand the local communities directly affected by the Civil War?
- How can citizens and leaders resolve conflicts through collaboration, compromise, and community engagement?

Knowledge and Learning Experiences

- Use information sources and excerpts from Virginia newspapers to investigate the changes in Virginia’s government directly after the Civil War including but not limited to the changes African Americans in Virginia’s government and opportunities for voting and holding office.
- Use information sources and biographies to investigate the life, works, and contributions of individuals and Virginia leaders benefitting from the changes in Virginia after the Civil War such as John Mercer Langston’s role before, during, and after the Civil War.
- Use information sources to differentiate and explain the similarities and differences between segregation and discrimination.
- Use various information sources to investigate and explain the effects of “Jim Crow” laws, segregation, and discrimination on Virginia’s communities with emphasis on the Indigenous and African American communities.

Content, Sources, and Resources for Consideration

VS.9

Change and Growth of Virginia

~~VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by~~
a) ~~identifying the three branches of Virginia government and the function of each;~~ [Reworded and moved to VS.7b]
b) ~~describing the major products and industries important to Virginia’s economy;~~ [Reworded and moved to VS.12a]
c) ~~explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.~~ [Reworded and moved to VS.12b]

VS.10 The student will apply history and social science skills to understand the ways Virginia became interconnected and diverse by

- explaining the importance of railroads, new industries, and the growth of cities to Virginia’s economic development in the late 1800s.
- explaining the economic and social transition from a rural-society to a more urban-society; and
- evaluating how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens.

Overarching Inquiry

How has Virginia changed overtime?

Themes

Culture - the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation - the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

VS.10a The student will apply history and social science skills to understand the ways Virginia became interconnected and diverse by explaining the importance of railroads, new industries, and the growth of cities to Virginia’s economic development in the late 1800s.

Understandings

- Throughout the 19th century, advances in technology led to an increase in transportation and communication between Virginia’s peoples and communities.
- Industry, and technology, railroads, and cities began to grow and contribute increasingly to Virginia’s economy.

Supporting Questions

- How did people, communities, businesses, and factories influence the growth of Virginia’s cities in the late 1800s?
- How did inventions like the telegraph connect Virginians and allow them to communicate with other regions of the state and country?
- What is coal and how did its discovery change communities, in particularly those of Southwest Virginia and their economies?
- How did Virginia’s resources and improved technologies connect cities and communities across the Commonwealth?

Knowledge and Learning Experiences

- Using various sources, maps, and narratives examine the resources and improved technologies had an impact on the political, social, and economic landscape of Virginia.

- Use maps and other information sources to explain the impact the discovery of coal had on Southwest Virginia's economy and other communities of Virginia.
- Use previous knowledge of science concepts to investigate Virginia's natural resources and explain the impact on a community when the depletion of resources happens faster than replacement.
- Using non-fiction, stories, and other information sources to investigate and explain the impact inventions and new industries had on communities within Virginia.
- Examine and explain the change over time and the long-lasting influence of the industries that developed after the Civil War on Virginia's communities, including but not limited to coal, railroads, government and military bases, tourism, fishing, and manufacturing.

Content, Sources, and Resources for Consideration

VS.10

VS.10b The student will apply history and social science skills to understand the ways Virginia became interconnected and diverse by explaining the economic and social transition from a rural-society to a more urban-society.

Understandings

- During the twentieth century and beyond, Virginia changed from a rural, agricultural society to an urban, industrialized society.
- Advances in technology greatly impacted the lives of Virginians and the landscape of Virginia.

Supporting Questions

- What is mechanization and how did it improve transportation and farming in Virginia?
- What was the impact of mechanization on the population of Virginia?
- What were some of the factors that influenced Virginia's transition from a rural to more urban communities?
- How can a change in the availability of resources affect a community and state?

Knowledge and Learning Experiences

- Use non-fiction, narratives, and local history to explore the influence mechanization had on the people and communities of Virginia.
- Examine and describe the growth of Virginia's cities, towns, and communities with emphasis movement of populations seeking economic opportunities, technological developments in transportation of people, goods and services, and changes in farming.
- Examine the population shifts that occurred in Virginia's communities and draw conclusions about the increasingly diverse communities of the Commonwealth.

Content, Sources, and Resources for Consideration

VS.10

VS.10c The student will apply history and social science skills to understand the ways Virginia became interconnected and diverse by evaluating how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens.

Understandings

- As Virginia became urban and industrial, it also became more connected with the rest of the United States and was greatly affected by major national events.
- The Great Depression was a period of harsh economic conditions worldwide during the 1930s. Many Virginians lost their jobs, farms, homes, and businesses.
- The federal government established programs to provide employment and ease many hardships.
- The federal government began to take on a much larger role in the daily lives of Virginians.

Supporting Questions

- What is suffrage and how did women’s suffrage influence the lives and roles of not only women, but all citizens of Virginia?
- How did women in Virginia, like Maggie Walker and other women in Virginia lend their support and voice to women’s suffrage?
- What is an economic depression?
- What was the Great Depression and how did it affect the lives of Virginians?
- How did the Virginia and national government try to help Virginians during the Great Depression?

Knowledge and Learning Experiences

- Use informational texts, narratives, and biographies to examine the national events taking place in the United States Constitution and describe influential leaders advocating for change and growth.
- Use various information sources, local newspaper articles to investigate the Great Depression and explain its effects on Virginia’s economies and communities.
- Investigate the local history to describe how the state and federal government established programs to help the people and communities of Virginia during the Great Depression.

Content, Sources, and Resources for Consideration

VS.10

- VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by**
- a) explaining the social and political events connected to desegregation and Massive Resistance in national history; and**
 - b) investigating the political, social, or economic impacts and choices made by Virginians, such as but not limited to Maggie L. Walker, Oliver W. Hill, Sr., Arthur R. Ashe, Jr., Barbara Johns, A. Linwood Holton, Jr., and L. Douglas Wilder.**

Overarching Question

How can ordinary people change the world?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VS.11a The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by explaining the social and political events connected to desegregation and Massive Resistance in national history.

Understandings

- The main goals of the Civil Rights Movement were the improvement of black economic opportunity, voting rights for African Americans, and desegregation.
- African Americans demanded equal treatment and the recognition of their rights as American citizens building on their votes, protests and organizing since Reconstruction.
- As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal.

Supporting Questions

- What was desegregation and how did individuals in Virginia use their voice to bring about change?
- How did the choices made by Virginians to challenge segregation influence the Civil Rights Movement in Virginia and the United States?
- How did the case of *Brown vs. Board of Education* affect desegregation of public schools throughout Virginia and the United States?
- What was the Massive Resistance movement and what did political leaders in Virginia hope would occur because of the movement?
- How do the ideas and actions of people shape certain events?

Knowledge and Learning Experiences

- Use information sources and narratives to explain how Virginians supported desegregation and worked to integrate all public schools and facilities.
- Use information sources such as, but not limited to editorials and statements made by political leaders of the time in Virginia on Massive Resistance to explain the actions taken by individuals and groups to slow the full integration of Virginia's public schools and facilities.

Content, Sources, and Resources for Consideration

VS.11

VS.11b The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by investigating the political, social, or economic impacts and choices made by Virginians, such as but not limited to Maggie L. Walker, Oliver W. Hill, Sr., Arthur R. Ashe, Jr., Barbara Johns, A. Linwood Holton, Jr., and L. Douglas Wilder.

Understandings

- Many individuals from Virginia have had a political, social, and/or economic impact on life in Virginia during the twentieth century and beyond.
- Contributions to civil rights occurred all over Virginia.

Supporting Questions

- How can an individual's choice to take action bring about change?
- How can sports connect individuals of all races and backgrounds and in what ways can individuals like Arthur R. Ashe, Jr. influence change?
- How did A. Linwood Holton, Jr. promote racial equality and diversity in Virginia's state government?
- Who is L. Douglas Wilder how was his role in Virginia state government groundbreaking for not only the Commonwealth, but also the United States?
- In what ways did Maggie L. Walker help break down barriers and create opportunities for Virginians?
- What actions taken by individuals in local communities supported the Civil Rights Movement?

Knowledge and Learning Experiences

- Use biographies and non-fiction texts to explain the impact Virginians had on the Civil Rights movement such as but not limited to Maggie L. Walker, Oliver W. Hill, Sr., Barbara Johns, and A. Linwood Holton, Jr.
- Research local community members that lead efforts to bring about change during the Civil Rights Movement and create a product that connects the efforts of the local change makers to the actions taken by Maggie L. Walker, Oliver W. Hill, Sr., Barbara Johns, and A. Linwood Holton, Jr.
- Investigate local history and describe how the choices and actions of individuals like Arthur R. Ashe, Jr., and L. Douglas Wilder have continued and expanded the goals of the Civil Rights Movement and helped to influence change in Virginia and the United States.

Content, Sources, and Resources for Consideration

VS.11

Into Virginia's Future

VS.12 The student will apply history and social science skills to understand Virginia's role in the global economy in the 2000s geography, and economics by

- a) exploring the major products and industries of 21st Century Virginia; and**
- b) exploring the impact of the ideas, innovations and advancements of Virginians on a global market.**

Overarching Inquiry

How do Virginians contribute to and influence the global economy?

Themes

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for

something and that country also depends on another for either the same thing or something else.

- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

VS.12a The student will apply history and social science skills to understand Virginia’s role in the global economy in the 2000s geography, and economics by exploring the major products and industries of 21st Century Virginia.

Understandings

- Available resources (natural, human, and capital), as well as geography, are major factors in what is produced in the state.
- Major products and industries change over time as people and businesses buy different goods and services.
- Virginia’s economy now includes connections around the globe.

Supporting Questions

- What are the major natural resources, goods and services of Virginia?
- How has Virginia’s economy changed overtime?
- How have advances in technology impacted Virginia’s economy?
- How do the geographic features of Virginia influence the industries found in Virginia?
- How does Virginia’s role in American history influence the tourism industry and economy of Virginia?

Knowledge and Learning Experiences

- Investigate and construct a map of Virginia to identify the regions of Virginia, major waterways and describe examples of services, products and industries important to Virginia’s economy.
- Investigate local history and describe the connection between the geography of a region influences the specialization and the production of goods and services used throughout the United States and the world.
- Examine and explain how advances in technology have supported the growth and change of Virginia’s economy over time.

Content, Sources, and Resources for Consideration

VS.12

VS.12b The student will apply history and social science skills to understand Virginia’s role in the global economy in the 2000s geography, and economics by exploring the impact of the ideas, innovations and advancements of Virginians on a global market.

Understandings

- People moving to Virginia from other states and countries has encouraged economic development in Virginia.
- People, goods, and ideas move more easily today than in any other time in Virginia history.
- Industries in Virginia produce goods and services used throughout the United States and the world.
- Virginians are global citizens that contribute to Virginia’s economy through the production and consumption of goods, products and ideas.
- Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia.

Supporting Questions

- What is innovation?
- In what ways does technology and innovation change over time?
- What types of knowledge and skills will students need to actively participate in Virginia’s communities to further growth and development?

- How can individuals use the ideals of democracy to support the growth and development of Virginia’s economy?
- How can individuals use the civic ideals and practices of democracy to promote continuous growth while honoring and respecting the diversity of the Commonwealth?

Knowledge and Learning Experiences

- Brainstorm ideas to develop a definition of innovation using examples from previous content as evidence.
- Investigate and create a chart that identifies past and contemporary ideas and products of innovation.
- Use various information sources to evaluate and rank significant technological advancements or innovations based upon their influence on Virginia’s economic, political, or social growth.

Content, Sources, and Resources for Consideration

VS.12

DRAFT

United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States with emphasis on ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1865. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation for American ideals and institutions, engage writing and communication skills that prepare the student to express their views cogently and logically, and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources. The study of history must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

The standards for United States History to 1865 develop student understanding of the United States from the Indigenous Peoples who first inhabited the North American Continent to The Civil War in 1865 with an emphasis on the diverse perspectives of the various people who have been part of the history. Students will incorporate concepts of civics, economics, and geography as they analyze how the United States developed and changed. They will analyze the people, places, and events that shaped the country as well as examine the everyday life of diverse groups of people at separate times in the country's history. Students will study documents and speeches that laid the foundation for American ideals and institutions as well as examine resources from multiple perspectives that led to change over time. Throughout the chronological study of United States History, students will understand what the region was like prior to the settlement by the British and the events that followed that led to the birth and growth of the United States.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous History and Social Science Standards of Learning to study the development of the United States, focusing on from the first contact with Indigenous Peoples of North America through the Civil War. The fundamental skills and content introduced in the Kindergarten – Virginia Standards provided a foundation of skill application and content knowledge. The skills and content are instructionally vital for deeper learning and understanding of United States History to 1865. Each standard, introduced with an **Overarching Inquiry Question**, encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students use artifacts, primary and secondary sources to summarize ideas and support with evidence, determine cause and effect, sequence events, recognize multiple perspectives, ask questions, and make connections over time and place. Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students were learning to read, they are continuing to use skills for reading to learn and will apply reading, writing, and communication skills to the current Standards. This will support their understanding of United States geography, economic choices, and the responsibilities that citizens have in the larger community.

Skills and Content

US.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~analyzing and interpreting~~ **synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand events in United States history.**

Understandings

- Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.
- An artifact is an object or tool that tells us about the people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.
- Analyzing and interpreting Synthesizing evidence from information sources includes identifying the important elements of multiple information sources in order to make inferences and generalizations, and draw conclusions.

USI.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~analyzing and interpreting geographic information to determine patterns and trends~~ contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in United States history.

Understandings

- ~~Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.~~
- ~~The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.~~
- ~~The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.~~
- Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.
- Creating includes collecting data and creating visual representations for a selected audience.
- Close examination and interpretation of various data and images are essential to making informed decisions.
- Contextualization involves
 - observing and considering all the facts, arguments, and information
 - considering what is already known
 - determining the certainty of multiple answers based upon the information presented: predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details

USI.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~interpreting graphs, and pictures to determine characteristics~~ applying geographic skills to determine and/or predict patterns and trends of people, places, or events in United States history.

Understandings

- ~~Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.~~
- ~~Close examination and interpretation of various data and images are essential to making informed decisions.~~
- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- All map projections include distortions therefore using a variety of visual tools will support a better geographic understanding of the world.
- The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.
- Geographic inquiry includes students asking real world questions to identify a problem or need in the community, collecting and visualizing data, creating and communicating findings, and taking actions based on this data to answer questions, resolve a problem or fill a need.
- The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.

<p>USI.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by using evidence to draw conclusions and make generalization <u>questioning and using critical thinking skills to construct arguments using evidence from multiple sources.</u></p>
<p>Understandings</p> <p>Developing the ability to consider the specific circumstances of a historical period is essential to understanding the past.</p> <ul style="list-style-type: none"> ● Critical examination and evaluation of historical evidence is essential to understanding the past. ● Drawing conclusions and making generalizations
<p>USI.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by comparing and contrasting historical, cultural, and political perspectives in United States history.</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of their people.
<p>USI.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by determining relationships with multiple causes or effects <u>determining cause and effect to analyze multiple connections between past and present in United States history.</u></p>
<p>Understandings</p> <ul style="list-style-type: none"> ● A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. ● People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes. ● Diversity includes a variety of perspectives, contributions, and challenges. ● Certain events in United States history have multiple causes and effects. ● Conflicts often have multiple causes and effects.
<p>USI.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by explaining connections across time and place.</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● Making connections includes understanding that people, events, and developments have brought changes to the United States. ● Everyday life in the United States today is different from everyday life long ago. ● Explaining includes justifying thinking with supporting details.
<p>USI.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by using a decision-making model to identify the costs and benefits <u>analyze and explain the incentives and consequences of a specific choice made in United States history.</u></p>
<p>Understandings</p> <ul style="list-style-type: none"> ● The decision-making process involves seeing the problem from a variety of perspectives and considering the consequences. ● A cost is what you give up when you decide to do something. ● A benefit is what satisfies a want. ● People manage their lives by making choices. They choose the alternative that seems best to them because it involves the least cost and the greatest benefit.
<p>USI.1i The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property <u>engaging and communicating as informed community members to examine the tensions between personal interests and the common good.</u></p>
<p>Understandings</p> <ul style="list-style-type: none"> ● The research process requires the use of a variety of resources to ensure validity.

- In order to avoid plagiarism, credit must be given when using another person’s idea, opinion, or theory.
- Sources should be authentic and valid.
- Responsible citizens demonstrate a respect for the rights of others, their beliefs, cultures, histories and traditions.
- Engaged citizens exercise their First Amendment rights to enact positive changes in their schools and communities

USI.1ji The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by investigating and researching to develop products orally, and in writing to demonstrate learning.

Understandings

- People communicate through oral and written language.
- Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.
- Students present, listen critically, and provide evidence to support opinions by
 - distinguishing between fact and opinion
 - comparing and contrasting viewpoints
 - validating and corroborating evidence
 - presenting a convincing argument
 - paraphrasing and summarizing what is heard
 - using language and vocabulary appropriate to audience, topic, and purpose
 - organizing a presentation
 - collecting and visualizing data

Geography of North America

USI.2 The student will apply history and social science skills ~~maps, globes, photographs, pictures, or tables~~ to

a) **locate North America in relation to the other seven continents, and five oceans, and geographic landmarks;**

b) **identify and analyze geographic features that created opportunities and challenges for the present and future inhabitants of the North American continent ~~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;~~ [Moved to Knowledge and Learning Experiences]**

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;~~ [Moved USI.2b]**

d) **recognize key geographic features on maps, diagrams, and/or photographs [Moved USI.2b Understandings]**

Overarching Inquiry

What were the geographic opportunities and barriers on the North American continent?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

USI.2a The student will apply history and social science skills ~~maps, globes, photographs, pictures, or tables~~ to locate North America in relation to the other seven continents, and five oceans, and geographic landmarks;

Understandings

- The location of the North American continent provided opportunities and challenges.
- North America is a continent located in the Northern and mostly Western Hemispheres.
- Geographers locate continents using many types of information sources to gather evidence about the

continents.

- Continents are large land masses surrounded by water.

Supporting Questions

- What geographic features might draw explorers to the North American continent?
- What types of information sources do geographers commonly use?
- How do geographers use informational sources to support their claims?
- How might a globe or map distort the perspective of the location of North America?

Knowledge and Learning Experiences

- Identify and locate the seven continents and five oceans on a map and globe to explain relative location to one another.
- Construct simple maps or globes of the earth to the location, relationship, and differences between the seven continents and five oceans to simulate a travel experience using cardinal direction, relative and absolute location.

Content, Sources, and Resources for Consideration

USI.2

USI.2b The student will apply history and social science skills to identify and analyze geographic features that created opportunities and challenges for the present and future inhabitants of the North American continent, 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; [Moved to Knowledge and Learning Experiences]

Understandings

- It is important to recognize key geographic features on maps, diagrams, and/or photographs.
- Landforms and water features set the stage for and influenced the course of events in United States history.
- North America has many distinctive characteristics that supported and challenged inhabitants.
- Bodies of water support interaction among regions, form borders, and create links to other areas.

Supporting Questions

- What are the key geographic features of North America?
- How do the key geographic features of North America affect the way people live and interact with their environment?
- What are the distinctive geographic features located in North America?
- How have distinctive land and water-related features created links, supported interactions, or created borders?

Knowledge and Learning Experiences

- Identify and examine how key geographic features might influence protection, patterns of trade, location of cities and towns, movement, and industries.
- Analyze informational text, photographs, maps, and globes to examine key geographic locations and their physical characteristics.

Content, Sources, and Resources for Consideration

USI.2

Early Cultures of North America

USI.3 The student will apply history and social science skills to understand how early cultures developed in throughout North America by

- a) **describing how archaeologists have recovered material evidence artifacts of ancient settlements including Cactus Hill in Virginia and later evidence of Indigenous Peoples;**
- b) **locating where the American Indians Indigenous Peoples lived prior to the arrival of Europeans, with emphasis on how the various geographic regions they inhabited influenced their daily lives the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois). [Moved to USI.3a and b Knowledge and Learning Experiences]**
- e) **describing how the American Indians used the resources in their environment. [Moved to USI.3b]**

Overarching Inquiry

What connects Indigenous People to their culture and environment?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

USI.3a The student will apply history and social science skills to understand how early cultures developed throughout in North America by describing how archaeologists have recovered artifacts of ancient settlements including Cactus Hill in Virginia and later evidence of Indigenous Peoples.

Understandings

- Archaeology is the interpretation of material evidence remaining from past human activity.
- Archaeological discoveries of early settlements of Indigenous Peoples have been found throughout North America made in southeastern Virginia.

Supporting Questions

- What do artifacts from the past tell us about the way people lived?
- What are the different theories regarding when and how populations first arrived in the Western Hemisphere?
- What knowledge and skills does an individual need to pursue a career in the field of archaeology or historian?

Knowledge and Learning Experiences

- Use informational text to examine how archeologists study the past to recover and analyze evidence of the past.
- Investigate to create a map of ancient North American societies that are preserved as national or state parks or sites describing location, key geographic features, and evidence (e.g. tools, ceramics, mount-building, cliff dwellings) left behind and explain the importance in preserving a history of North America (e.g. Cactus Hill in southeastern Virginia).

Content, Sources, and Resources for Consideration

USI.3

USI.3b The student will apply social science skills to understand how early cultures developed in North America by locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota),

~~Southwest (Pueblo), and Eastern Woodlands (Iroquois).~~

USI.3b The student will apply history and social science skills to understand how early cultures developed throughout ~~in~~ North America by locating where the ~~American Indians~~ Indigenous Peoples lived prior to the arrival of Europeans, with emphasis on how the various geographic regions they inhabited influenced their daily lives ~~the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).~~ [USI.3b moved to USI.3a Understandings]

Understandings

- Prior to the arrival of Europeans, ~~American Indian~~ Indigenous Peoples were dispersed across the various environments of North America.
- There is no single Indigenous Peoples culture or language; Indigenous People are both individuals and members of a tribal group.
- Geography and climate affected how the various ~~American Indian~~ Indigenous Peoples groups met their basic needs
- Specialization of products led to the emergence of trade among the various tribes, often over great distances.
- Resources influenced what the methods and production of goods and services.
- Natural, human, and capital resources available led to the emergence of trade.
- Indigenous Peoples lived in various tribes across North America prior to the arrival of Europeans and traded extensively with one another, often over great distances.
- They understood and valued the relationship between local environments and cultural traditions, and recognized that human beings are part of the environment.

Supporting Questions

- Who are some of the Indigenous tribes of North America in each of the geographic regions of North America?
- How does innovation look different depending on the context of place and time?
- How did the geographic location of an Indigenous tribe influence their way of life and influenced the products they produced?
- How can distance, language, and culture become opportunities and barriers to interactions with others?
- How can trade help remove barriers between different groups of people?
- How have Indigenous Peoples shaped and been shaped by their environments?

Knowledge and Learning Experiences

- Use prior knowledge, geographic tools such as, but not limited to, maps, GIS, and satellite photographs to compare geographic features to describe how geographic features influence the lives, culture, and migration or trade patterns of Indigenous tribes.
- Use informational text and narratives to compare and contrast where and how various Indigenous Peoples lived in all areas of North America such as, but not limited to the tribes of the Inuit, Kwakiutl, Lakota, Pueblo, Haudenosaunee, also known as Iroquois, and Cherokee.
- Use informational text, narratives, photos, and other data to describe the natural, human, and capital resources, location, environment, and interactions to create a chart of various tribes and draw conclusions regarding the interconnections with those environments.

Content, Sources, and Resources for Consideration

USI.3

~~USI.3.c student will apply social science skills to understand how early cultures developed in North America by describing how the American Indians used the resources in their environment.~~ [Moved to USI.3b]

Understandings

- ~~Geography and climate affected how the various American Indian groups met their basic needs.~~
- ~~Resources influenced what was produced and how it was produced.~~

USI.4 The student will apply history and social science skills to understand European exploration and colonization in North America and West Africa [Moved to USI.5] by

- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations; and
- b) describing cultural and economic interactions between Europeans and Indigenous Peoples that led to cooperation and conflict, with emphasis on the Indigenous People and European concept of land.
- c) ~~identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.~~ [Moved to USI.5]

Overarching Inquiry

How does exploration lead to change?

Themes

Culture - the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Servitude – a condition in which one lacks liberty, especially to determine one's course of action or way of life, that includes compulsory service or labor
- Enslavement – The forced process of positioning a person as the legal property of another and forcing them to continue forever

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

- Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

USI.4a The student will apply history and social science skills to understand European exploration and colonization in North America and West Africa [Moved to USI.5] by describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations.

Understandings

- Major European countries were in competition to extend their power into North America and claim the land as their own.

Supporting Questions

- What impact did European exploration have on the world?
- How did the competition to extend power change the landscape of North America and the Indigenous cultures that were already present?

Knowledge and Learning Experiences

- Use informational text to explore the economic and religious motivations for European exploration.
- Compare and contrast the obstacles each European nation faced during exploration.

- Examine and describe the consequences of European exploration and colonization on the Indigenous tribes of North America.
- Use information sources and map tools to annotate a world map identifying the explorers including, but not limited to Coronado, Champlain, La Salle, and Cabot and the regions of North America they explored.
- Use information sources to create a chart and describe the motivations (economic, religions, and competitive), obstacles, and accomplishments of European exploration.

Content, Sources, and Resources for Consideration

USI.4

USI.4b The student will apply history and social science skills to understand European exploration and colonization in North America and West Africa [Moved to USI.5] by describing cultural and economic interactions between Europeans and Indigenous People that led to cooperation and conflict, with emphasis on the American Indian and European concept of land.

Understandings

- The interactions between Indigenous Peoples and Europeans sometimes led to cooperation and other times resulted in conflict.
- The goal of the Exploration was to expand European empires; however, North America was already inhabited by various tribes.
- Long before their contact with Europeans, Indigenous people populated the Americas and were successful stewards and managers of the land.
- Many Indigenous Peoples cooperated with Europeans to further their own goals.

Supporting Questions

- What were the driving forces for European exploration and colonization?
- What were the outcomes from interactions between Indigenous Peoples of North America and Europeans?
- How do cultural and economic decisions of the explorers influence the environments and daily lives of the different Indigenous communities?

Knowledge and Learning Experiences

- Use informational text to identify the cultural interactions between the Spanish, French, and English with the Indigenous peoples of North America.
- Compare and contrast the differing views about land ownership held by Indigenous Peoples of North America and Europeans.
- Outline and describe the areas of cooperation and conflict between Indigenous Peoples of North America and Europeans.
- Gather relevant information from multiple print and digital sources to determine the impact of the cultural interactions between the Spanish, French, and English with the Indigenous Peoples of North America.

Content, Sources, and Resources for Consideration

USI.4

USI.5 The student will apply history and social science skills to understand West Africa by

- identifying the location and describing the characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;**
- describing arrival of the first Africans to British North America; and**
- examining the Transatlantic Slave Trade and its economic impact on the Western hemisphere.**

Overarching Inquiry

What happens when cultures collide?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race
- Servitude – a condition in which one lacks liberty, especially to determine one's course of action or way of life, that includes compulsory service or labor
- Enslavement – The forced process of positioning a person as the legal property of another and forcing them to continue forever.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

- Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

USI.5a The student will apply history and social science skills to understand West Africa by identifying the location and describing the characteristics of West African societies of Ghana, Mali, and Songhai before European exploration.

Understandings

- Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. (C.E.).
- African resources people and African goods were among the world resources that drew European interest.
- European trade with Africa eventually led to the forced migration and enslavement of Africans in North America.

Supporting Questions

- Where were the ancient societies of Ghana, Mali, and Songhai located on the continent of Africa?
- How did Ghana, Mali, Songhai become powerful between 300 and 1600 C.E.?
- How were the European and West African societies, resources, and Asian markets interconnected?

Knowledge and Learning Experiences

- Use informational text to examine how Ghana, Mali, Songhai became powerful between 300 and 1600 C.E.
- Examine the impact of relationships between ideas, people, and events and evaluate the impact that trade had on the kingdoms of Mali, Ghana, and Songhai
- Investigate and describe the impact Ghana, Mali, and Songhai had on the new colonies.
- Gather information and data to investigate and describe the connection between nations in Europe, Africa, and Asia to satisfy their resource needs.

Content, Sources, and Resources for Consideration

USI.5

USI.5b The student will apply history and social science skills to understand West Africa by describing arrival of the first Africans to British North America.

Understandings

- The first Africans, brought against their will to British North America, arrived in August 1619 on the Portuguese privateer ship the *White Lion*.

- The first Africans of British North America lived in the Ndongo Kingdom in Angola in West Central Africa located in the highlands east of Luanda, Angola and about 150 miles from the Atlantic Ocean.
- The Ndongo people engaged in trade or were skilled artisans, laborers, or lived in farming communities that grew crops and raised cattle and other livestock.
- In late August 1619, the *White Lion* arrived at Point Comfort (presently, Hampton, VA) and sold “20 and odd” Africans in return for food and supplies.
- By the March 1620, Virginia Colony’s first census recorded 32 Africans in colony.

Supporting Questions

- Where did the Africans brought to the Virginia Colony come from?
- What skills and knowledge did Africans bring to the colony?
- What is the significance of Point Comfort at Fort Monroe?

Knowledge and Learning Experiences

- Use information sources and other text to investigate and describe the societies and culture, interactions and trade of the Ndongo Kingdom with in the region of Central West Africa.
- Use information sources and other text to examine the environment, knowledge and skills used in everyday life of the people of the Ndongo Kingdom.
- Investigate and describe the interactions between the Portuguese and various kingdoms along the West African coast.
- Use information text to investigate and describe the journey and arrival of the first Africans to British North America.
- Use information text to describe the significance of Point Comfort at Fort Monroe

Content, Sources, and Resources for Consideration

USI.4

USI.5c The student will apply history and social science skills to understand West Africa by examining the Transatlantic Slave Trade and its economic impact on the Western hemisphere.

Understandings:

- A large percentage of enslaved Africans were taken to the Caribbean and South America.
- The majority of enslaved Africans brought to British North America arrived between 1720 and 1780.
- Congress outlawed the African slave trade in 1808, the domestic slave trade flourished, and drastically increased over the next 50 years.

Supporting Questions

- What role did the Caribbean play in the increase of enslaved labor?
- How did the domestic slave trade flourish despite the 1808 law that banned these practices?
- How did the economy of the British colonies and eventually the United States change and develop after the arrival of the first Africans to the Americas?

Knowledge and Learning Experiences

- Use information sources and map tools to construct a map or chart that describes the locations of the final destination of Africans captured and forcibly taken in British North America (and the Caribbean) and South America.
- Investigate various information sources and data to construct a chart or graph describing the factors that supported economic growth in the colonies and the new nation during the 17th or 18th centuries.

Content, Sources, and Resources for Consideration

USI.5

Colonial America and the American Revolution

~~USI.5 The student will apply social science skills to understand the factors that shaped colonial America by~~

- ~~a) describing the religious and economic factors events and conditions that led to the British colonization of America. [Moved to USI.6]~~
- ~~b) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies. [Moved to USI.6]~~
- ~~c) describing of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; [Moved to USI.6]~~
- ~~d) explaining the political and economic relationships between the colonies and Great Britain. [Moved to USI.6]~~

USI.6 The student will apply history and social science skills to understand the social, political, economic, and geographic factors that shaped colonial America by

- a) describing the New England, the Mid-Atlantic, and the Southern colonies;**
- b) comparing life from the perspectives of various groups including, but not limited to large landowners, farmers, artisans, merchants, women, indentured servants, and enslaved and free Blacks;**
- c) describing the specialization and interdependence of the regions on one another; and**
- d) explaining the changing political and economic relationships between the colonies and Great Britain.**

Overarching Inquiry

Did colonial America create opportunities for all?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Colonization – the practice of domination through the conquest of one people by another.
- Servitude – a condition in which one lacks liberty, especially to determine one's course of action or way of life, that includes compulsory service or labor
- Enslavement – The forced process of positioning a person as the legal property of another and forcing them to continue forever

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

USI.6a The student will apply history and social science skills to understand the social, political, economic, and geographic factors that shaped colonial America by describing the New England, the Mid-Atlantic, and the Southern colonies.

Understandings

- Colonies in North America were established for religious and economic reasons.

- Geographic features influenced life in the colonies.

Supporting Questions

- What European nations established colonies on the North American continent?
- How did the geographic location of each region affect the economic growth, trade, and influence of the colonies?
- What role did religion play in the daily life of the colonies?
- What was the social and political structure of each region colonies?
- What factors influenced the relationship between the colonies and Great Britain?

Knowledge and Learning Experiences

- Use information text to construct a map or chart that describes the colonies established in the New England, the Mid-Atlantic, and the Southern colonies, identifying the geographic features, and the impact the features had on economic growth and trade of the region including, but not limited to Roanoke Island, Jamestown, Plymouth Colony, Massachusetts Bay Colony, Pennsylvania, and Georgia.
- Explain how the geography of each colonial region influenced the economy, and the social and political structures of each region.
- Use various information sources to create a chart or graphic organizer describing the economic, social, and political similarities and differences between each colonial region.

Content, Sources, and Resources for Consideration

USI.6

USI.6b The student will apply history and social science skills to understand the social, political, economic, and geographic factors that shaped colonial America by comparing life in America from the perspectives of various groups including, but not limited to large landowners, farmers, artisans, merchants, women, indentured servants, and enslaved and free Blacks.

Understandings

- The colonies consisted of different groups of people whose lives varied greatly depending on their social position.

Supporting Questions

- Who were the different groups of people living in the colonial regions?
- How did the various groups of people living in the colonial regions contribute to the growth and development of Colonial America?
- How did social groups within the colonies differ and interact with one another?

Knowledge and Learning Experiences

- Use information sources and collect data to identify and describe the various groups of people living in the New England, Mid-Atlantic, and Southern colonies.
- Identify the geographic features and resources available to explain how the environment determined how different groups lived and worked.
- Use information sources, narratives, and biographies to investigate and explain how each group help shape the different regions.

Content, Sources, and Resources for Consideration

USI.4

USI.6c The student will apply history and social science skills to understand the social, political, economic, and geographic factors that shaped colonial America by comparing and contrasting the specialization and interdependence of the regions on one another.

Understandings

- Economic specialization and interdependence existed among the colonies in the production of goods and services.
- Specialization increases productivity. It also requires trade and increases interdependence.

Supporting Questions

- What natural resources were available in each colonial region to develop a specialized industry or product?
- How did the business and industries of Colonial America demonstrate examples of specialization and interdependence?
- What are the benefits and consequences of specialization and interdependence?

Knowledge and Learning Experiences

- Use informational sources to develop a definition and provide examples of specialization and interdependence.
- Use informational sources and map tools to construct a map or an infographic describing the natural resources, crops, and products found in each region.
- Explain how the geography features impacted how each region specialized in certain industries and produced specific products.
- Use informational sources and narrative text to describe how the colonies within each region traded with one another.
- Describe how the specialization and interdependence of goods and services were influenced by the geography of each region.

Content, Sources, and Resources for Consideration

USI.6

USI.6d The student will apply history and social science skills to understand the social, political, economic, and geographic factors that shaped colonial America by explaining the changing political and economic relationships between the colonies and Great Britain.

Understandings

- Great Britain established colonies in North America for economic benefits.
- After the French and Indian War, British political and economic control over the colonies increased

Supporting Questions

- How did Great Britain benefit from the colonies?
- How did the French and Indian War influence the relationship between Great Britain and the colonies?

Knowledge and Learning Experiences

- Use informational text to describe the changing economic and political relationship between Great Britain and the colonies
- Describe the main reasons and outcomes of the French and Indian War
- Compare and contrast the economic and political relationship between Great Britain and the colonies before and after the French and Indian War

Content, Sources, and Resources for Consideration

USI.6

USI.6a7 The student will apply social science skills to understand the causes and results of the American Revolution by

- a) explaining the issues of dissatisfaction that led to the American Revolution;
- b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
- c) ~~describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette~~[Moved to Knowledge and Learning Experiences]; describing how key events and key individuals influenced the course of the American Revolution; and
- d) explaining reasons why the colonies were able to defeat Great Britain

Overarching Inquiry

Was the Revolutionary War necessary or avoidable?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

USI.6a7a The student will apply history and social science skills to understand the causes and results of the American Revolution by explaining the issues of dissatisfaction that led to the American Revolution.

Understandings

- As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious.
- Some colonists chose to remain loyal to Great Britain.

Supporting Questions

- How did the restrictions placed on the colonists after the French and Indian War lead to dissent?
- How did economic factors lead to colonial dissatisfaction and ultimately the American Revolution?
- What were the motivations behind those who chose to remain loyal to Great Britain?
- Why did Great Britain want to remain in control of the colonies?
- How did the colonies protest the actions taken by Great Britain?

Knowledge and Learning Experiences

- Use informational text to identify the reasons Great Britain wanted to remain in control of the colonies.
- Identify and analyze how the cause and effect relationships between the colonies and Great Britain eventually led to war.
- Describe the role of taxation and identify the types of taxes imposed upon the colonies.
- Compare the lack of colonial representation in Parliament to current similar concerns of representation in today's government.
- Use a decision making model to evaluate whether or not it was economically sound for the colonies to break away from Great Britain.

Content, Sources, and Resources for Consideration

USI.7a

USI.6b7b The student will apply history and social science skills to understand the causes and results of the American Revolution by describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.

Understandings

- New political ideas led to a desire for independence and a democratic government in the American colonies.
- The Declaration of Independence proclaimed independence from Great Britain.
- The Declaration of Independence stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.
- The rights expressed in the Declaration of Independence only applied to white male property owners at the time it was written men.

Supporting Questions

- What are "certain unalienable rights"?
- What political ideas shaped the Declaration of Independence?
- How did the Declaration of Independence increase the colonist's desire for freedom from British control?

Knowledge and Learning Experiences

- Use information sources and the Declaration of Independence to identify its key philosophies
- Summarize the relationship between the government and the people as outlined by the Declaration of Independence
- Use excerpts from other historical documents of the time to examine the impact of their political ideas on the Declaration of Independence.
- Examine the social, political, and economic factors that influenced the writing of the Declaration of Independence.

Content, Sources, and Resources for Consideration

USI.7

USI.6c7c The student will apply history and social science skills to understand the causes and results of the American Revolution by describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette. [Moved to Knowledge and Learning Experiences]; **describing how key events and key individuals influenced the course of the American Revolution.**

Understandings

- Many individuals played important roles in shaping events of the American Revolution.

Supporting Questions

- How did actions of key individuals support or hinder the colonists' quest for independence?
- What were the events led to the beginning of the American Revolution?
- How did the conflicts leading up to the Boston Massacre create tensions between colonists and British soldiers?
- Why is the Boston Tea Party a significant event leading up to the American Revolution?
- What was the First Continental Congress and why was it necessary?
- How did actions taken by Paul Revere and French support change the course of the American Revolution?
- How did the major causes and events of the American Revolution lead to a colonial victory?

Knowledge and Learning Experiences

- Use a variety of information sources to examine and describe key individuals, including but not limited to King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette and their role during the American Revolution.
- Identify specific text or quotes that illustrate the role of key individuals leading up to and during the American Revolution including but not limited to Crispus Attucks, John Adams, Thomas Paine, and James Armistead Lafayette.
- Use biographies, narratives, and excerpts from poetry written by Phillis Wheatley to describe her impact on pre-19th century America, her advocacy and support of colonial victory.
- Sequence the major events of the American Revolution, and describe how the events supported an eventual surrender of Lord Cornwallis and Great Britain.
- Compare the success of the American Revolutionary from various perspectives; including but not limited to women, Indigenous People, and enslaved and free Blacks.

Content, Sources, and Resources for Consideration

USI.7

USI.6d The student will apply history and social science skills to understand the causes and results of the American Revolution by explaining reasons why the colonies were able to defeat Great Britain.

Understandings

- The colonists had many advantages There were many factors that contributed to an American victory in the Revolutionary War.

Supporting Questions

- What advantages did the colonists and Great Britain have during the American Revolution?
- What challenges did the colonists and Great Britain face during the American Revolution?

Knowledge and Learning Experiences

- Use information sources to create a chart to compare the advantages and challenges that the colonists and Great Britain had during the war.
- Summarize how the role of key individuals, the advantages of the colonist and the challenges the British faced led to colonial victory.
- Use information sources to draw conclusions on why the colonists were able to defeat Great Britain in the Revolutionary War.

Content, Sources, and Resources for Consideration

USI.7

A New Nation and Its Expansion

USI.78 The student will apply history and social science skills to understand the challenges faced by the new nation by

- a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;
- b) describing the historical development of the Constitution of the United States;
- c) ~~describing the major accomplishments of the first five presidents of the United States.~~ describing how the early government grew.

Overarching Inquiry

What is necessary to create a successful government?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

- Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

USI.78a The student will apply history and social science skills to understand the challenges faced by the new nation by explaining the weaknesses and outcomes of the government established by the Articles of Confederation;

Understandings

- The Articles of Confederation was a weak constitution written during the American Revolution to establish the powers of the new national government
- The Articles of Confederation were not successful at addressing problems of and unifying the new country.

Supporting Questions

- What were the Articles of Confederation and what was their purpose?
- How did the Articles of Confederation reflect their past experiences with Great Britain?
- Why did the newly formed nation fear a strong national government?

Knowledge and Learning Experiences

- Use various information sources and narratives to investigate and explain the development of the Articles of Confederation.
- Use previous knowledge and understanding to identify and explain the economic and political factors that contributed to the plan of government outlined in the Articles of Confederation.
- Describe the relationship between Shays' Rebellion and the Northwest Ordinance and the Articles of Confederation.
- Draw conclusions about how Shays' Rebellion and the Northwest Ordinance exposed the challenges of the Articles of Confederation.

Content, Sources, and Resources for Consideration

USI.8

USI.78b The student will apply history and social science skills to understand the challenges faced by the new nation by describing the historical development of the Constitution of the United States.

Understandings

- The development of the Constitution of the United States was derived from the need for a stronger government and was significant to the foundation of the American republic.
- The Constitution of the United States established a federal system of government based on power being shared between the national and state governments.
- The Bill of Rights and additional amendments allow the Constitution to be a "living document".
- In 2005, the federal government designated September 17th as a holiday, Constitution Day, also known as Citizenship Day that recognizes the adoption of the United States Constitution and those who have become U.S. citizens.

Supporting Questions

- How did the structure of the new government differ from the government under the Articles of Confederation?
- What major debates took place during the Constitutional Convention?
- What documents influenced the development of the Constitution?
- Why was the concept of shared power between national and state governments important to the Constitution of the United States?
- How did the inclusion of the Bill of Rights affect the ratification of the Constitution of the United States?
- How did the Bill of Rights allow the Constitution to be a "living document"?
- Why is it important to celebrate the Constitution of the United States and citizenship?

Knowledge and Learning Experiences

- Describe the relationship between James Madison and the development of the new constitution.
- Use information sources and the Constitution of the United States to describe the influence and general

principles taken from the Virginia Statute of Religious Freedom, the charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, and the Virginia Declaration of Rights.

- Describe the debates between states and explain how they led to the Great Compromise and the Three-fifths Compromise.
- Draw conclusions and explain how the amendment process allows the Constitution to be a “living document”.
- Examine the Constitution of the United States and Bill of Rights to find examples in various information sources of the Constitution’s purpose.

Content, Sources, and Resources for Consideration

USI.8

USI.78c The student will apply history and social science skills to understand the challenges faced by the new nation by describing the major accomplishments of the first five presidents of the United States [Moved to Supporting Questions and Knowledge and Learning Experiences] describing how the early government strengthened its power and expanded.

Understandings

- Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power.
- The United States government strengthened its power while also facing challenges during the early years of the new nation.

Supporting Questions

- How was the Constitution challenged during the early years of the United States government?
- How did the Constitution define George Washington’s role in the new government?
- How did John Marshall strengthen the role of the judicial branch?
- How did the War of 1812 and the Monroe Doctrine change the relationship between the United States and Great Britain?

Knowledge and Learning Experiences

- Use information sources and previous knowledge to draw conclusions on how events can influence how individuals and courts interpret the Constitution of the United States.
- Determine the impact of the Whiskey Rebellion, John Marshall’s court, and establishment of the federal court system on the Constitution of the United States.
- Use maps, data, and other information sources to investigate the compromise in the location of the nation’s capital.
- Investigate the rationale for the location of the nation’s capital and the contributions of Benjamin Banneker
- Explain the events surrounding the evolution of the two party system.
- Summarize the impact of the War of 1812 and the Monroe Doctrine on the United States’ relationship with Great Britain.

Content, Sources, and Resources for Consideration

USI.8

USI.89 The student will apply history and social science skills to understand westward expansion and reform in America from 1801 to 1861 by
a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
b) explaining how geographic and economic factors influenced westward expansion the westward movement of settlers;

- c) ~~explaining the impact of westward expansion on American Indians-Indigenous tribes;~~
- d) ~~describing~~ explaining the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, [Moved to Knowledge and Learning Experiences] technological advancements and innovations on changing life in America;
- e) ~~explaining the main ideas of~~ how expansion led to increased momentum for the abolitionist and women's suffrage reform movements.

Overarching Inquiry

How was expansion an opportunity for growth for the new nation and devastating loss for many?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

- Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Science and Technology– the study of Science and technology and the major influence on social and cultural change, and on the ways people interact with the world.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

USI.89a The student will apply history and social science skills to understand westward expansion and reform in America from 1801 to 1861 by 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.

Understandings

- Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement.
- This expansion led to increased resources and land to be used for a variety of purposes.
- Once gold was discovered in California, people traveled from everywhere to port cities, hoping to stake a claim and strike it rich.

Supporting Questions

- What was the Louisiana Purchase?
- How did Jefferson's acquisition of the Louisiana territory strengthen the power of the Office of the President?

- What did Lewis and Clark learn on their expedition?
- What role did Sacajawea and York have during Lewis and Clark's expedition of the new territory?
- What are the motivations for population shifts in the United States between 1801 and 1861?

Knowledge and Learning Experiences

- Use information sources and mapping tools to identify and describe the new territories added and the benefits gained by the United States after 1801.
- Analyze and describe the events surrounding the Louisiana Purchase.
- Investigate how Sacajawea and York ensured the success of Lewis and Clark's expedition of the territory.
- Use evidence to draw conclusions about the reasons for and consequences of territorial expansion.
- Predict the impact acquisition of new territory will have on the Indigenous tribes between the Mississippi River and the Pacific Ocean.
- Examine various sources and population data (1801 and 1861) to discuss changes in demographics with the arrival of immigrants to the United States, including but not limited to the arrival of Chinese after the discovery of gold in California and Irish arrival in northeast port cities due to the potato famine.

Content, Sources, and Resources for Consideration

USI.9

USI.89b The student will apply history and social science skills to understand the challenges faced by the new nation by explaining how geographic and economic factors influenced westward expansion ~~the westward movement of settlers~~;

Understandings

- ~~Westward migration was influenced by geography and economic opportunity.~~[Reworded]
- The geography and economic opportunities of the new nation influenced Westward migration.

Supporting Questions

- What were the push and pull factors of westward migration?
- How did various modes of transportation facilitate the movement of people and goods west?
- How was the idea of Manifest Destiny a motivation for expansion?

Knowledge and Learning Experiences

- Use information sources such as charts and graphs to identify the factors of growth (geographic and economic) in Eastern states and describe how that encouraged expansion.
- Identify and describe the various types of transportation that evolved and was used during the early part of the 19th century.
- Explain the social and economic opportunities associated with westward migration for the new nation.

Content, Sources, and Resources for Consideration

USI.9

USI.89c The student will apply history and social science skills to understand the challenges faced by the new nation by explaining the impact of westward expansion on American Indians ~~Indigenous Tribes~~.

Understandings

- United States expansion led to clashes with the Indigenous tribes who lived in territories sought by Americans for economic gain
- The United States government took land away from the Indigenous peoples they encountered during westward expansion, often violating treaties with various Indigenous tribes.

Supporting Questions

- What was the American Indian Removal Act?
- Who were the Indigenous Peoples of the southeastern region of the United States and why did the federal government remove them from their land?
- How did legislation and federal action legalize the "Trail of Tears"?

Knowledge and Learning Experiences

- Use information sources and excerpts to examine and explain how the American Indian Removal Act affected by Indigenous Tribes.
- Describe the significance of *Cherokee Nation v Georgia* (1831) and its connection to the Indian Removal Act.
- Explain the significance of the United States government's role in the relocation of Indigenous People and the "Trail of Tears."

Content, Sources, and Resources for Consideration

USI.9

USI.89d The student will apply history and social science skills to understand the challenges faced by the new nation by describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on changing life in America [Moved to Knowledge and Learning Experiences]; explaining the impact of technological advancements and innovations;

Understandings

- Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South.
- The creations of inventors during the period of expansion helped transform American life.
- Transportation advancements allowed for improved methods for expanding.
- New technologies had both positive outcomes and negative consequences.

Supporting Questions

- What makes an idea or product innovative?
- How did Eli Whitney's patent for the cotton gin affect slave labor?
- How did the American farmer benefit from the work of Jo Anderson and Cyrus McCormick?
- What advantages did the steamboat and steam locomotive provide for the American farmer and markets?
- How did new technologies have both positive and negative consequences on American life during expansion?

Knowledge and Learning Experiences

- Use information sources to investigate find examples to distinguish between inventors and entrepreneurs.
- Identify and explain how the work and actions of inventors and entrepreneurs helped American farmers and markets during the first half of the 19th century.
- Identify the innovative inventors and entrepreneurs during the early 19th century and explain how new technologies such as the cotton gin, reaper, steamboat, steam locomotive, and telegraph changed American life.
- Use information sources to draw conclusions about the positive outcomes and negative consequences of the new technologies developed during the first half of the 19th century.

Content, Sources, and Resources for Consideration

USI.9

USI.89e The student will apply history and social science skills to understand the challenges faced by the new nation by explaining the main ideas of the abolitionist and women's suffrage movements. [Reworded] explaining how expansion led to increased momentum of the abolitionists' and women's suffrage movements.

Understandings

- The abolitionists worked to end slavery.
- The beginning of the women's suffrage movement included both white and African American women known as suffragists. Not all white suffragists were in agreement that women of color should be extended the right to vote.
- Westward expansion led to the expansion of slavery into new areas of the country.
- This expansion led to stronger opposition by abolitionists.
- Women's suffrage had their first victories in the west.
- During the push for freedom and the vote, there were disagreements within both movements about the extension of the right to vote to women of color.

Supporting Questions

- What makes a reform movement successful?
- How did westward expansion also extend the institution of slavery?
- Why did women's suffrage occur first in the West?
- What are the similarities between the abolitionists and suffragists?
- How were reform movements like suffrage and abolition reactions to westward expansion?
- Who were the key leaders of the Abolitionist and Suffragists Movements?

Knowledge and Learning Experiences

- Use information sources to examine and summarize the goals of the Abolitionist and Suffragists Movements.
- Describe the role William Lloyd Garrison's the *Liberator* and Frederick Douglass *North Star* on the Abolitionist Movement.
- Examine information sources and biographies of Harriet Tubman to describe her role in both the Abolitionist and Suffragists Movements.
- Examine the *Declaration of Sentiments* and determine the connections between the goals of the movement
- Use excerpts from the *Declaration of Independence* and *the Declaration of Sentiments* to explain how the goals of the Suffrage Movement are similar to the colonial quest for independence.
- Use information sources, narratives and biographies to compare the actions, agency, and advocacy of women including, but not limited to Susan B. Anthony, Isabella (Sojourner) Truth, and Elizabeth Cady Stanton to that of the colonial leaders prior to the American Revolution.
- Describe how the goals and ideas of the Abolitionist and Suffragists Movements connect to contemporary reform movements.

Content, Sources, and Resources for Consideration

USI.9

The Civil War

USI.910 The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War by

- a) describing how slavery impacted the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the geographical expansion of the United States amplified the division of the country over the issue of slavery. ~~explaining how the issues of states' rights and slavery increased sectional tensions;~~ [Moved to Knowledge and Learning Experiences]
- c) Explaining the catalyst for secession and the factors that led individual states to remain in the Union or join the Confederacy ~~locating on a map the states that seceded from the Union and those that remained in the Union;~~ [Moved to Knowledge and Learning Experiences]

- d) ~~describing the roles of how individuals influenced the course of the Civil War including but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;~~ [Moved to Knowledge and Learning Experiences]
- e) ~~describing critical developments in the war, including strategic and geographic influences. including the location of major battles;~~ [Moved to Knowledge and Learning Experiences]
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Overarching Inquiry

How can disagreements lead to compromise or conflict?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

- Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race
- Enslavement – The forced process of positioning a person as the legal property of another and forcing them to continue forever

USI.910a The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War by describing how slavery impacted the cultural, economic, and constitutional issues that divided the nation.

Understandings

- Political, social, and economic differences divided the nation in the years prior to the Civil War.
- As the country expanded, regional differences began to create tension in the country.

Supporting Questions

- What were the political, social, and economic regional differences that divided the nation in the years prior to the Civil War?
- How did the expansion of slavery create a division between the regions?
- How did these regional differences lead to the Civil War?

Knowledge and Learning Experiences

- Use information sources and narratives to identify the cultural, economic, constitutional, and political issues that divided the nation and describe how they led to the Civil War.
- Summarize the Three-Fifths Compromise and connect it to the significance of representation during the Civil War.
- Describe the perspectives of the major political parties between 1820 and 1860.
- Use information sources to collect data illustrating the expansion and growth of the institution of slavery
- Compare and contrast how Northern and Southern leaders interpreted the Constitution of the United States regarding the institution of slavery and states' rights

Content, Sources, and Resources for Consideration

USI.10

USI.910b The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War explaining how the geographical expansion of the United States amplified the division of the country over the issue of slavery. ~~explaining how the issues of states' rights and slavery increased sectional tensions;~~ [Moved to Knowledge and Learning Experiences]

Understandings

- ~~The South feared that the North would take control of Congress, and Southerners began to proclaim states' rights as a means of self-protection. [Moved to Knowledge and Learning Experiences].~~
- ~~The North believed that the nation was a union that could not be divided. [Moved to Knowledge and Learning Experiences]~~
- ~~While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. [Moved to Knowledge and Learning Experiences]~~
- The admission of new states to the Union increased tensions on the expansion of slavery.

Supporting Questions

- What were the political compromises made leading up to the Civil War?
- Why did the admission of new states increase tensions regarding the expansion of slavery?
- What is "popular sovereignty" and how did it relate to the expansion of slavery?

Knowledge and Learning Experiences

- Use information sources, and excerpts from Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act, and map tools to construct and annotate a map that identifies and explains the locations and areas of conflict and compromise Congress.
- Summarize the major ideas of the Missouri Compromise, the Compromise of 1850 and the Kansas-Nebraska Act and determine how they contributed to the issue dividing the nation.
- Describe how popular sovereignty related to the expansion of slavery.

Content, Sources, and Resources for Consideration

USI.10

USI.910c The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War by locating on a map the states that seceded from the Union and those that remained in the Union; [Moved to Knowledge and Learning Experiences] explaining the catalyst for secession and the factors that led individual states to remain in the Union or join the Confederacy.

Understandings

- After numerous attempts at compromise, the election of Lincoln led Southern states to secede.
- Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union.

Supporting Questions

- What were the events that led to secession?
- What were the similarities and differences between the Confederate States of America, border states, and free states?

Knowledge and Learning Experiences

- Use information sources and excerpts from Southern secession documents to explain why states seceded from the United States.
- Create map to differentiate between the Confederate States of America, border states, and free states that did not allow slavery and use previous knowledge of geographic and economic factors contributing to growth and development of Colonial America to predict the advantages and challenges of both sides leading into war.
- Use information sources and excerpts from various speeches from President Lincoln to substantiate the secession of the Southern states.
- Use information sources to compare and contrast the differing perspectives regarding a state's secession from the United States of America.

Content, Sources, and Resources for Consideration

USI.10

USI.910d The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War by describing the roles of how individuals influenced the course of the Civil War. including but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war. [Moved to Knowledge and Learning Experiences]

Understandings

- Many individuals played important roles in shaping events of the Civil War.
- Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict. [Moved to Knowledge and Learning Experiences]

Supporting Questions

- How did President Lincoln's goals for the war differ from those of the Confederate President Jefferson Davis?
- How did Ulysses S. Grant, Robert E. Lee, and other military leaders influence the course of the Civil War?
- How did the contributions of various women and men influence the course of the Civil War?

Knowledge and Learning Experiences

- Use information sources and biographies to examine and summarize the goals, strategies and actions of the political and military leaders during the course of the Civil War.
- Use information sources, narratives, and biographies to select significant quotes, passages, or identifiers that represent the actions taken, contributions of, and perspective of various individuals who shaped the course of the Civil War including but not limited to Frederick Douglass, Clara Barton, Dorothea Dix, Harriet Tubman, Elizabeth Van Lew, Mary Bowser, Robert Smalls and Thomas “Stonewall” Jackson.

Content, Sources, and Resources for Consideration

USI.10

USI.910e The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War by describing critical developments in the war, including strategic economic and geographic influences, including the location of major battles. [Moved to Knowledge and Learning Experiences]

Understandings

- The United States and the Confederacy had different advantages and disadvantages at the beginning of the war.
- Both sides developed strategies in an effort to gain control of important geographic features and secure victories.
- Location and topography were critical elements influencing important developments in the Civil War, including major battles. [Moved to Knowledge and Learning Experiences]

Supporting Questions

- What was the impact of the firing on Fort Sumter, South Carolina?
- How did strategies determine the key battles of the war?
- What were the key economic and geographic reasons for the Union victory?
- What was the intent of the Emancipation Proclamation and how was it used as a political strategy after the Battle of Antietam?

Knowledge and Learning Experiences

- Compare the United States and Confederate strengths and weaknesses at the beginning of the war to draw a conclusion about the outcomes of the war.
- Use information sources to map, sequence, and describe the major battles and events including but not limited to the events at Fort Sumter, South Carolina, the “Anaconda Plan”, the First Battle of Bull Run, the Emancipation Proclamation, Battles of Vicksburg and Gettysburg, and Appomattox Court House.
- Connect and explain the importance of controlling various geographic areas during the Civil War, such as Washington, D.C. and Fort Monroe.
- Use the Emancipation Proclamation and other information sources to identify President Lincoln’s intent in issuing the statement.
- Use evidence to draw conclusions about the success of the Union and Confederate strategies in securing victory.

Content, Sources, and Resources for Consideration

USI.10

USI.910f The student will apply history and social science skills to understand the causes, major events, and effects of the Civil War by describing the effects of war from the perspectives of Union and Confederate soldiers ~~(including African American soldiers)~~, women, and enslaved African Americans.

Understandings

- Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure. [Moved to Knowledge and Learning Experiences]
- Life on the home front was impacted due to ruined crops, limited supplies and destroyed infrastructure
- The Civil War affected some parts of the country more than others.
- Even in the midst of a war about slavery, African-Americans faced discrimination on both sides of the conflict.

Supporting Questions

- What were the general effects of the war on local communities, farms, resources, and industries?
- How did the Civil War affect families and communities in the North and the South?
- What is total warfare and how did its use overwhelm communities during the Civil War?
- Why did women take on different roles during the Civil War?
- How did the United States and Confederate armies treat during enslaved and free Blacks?

Knowledge and Learning Experiences

- Use information sources to describe the effects of the Civil War on individuals, families, and communities during

the Civil War.

- Use a variety of information sources and excerpts from biographies to understand and describe the actions taken and perspective that many women had during the Civil War.
- Outline the similarities and differences that shaped the experiences of soldiers in the United States and Confederate military.
- Describe the devastation of the Civil War on the Southern way of life
- Use information sources to draw conclusions on the impact of the war on the enslaved.

Content, Sources, and Resources for Consideration

USI.10

DRAFT

United States History: 1865 to the Present

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

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

The standards for United States History to 1865 develop student understanding of the United States from the Indigenous Peoples who first inhabited the North American Continent to The Civil War in 1865 with an emphasis on the diverse perspectives of the various people who have been part of the history. Students will incorporate concepts of civics, economics, and geography as they analyze how the United States developed and changed. They will analyze the people, places, and events that shaped the country as well as examine the everyday life of diverse groups of people at separate times in the country's history. Students will study documents and speeches that laid the foundation for American ideals and institutions as well as examine resources from multiple perspectives that led to change over time. Throughout the chronological study of United States History, students will understand what the region was like prior to the settlement by the British and the events that followed that led to the birth and growth of the United States.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and skills from previous History and Social Science Standards of Learning to study the development of the United States, focusing on the development of contemporary America and the resiliency of the diverse people who are part of America's story. The fundamental skills and content introduced in the Kindergarten – Virginia Standards provided a foundation of skill application and content knowledge. The skills and content are instructionally vital for deeper learning and understanding of United States History: 1865 to the Present. Each standard, introduced with an **Overarching Inquiry Question**, encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students use artifacts, primary and secondary sources to summarize ideas and support with evidence, determine cause and effect, sequence events, recognize multiple perspectives, ask questions, and make connections over time and place. Workplace Readiness Skills of **RESPECT FOR DIVERSITY** by valuing individual differences and working collaboratively with people of diverse backgrounds, viewpoints, and experiences and **TEAMWORK** by learning to share the responsibility for collaborative work and respects the thoughts, opinions, and contributions of other students. Building upon those skills, students will have opportunities to continue to develop skills of **INITIATIVE AND SELF-DIRECTION** to look independently for ways to accomplish tasks. As students were learning to read, they are continuing to use skills for reading to learn and will apply reading, writing, and communication skills to the current Standards. This will support their understanding of United States geography, economic choices, and the responsibilities that citizens have in the larger community.

Skills and Content

USII.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~analyzing and interpreting~~ **synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams** to understand events in United States history.

Understandings

- Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.
- An artifact is an object or tool that tells us about the people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.
- Multiple perspectives, voices and viewpoints should be considered when analyzing a historic event.
- Analyzing and interpreting Synthesizing evidence from information sources includes identifying the important elements of multiple information sources in order to make inferences and generalizations, and draw conclusions.

USII.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~analyzing and interpreting geographic information to determine patterns and trends~~ contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in United States history.

Understandings

- ~~Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.~~
- ~~The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.~~
- ~~The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.~~
- ~~Geographic themes include~~
- Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.
- Close examination and interpretation of various data and images are essential to making informed decisions.
- Contextualization involves:
 - differentiating between the present and the past through examination and evaluation of historical evidence
 - placing historical concepts within the broader regional, national, or global context to draw conclusions about their overall importance
 - observing and considering all the facts, arguments, and information
 - considering what is already known
 - determining the certainty of multiple answers based upon the information presented
 - predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details.

USII.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~interpreting graphs, and pictures to determine characteristics~~ applying geographic skills to determine and predict patterns and trends of people, places, or events in United States history.

Understandings

- ~~Interpreting involves using information found in charts, graphs, and pictures to develop an understanding of people, places, or events and draw conclusions.~~
- ~~Close examination and interpretation of various data and images are essential to making informed decisions.~~
- ~~Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.~~
- The knowledge of geography and the application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment in order to solve problems.
- The physical geography of a location had a direct impact on the lives of people in the United States and how they adapted to their environment.

- Geographic inquiry includes students asking real world questions to identify a problem or need in their communities, collecting and visualizing data, creating and communicating their findings, and taking actions based on this data to answer questions, or resolve a problem or need.

USII.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by ~~using evidence to draw conclusions and make generalization~~ questioning and using critical thinking skills to construct arguments using evidence from multiple sources.

Understandings

- Critical examination and evaluation of historical evidence is essential to understanding the past.
- Drawing conclusions and making generalizations involves
 - observing and considering all the facts, arguments, and information
 - considering what is already known
 - determining the certainty of multiple answers based upon the information presented
 - predicting and adjusting predictions, questioning, restating main ideas, and summarizing supporting details.

USII.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by comparing and contrasting historical, cultural, and political perspectives in United States history.

Understandings

- Examining the historical, cultural, and political perspectives of countries reveals the ideals, beliefs, values, and institutions of its people.
- Being able to compare and contrast helps us to understand important similarities and differences between people, places, events, and times in United States history.

USII.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by ~~determining relationships with multiple causes or effects~~ determining cause and effect to analyze multiple connections between past and present in United States history.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.
- People respond to and resolve conflicts in a variety of ways, resulting in relationships that have many causes and differing outcomes.
- Diversity includes a variety of perspectives, contributions, and challenges.
- Certain events in United States history have multiple causes and effects.
- Conflicts often have multiple causes and effects.

USII.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~explaining connections across time and place.~~

Understandings

- ~~Making connections includes understanding that people, events, and developments have brought changes to the United States.~~
- ~~Everyday life in the United States today is different from everyday life long ago.~~
- ~~Explaining includes justifying thinking with supporting details.~~

USII.1hg The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by using a decision-making model to ~~identify the costs and benefits~~ analyze and explain the incentives and consequences of a specific choice made in United States history.

Understandings

- Decisions concerning the allocation and use of economic resources affect individuals and groups. Critical examination and evaluation of data is essential to drawing conclusions. The decision-making process involves

seeing the problem from a variety of perspectives and considering the consequences.

- Decision-making models serve several purposes. They can help us
 - make decisions for the future
 - better understand the choices people faced in the past
 - analyze the outcomes of the decisions that people already made.
 - Choices are based upon alternatives that seem to be the best because they involve the least cost and the greatest benefit.

USII.1i ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property~~ engaging and communicating as informed community members to examine the tensions between personal interests and the common good.

Understandings

- The research process requires the use of a variety of resources to ensure validity.
- In order to avoid plagiarism, credit must be given when using another person's idea, opinion, or theory.
- Sources should be authentic and valid.
- Responsible citizens demonstrate a respect for the rights of others.

USII.1j ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by investigating and researching to develop products orally, and in writing to demonstrate learning.~~

Understandings

- Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.
- When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.

Westward Expansion and its Impact on Indigenous Peoples

~~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; [Reworded]~~
- ~~b) explaining relationships among natural resources, transportation, and industrial development after 1865; [Moved to Knowledge and Learning Experiences]~~
- ~~c) locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant. [Deleted]~~

The student will apply history and social science skills to examine how perceptions changed about westward expansion after the mid-19th century by

- a) explaining how technology allowed settlers to adapt to the physical features and climate of the West.
- b) examining the reasons and motivations for westward expansion, and
- c) examining the impact western expansion had on Indigenous Peoples.

Overarching Inquiry

What are the benefits and challenges of movement?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Science and Technology – the study of Science and technology and the major influence on social and cultural change, and on the ways people interact with the world.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race.

USII.2a The student will use maps, globes, photographs, pictures, or tables for explaining how physical features and climate influenced the movement of people westward. [Reworded]

The student will apply history and social science skills to examine how perceptions changed about westward expansion after the mid-19th century by explaining how technology allowed settlers to adapt to the physical features and climate of the West.

Understandings

- The physical features and climate of the West presented barriers to settlement.
- Technological advances allowed people to overcome the challenging physical features and climate of the Great Plains.

Supporting Questions

- How did the environment of the Great Plains differ from the environment of the eastern regions?
- What inventions allowed settlers to live in the challenging environment of the Great Plains?
- How did settlers adapt to the challenging environment of the Great Plains?

Knowledge and Learning Experiences

- Use information sources and map tools to analyze and describe the geographic features and climate of the Great Plains.
- Use information sources to examine and summarize how inventions such as barbed wire, steel plows, windmills, and railroads allowed people to live on the Great Plains.

Content, Sources, and Resources for Consideration

USII.2

~~USII.2b The student will use maps, globes, photographs, pictures, or tables for explaining relationships among natural resources, transportation, and industrial development after 1865. [Moved to USII.4a]~~

~~The student will apply history and social science skills to examine how perceptions changed about westward expansion after the mid-19th century by examining the reasons and motivations for westward expansion.~~

Understandings

- People are motivated to migrate or immigrate for multiple reasons
- New opportunities, population growth, government incentives, and technological advances led to settlement in the West migration following the Civil War.
- ~~Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes. [Moved to USII.2c]~~
- The physical and political geography of the Midwest, Rocky Mountains, Southwest, and Pacific regions impacted westward expansion.

Supporting Questions

- What were the new opportunities and technological advances that aided in expansion to the West following the Civil War?
- What was the Homestead Act and how did it attract people to move west?
- What was the purpose of the Transcontinental Railroad and who were the workers who made it possible?
- What challenges did people face settling the West?

Knowledge and Learning Experiences

- Use information sources to examine the impact of the Homestead Act and the Transcontinental Railroad on westward movement.
- Investigate and describe the involvement of the immigrant population who built the Transcontinental Railroad and the opportunities for former enslaved Blacks.
- Compare and contrast the perspectives of the diverse people who moved westward

Content, Sources, and Resources for Consideration

USII.2

~~USII.2c The student will use maps, globes, photographs, pictures, or tables for locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant. [Deleted]~~

~~The student will apply history and social science skills to examine how perceptions changed about westward expansion after the mid-19th century by examining the impact western expansion had on Indigenous Peoples.~~

Understandings

- Westward expansion destroyed ways of life that Indigenous People had practiced for centuries and dispossessed them from their homelands.
- The expansion of the West created conflict between the United States government, settlers and Indigenous People
- Despite the impacts of westward expansion, the resilience of the Indigenous Peoples have allowed for a legacy of survival and preservation of their culture.

Supporting Questions

- How did westward expansion impact the Indigenous people?
- What was the role of the United States government in the interactions with Indigenous People?
- How have the Indigenous populations of North America demonstrated resilience over time?

Knowledge and Learning Experiences

- Analyze the cause and effect of U.S. government actions on the Indigenous people and their culture.
- Examine information sources to describe the resilience through various acts of resistance by the Indigenous populations of the Great Plains, including but not limited to the Battle of Little Bighorn, Geronimo and the Apache resistance, and the forced removal of the Nez Perce
- Trace and connect the resilience of the Indigenous People from the Citizenship Act of 1924 through present day.

Content, Sources, and Resources for Consideration

USII.2

Effects of Reconstruction

USII.3 The student will apply history and social science skills to understand the effects of Reconstruction on American life by

- ~~a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States and how they changed the meaning of citizenship analyzing the impact of Reconstruction Amendments and policies;~~
- ~~b) describing the impact of Reconstruction policies on the South and North; [Moved to USII.3a]~~
- ~~c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass;~~
- ~~d) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups during post-Reconstruction; and~~
- ~~e) examining African American responses toward Jim Crow.~~

Overarching Inquiry

What is the legacy of Reconstruction?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race.

USII.3a The student will apply history and social science skills to understand the effects of Reconstruction on American life by

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

Understandings

- Reconstruction was the process of bringing the country back together politically, socially, and economically following the Civil War.
- The amendments to the Constitution during Reconstruction (13th, 14th, and 15th) laid the legal foundation for the equality of all Americans, which we continue to pursue.
- The physical and political geography of the Southeast and Texas had major influences on Reconstruction policies and actions.
- Policies were put in place by the federal government to support newly named citizens, but these were often met with political, social, and economic obstacles that led to the end of Reconstruction.

Supporting Questions

- How did the geography, population, and physical impacts of the war in the Southeast and Texas affect the recovery of the South after the Civil War?
- How did the 13th, 14th, and 15th Amendments to the Constitution of the United States change the definition of citizenship?
- In what ways politically and socially were the full benefits of the 13th, 14th and 15th Amendments obstructed?
- How did the ideals of the North and South that led to the Civil War continue to be visible in both federal and state Reconstruction policies?

Knowledge and Learning Experiences

- Use information sources to examine and describe the Reconstruction amendments, laws, and policies adopted after the Civil War.
- Examine and explain how the 13th, 14th, and 15th Amendments to the Constitution of the United States expanded the rights of citizenship to many Americans.
- Use information sources to determine causality between Reconstruction policies and the effects that followed such as the creation of the Freedmen’s Bureau, African Americans holding office, establishment of the public school system, and development of sharecropping system.
- Summarize the end of Reconstruction and draw conclusions as an element of cause and effect on the lasting impact on American society.

Content, Sources, and Resources for Consideration-

USII.3

~~USII.3b The student will apply social science skills to understand the effects of Reconstruction on American life by describing the impact of Reconstruction policies on the South and North. [Moved to USII.3a]~~

Understandings

- ~~Reconstruction attempted to create legal equality for free and formerly enslaved African Americans.~~
- ~~The amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue.~~

USII.3eb The student will apply history and social science skills to understand the effects of Reconstruction on American life by describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

Understandings

- The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts during and beyond Reconstruction.
- Various groups of people perceived the Civil War and Reconstruction policies differently leading to ongoing conflicts and disagreements.

Supporting Questions

- How did the actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass create lasting impacts on the nation?
- How did various groups of people perceive the Civil War and government policies of Reconstruction?

Knowledge and Learning Experiences

- Use information sources to draw conclusions about the actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass prior to Reconstruction
- Examine and summarize President Lincoln’s plan and the response from many Southerners and the Republican Party.
- Use information sources to summarize Robert E. Lee’s actions at the end of the Civil War and his significance to the legacy of the Civil War.
- Use information sources to summarize how Frederick Douglass advocated for the constitutional amendments and the resistance he faced due to his activism.

Content, Sources, and Resources for Consideration

USII.3

USII.3c The student will apply history and social science skills to understand the effects of Reconstruction on American life by describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in post-Reconstruction.

Understandings

- Discrimination against African Americans and other minority groups continued after Reconstruction.
- “Jim Crow” laws institutionalized a system of legal segregation.
- ~~African Americans differed in their responses to discrimination and “Jim Crow.”~~[Moved to USII.3d]
- ~~Racial violence was used to intimidate African Americans and other minorities from asserting themselves in any way, including politically.~~[Reworded]
- African Americans and other people of color faced racial violence and other tactics of intimidation when asserting themselves politically and in any other way.

Supporting Questions

- In what ways did racial discrimination and segregation continue throughout the United States after Reconstruction?
- How did “Jim Crow” laws affect the daily lives of African Americans?

Knowledge and Learning Experiences

- Use information sources to connect the Chinese Exclusion Act (1882), Racial Integrity Act (1924), and “Jim Crow” laws to the practice of racial discrimination.
- Examine information sources to describe the social, economic, and political impacts of racial segregation on American society, including but not limited to “Jim Crow” laws, housing, employment, education opportunities, and sundown towns.
- Use information sources and mapping tools to examine the lasting impact of “redlining” on American cities and towns.
- Use information sources to investigate examples of racial violence beyond the Reconstruction Era such as lynching and armed conflict (Springfield Riot of 1909, Bellingham Riot of 1907, Tulsa Massacre of 1921).

Content, Sources, and Resources for Consideration

USII.3

USII.3d The student will apply history and social science skills to understand the effects of Reconstruction on American life by examining African American responses toward Jim Crow.

Understandings

- African Americans fought against discrimination and “Jim Crow” laws through many different approaches.
- Despite the challenges faced during the Jim Crow Era, African Americans still made social, educational, and economic advances.

Supporting Questions

- What is resiliency?
- How did Booker T. Washington and W.E.B. DuBois differ in their approach to the issues and advancements towards racial equality?
- How did Ida B. Wells-Barnett fight against the practice of lynching?
- What type of actions did many African Americans take to advocate for themselves by the end of Reconstruction?

Knowledge and Learning Experiences

- Use information sources and excerpts from speeches to investigate the life and advocacy of Booker T. Washington, W.E.B. DuBois, and Ida B. Wells-Barnett.
- Investigate and explain how historically black colleges supported the African American community.
- Compare and contrast the purpose and advocacy of NAACP, Urban League and National Council for Negro Women.
- Use information sources to investigate and explain economic advancements in the African American community following Reconstruction such as Maggie Walker, Jackson Ward, and Black Wall Street.
- Connect the advocacy and resilience in social, educational, and economic advancements made following Reconstruction to present-day institutions and concerns.

Content, Sources, and Resources for Consideration

USII.3

Industrialization and Growth

USII.4 The student will use maps, globes, photographs, pictures, or tables for The student will apply history and social science skills to understand how life changed after the Civil War by

- a) explaining relationships among natural resources, transportation, and industrial development after 1865;**
- b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;**
- c) explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; and**
- d) evaluating and explaining the impact of the Progressive Movement on addressing the challenges created by the rapid transformation of the country after the Civil War.**

Overarching Inquiry

How do societies respond to rapid change?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and

social systems and institutions

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced?
 - How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

Time Continuity and Change Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Innovation – the act or process of producing new ideas, devices or methods.

USII.4a The student will use maps, globes, photographs, pictures, or tables for The student will apply history and social science skills to understand how life changed after the Civil War by explaining relationships among natural resources, transportation, and industrial development after 1865.

Understandings

- Advances in transportation linked resources, products, and markets.
- Manufacturing areas were clustered near centers of population.
- The physical and political geography of the Northeast and Midwest served as a catalyst for rapid industrialization leading to the growth of major cities due to increasing immigrant and migrant populations.

Supporting Questions

- How did natural resources determine the industries that developed in the United States?
- How did the geography and the location of natural resources influence centers of growth and development?
- How did the expansion of railroads influence the industrial development of the United States?

Knowledge and Learning Experiences

- Use information sources to describe how advances in transportation linked resources, products, and markets.
- Recreate maps using geographic tools and data to identify and explain manufacturing areas in the United States.
- Investigate the development of a specialized industry in the United States and describe the impact that natural resources, transportation and population had on its growth over time.

Content, Sources, and Resources for Consideration

USII.4

USII.4b The student will apply history and social science skills to understand how life changed after the Civil War by explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.

Understandings

- Following the Civil War, the United States had a significant increase in immigration from a variety of places throughout the world.
- Population changes led to a growth of cities,
- Social and technological changes presented challenges in urban areas.

Supporting Questions

- Why did different groups of immigrants come to the United States towards the end of the 19th century?
- How did the influx and mix of people and cultures benefit and create barriers for the various immigrant populations?
- How did rapid population growth affect city government services and infrastructure?
- What were the motivations of various groups in alleviating the issues facing new immigrants?
- How did the Chinese Exclusion Act of 1882 and other governmental actions continue challenges racism and discrimination in rapidly growing cities?
- What type of actions did many immigrant groups take to advocate for themselves?

Knowledge and Learning Experiences

- Use information sources, including data from charts and graphs to identify various groups, describe the push, and pull factors that caused an increase in immigration after the Civil War.
- Identify the causes and effects of rapid population growth on cities.
- Using information sources, evaluate how political machines and settlement houses interacted with new immigrants.
- Connect the challenges cities faced during this rapid growth to current challenges of cities today.

Content, Sources, and Resources for Consideration

USII.4

USII.4d The student will apply history and social science skills to understand how life changed after the Civil War by explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization.

Understandings

- Between the Civil War and World War I, the United States was transformed from primarily an agricultural society into one based on manufacturing and services.
- Inventions had both positive and negative effects on society.

Supporting Questions

- What inventions and innovations contributed to great change and industrial growth in the United States after the Civil War?
- Why did business and industry grow after the Civil War?
- How did big business leaders rise to power and what were the criticisms they faced?
- What were the changes in farm and city life after the Civil War?

Knowledge and Learning Experiences

- Use information sources to examine and explain the major inventions and innovations after the Civil War.
- Use narratives and other information sources to identify and determine relationships of cause or effect between the Captains of industry and the growth of business and industry after the Civil War.
- Analyze information sources to compare and contrast different perspectives of business leaders as Captains of Industry versus Robber Barons.
- Connect the benefits and challenges farms and cities faced after Reconstruction to current challenges of today.

Content, Sources, and Resources for Consideration

USII.4

USII.4ed The student will apply history and social science skills to understand how life changed after the Civil War by evaluating and explaining the impact of the Progressive Movement on addressing the challenges created by the rapid transformation of the country after the Civil War.

Understandings

- The effects of industrialization led to a Progressive Reform movement.

Supporting Questions

- What was the Progressive Movement and what reforms did people in the movement seek?
- Who were the Muckrakers and what did they expose about industrialization?
- How did labor conditions and rights change with the rise of unions and strikes?
- What was the Women’s Rights Movement and what were the roles of Alice Paul and Lucy Burns?
- How did marginalized groups respond when they were not accepted into the larger movements?

Knowledge and Learning Experiences

- Use primary sources to research the work conditions and rights of laborers that led to increased labor unions.
- Use information sources to investigate and describe the Muckrakers connection to industrialization.
- Use narratives and other information sources to identify and determine cause and effect relationships between the growth of business and industry after the Civil War and the rise of organized labor.
- Use information sources to investigate and describe the purpose and goals of the Women’s Rights Movement.
- Connect the benefits and challenges that the Progressive and Women’s Rights Movements to contemporary challenges.
- Synthesize evidence from primary and secondary sources to explain the relationship between the discrimination of marginalized groups and their resilience in the fight for improved labor rights.

Content, Sources, and Resources for Consideration

USII.4

USII.5 The student will apply history and social science skills to understand the changing role of the United States from the late nineteenth century through World War I by

- ~~explaining the reasons for and results of the Spanish American War~~ **explaining the growth of United States’ territories, including the reasons for and results of the Spanish American War;**
- describing Theodore Roosevelt’s impact on the foreign policy of the United States; and**
- evaluating and explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.**

Overarching Inquiry

What is the relationship between the United States’ national interests and involvement in world affairs?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Colonization – the practice of domination through the conquest of one people by another.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race.

Global Connections

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

USII.5a The student will apply history and social science skills to understand the changing role of the United States from the late nineteenth century through World War I by explaining the reasons for and results of the Spanish-American War explaining the growth of United States’ territories, including the reasons for and results of the Spanish American War;

Understandings

- The United States desire to continue to expand resulted in the acquisition of Alaska and Hawaii as Non-Contiguous states, and other territories.
- The United States emerged as an imperialist world power as a result of victory over Spain in the Spanish-American War.
- Economic interests and public opinion often influence United States involvement in international affairs.

Supporting Questions

- How and why did the United States acquire Alaska and Hawaii and other territories in the Pacific?
- What were the reasons and results of the Spanish-American War?

Knowledge and Learning Experiences

- Apply geographic information to describe the reasons for the acquisition of Alaska and Hawaii.
- Use narratives, maps, and other information sources to determine the cause or effect between the reasons and results of the Spanish-American War including the role that yellow journalism played.
- Investigate and connect the benefits and challenges of the relationship between the United States and Cuba, Philippines, Guam, and Puerto Rico.
- Use previous knowledge and understanding of the outcomes of the Spanish-American War to investigate and describe the costs and benefits of the relationship between the United States and Cuba, Philippines, Guam, and Puerto Rico today.

Content, Sources, and Resources for Consideration

USII.5

USII.5b The student will apply history and social science skills to understand the changing role of the United States from the late nineteenth century through World War I by describing Theodore Roosevelt's impact on the foreign policy of the United States.

Understandings

- Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.

Supporting Questions

- What was the connection to Roosevelt's role during the Spanish-American War and his impact on U.S. foreign policy?
- What was the Monroe Doctrine and how did Roosevelt expand it?
- How did the Spanish-American War and Roosevelt change the role of the United States on the world stage?

Knowledge and Learning Experiences

- Use information sources, excerpts from the Monroe Doctrine, and maps to investigate and describe the expansion of the Monroe Doctrine.
- Use narratives and other information sources to gather and use evidence to draw conclusions to summarize Roosevelt's role during the Spanish-American War and his impact on U.S. foreign policy.
- Connect the building and completion of the Panama Canal to Roosevelt's foreign policy goals.

Content, Sources, and Resources for Consideration

USII.5

USII.5c The student will apply history and social science skills to understand the changing role of the United States from the late nineteenth century through World War I by 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.

Understandings

- The United States' involvement in World War I set the stage for the country to emerge as a global superpower later in the twentieth century.

Supporting Questions

- What were the primary reasons for the outbreak of World War I?
- How did the United States get involved in World War I?
- How did new technologies affect WWI?
- Who was Woodrow Wilson and what were his plans for peace after World War I?
- How did Wilson's Fourteen Points and the Treaty of Versailles impact world affairs following World War I?
- Why did the United States decide not to join the League of Nations?

Knowledge and Learning Experiences

- Use information sources to describe the reasons for World War I to include unrestricted submarine warfare, the Zimmerman Telegram and the sinking of the Lusitania.
- Use a map and map tools to identify and describe the major Allied Powers and the Central Powers.
- Use information sources to investigate and describe the experiences of soldiers in WWI including but not limited to the African American regiment the 369th Infantry Regiment ("Harlem Hellfighters").
- Use information sources including excerpts from speeches, biographies, or newspapers to explain the Wilson's

Fourteen Points and the Treaty of Versailles.

- Analyze different perspectives to determine why the United States did not join the League of Nations.
- Use information sources to draw conclusions and make connections between the Flu Pandemic of 1918 and contemporary events.

Content, Sources, and Resources for Consideration

USII.5

USII.6 The student will apply history and social science skills to understand the social, economic, and technological changes of the early twentieth century by

- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;**
- 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~~ [Moved to Knowledge and Learning Experiences] including, but not limited to 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.**

Overarching Inquiry

Which has the greatest impact on change: conflict, cooperation, or innovation?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Innovation – the act or process of introducing new ideas, devices, or methods.

USII.6a The student will apply history and social science skills to understand the social, economic, and technological changes of the early twentieth century by explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.

Understandings

- Technology extended progress into all areas of American life, including neglected rural areas.
- Technological innovations changed how many Americans worked, lived, and interacted with one another.

Supporting Questions

- How do innovations in transportation, communication, and electrification impact a nation's standard of living?
- What is an assembly line and how did this innovation change factories and labor productivity?
- How did electrification change life and labor in both urban and rural America?

Knowledge and Learning Experiences

- Use information sources to identify the inventions and innovations in transportation, communication, and electrification during the early years of the 20th century.
- Use information sources including primary and secondary sources, excerpts from biographies or other secondary sources to explain the impact of Henry Ford, Alexander Graham Bell, Granville Woods, and others during the late 19th and early 20th centuries whose innovations changed American life and the standard of living.
- Make connections between the introduction of technologies to the changes in working, living and social interactions.
- Investigate and explain the ways that electrification changed American life.
- Use information sources to draw conclusions and make connections between the innovations of the early 20th and 21st centuries.

Content, Sources, and Resources for Consideration

USII.6

USII.6b The student will history and apply social science skills to understand the social, economic, and technological changes of the early twentieth century by describing the social and economic changes that took place, including prohibition and the Great Migration north and west.

Understandings

- Progressive reform efforts led to the passing of the 18th amendment and the prohibition of alcohol in the United States.
- The consumerism of the 1920s led to many people violating the 18th Amendment and its eventual repeal.
- Rapid technological advances led to a shift in population from rural to urban.
- African Americans and other minorities left the south and migrated due to a variety of motivating factors.

Supporting Questions

- How did the Temperance Movement connect to Prohibition?
- How did the 18th Amendment to the Constitution of the United States create both social and economic change to the nation?
- Why was there a shift in population from rural to urban areas during the late 19th and early 20th centuries?
- What were the motivating factors for African Americans to migrate North and West?
- What was the Great Migration and how did it change the landscape of various areas of the United States?

Knowledge and Learning Experiences

- Use information sources to describe the Temperance Movement and the groups supporting it.
- Use information sources including primary sources, excerpts from biographies or other secondary sources to explain the Prohibition and the 18th Amendment.
- Determine the cause and effect between technology and the shift from rural to urban areas.
- Interpret charts, graphs, maps, and other data to identify where African Americans and other people of color

were migrating to and from, as well as, the underlying motivating factors.

- Use information sources including primary and secondary sources, or images to determine the causes and effects of the Great Migration.
- Draw conclusions and make connections between Manifest Destiny and the Great Migration.

Content, Sources, and Resources for Consideration

USII.6

USII.6c The student will apply history and social science skills to understand the social, economic, and technological changes of the early twentieth century by examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and [Moved to Knowledge and Learning Experiences] including, but not limited to the Harlem Renaissance;

Understandings

- The 1920s and 1930s were important decades for American art, literature, and music.
- The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.

Supporting Questions

- What sparked changes in art, literature, and music during the 1920s and 1930s?
- How did the Great Migration influence the Harlem Renaissance?
- How does technology introduce and share contemporary artists with broader audiences?
- Who were some artists who exemplified the new trends in art, literature, and music and how did their work reflect their lived experiences?

Knowledge and Learning Experiences

- Examine selections of art, literature, and music from the 1920s and 1930s to illustrate new trends of the period.
- Use evidence from a variety of sources to compare popular ideas and perspectives of the 1920s and 1930s.
- Make connections between the social and economic changes of the 1920s and 1930’s and the art of the time
- Use information sources and previous knowledge to draw conclusions and make connections between the Great Migration and the Harlem Renaissance.
- Investigate the works of art, literature, and music to describe how individuals including, but not limited to Georgia O’Keeffe, Jacob Lawrence, F. Scott Fitzgerald, John Steinbeck, Jessie Fauset, Zora Neale Hurston, Langston Hughes, Countee Cullen, Duke Ellington, Louis Armstrong, Aaron Copland and George Gershwin, and Bessie Smith reflected and shaped American culture during the 1920s and 1930s.

Content, Sources, and Resources for Consideration

USII.6

USII.6d The student will apply history and social science skills to understand the social, economic, and technological changes of the early twentieth century by analyzing the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Understandings

- The consumerism and optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.
- The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life.

Supporting Questions

- What role did post-World War I optimism and consumer spending play in creating an unstable economic system?
- How did the stock market, the Federal Reserve, high tariffs, credit, and debt contribute to the Great Depression?
- How did the Great Depression affect American life?
- How did the national government respond to the Great Depression?
- In what ways did Roosevelt’s New Deal expand the role of the federal government in the lives of American citizens?
- What are the lessons learned about citizenship and civic engagement from the actions taken during the Great Depression and installation of the New Deal programs?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts from biographies, music and literature or images to draw conclusions and to summarize American life before and after October 1929.
- Use information sources, charts, graphs, or diagrams to analyze trends in the American stock market, the Federal Reserve, high tariffs, and debt during the 1920s and 1930s.
- Determine the cause and effect relationships between the major features and programs of the New Deal and the support it gave American citizens during the Great Depression.
- Use information sources and previous knowledge to draw conclusions and make connections between the New Deal and other attempts by the government to provide for its citizens.

Content, Sources, and Resources for Consideration

USII.6

The Second World War and America’s Transformation

- USII.7 The student will apply history and social science skills to understand the major causes and effects of World War II that influenced American involvement by
- a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - b) locating and describing the major events and turning points of the war in Europe and the Pacific;
 - c) explaining and evaluating the impact of the war on the home front.
 - d) examining the Holocaust and the United States’ response

Overarching Inquiry

Did World War II assure freedom and “the supremacy of human rights everywhere”?

Themes

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

USII.7a The student will apply history and social science skills to understand the major causes and effects of World War II that influenced American involvement by explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.

Understandings

- Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.
- The rise of fascism threatened peace in Europe and Asia.
- The United States initially responded to the rise of fascism with neutrality, but eventually had to become involved in World War II due to economic relations and threats to U.S. interests.

Supporting Questions

- How did the events ending World War I and Great Depression set the stage for World War II?
- What were the ongoing issues and conflicts growing in Europe and Asia at the end of World War I?
- What is Fascism and how did Fascist dictators acquire power between World War I and World War II?
- What issues motivated the formation of the Allied and Axis Alliances in World War II?
- How did the American policy of neutrality gradually change to direct involvement in World War II?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts from biographies or images to identify the causes of World War II.
- Use basic map skills and tools identify the countries that formed the Allied and the Axis Powers.
- Compare the political perspectives of the nations that formed the Allied and the Axis Powers.
- Use critical thinking skills to summarize why the United States shifted their policy from neutrality to direct involvement in WWII, including but not limited to isolationism, the lend-lease program, the Japanese Empire in East Asia and the Pacific region.
- Use information sources including primary and secondary sources, excerpts from narratives to investigate and explain the events surrounding December 7, 1941 and United States’ response.

Content, Sources, and Resources for Consideration

USII.7

USII.7b The student will apply history and social science skills to understand the major causes and effects of World War II that influenced American involvement by locating and describing the major events and turning points of the war in Europe and the Pacific.

Understandings

- Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately achieved victory in Europe and the Pacific.
- ~~The Holocaust is an example of prejudice, discrimination, and genocide that targeted Jews and other groups.~~

Supporting Questions

- What major events began World War II and the initial Axis expansion of power and control of land?
- How did the fighting in Europe differ from that in the Pacific?
- Why was the Battle of Stalingrad and the Battle of Midway considered turning points in the war?
- What major events led to the liberation of Western Europe and the surrender of Japan?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts or images to identify and describe the major events that began World War II.
- Compare the battle strategies between the fighting in Europe and in the Pacific.
- Use maps to locate and describe the major events and turning points of World War II including but not limited to the invasion of Poland, France, and Great Britain; bombing of Pearl Harbor, Battle of Midway, Germany's defeat at Stalingrad, D-Day, and the dropping of the atomic bomb on Japan.
- Use information sources such as charts, graphs, diagrams, and pictures to draw conclusions and summarize the Allied victory in WWII.

Content, Sources, and Resources for Consideration

USII.7

USII.7c The student will apply history and social science skills to understand the major causes and effects of World War II that influenced American involvement by explaining and evaluating the impact of the war on the home front.

Understandings

- World War II affected every aspect of life as all Americans were asked to make ~~made~~ sacrifices in support of the war effort.
- The geographic isolation from Europe and the Pacific, the diversity of its people, and the abundance of its resources allowed for the United States to mobilize a strong war effort.
- American involvement in World War II exposed the conflict between our own discrimination and the ideals for which Americans fought.

Supporting Questions

- Why did the United States pursue a policy of internment toward Japanese Americans following the attack on Pearl Harbor?
- What changes and sacrifices did Americans make on the home front to support the war effort?
- How did the effort on the home front during World War II bring the end to the Great Depression?
- How did the war effort temporarily break down some racial, ethnic and gender barriers?
- What are the lessons learned about citizenship and civic engagement from Americans response to the war effort?

Knowledge and Learning Experiences

- Use information sources such as charts, graphs, diagrams, and pictures to draw conclusions and summarize the impact of World War II on the American home front
- Use information sources including primary and secondary sources, excerpts or images to identify and describe the changing role of women during WWII.
- Use information sources including primary and secondary sources to identify and describe the cause and effect relationship between America's needs and temporary breakdown of racial barriers including but not limited to the labor needs, and the use of the Tuskegee Airmen and Navajo Code Talkers.
- Use information sources including primary and secondary sources, excerpts or images to evaluate the United States' decision to incarcerate Japanese Americans after the bombing of Pearl Harbor and the lasting effects on the Japanese Americans including the formal apology to Japanese Americans.
- Use information sources to evaluate actions taken by the federal government regarding the desegregation of the armed forces by President Harry Truman.

Content, Sources, and Resources for Consideration

USII.7

USII.7d The student will apply history and social science skills to understand the major causes and effects of World War II by examining the Holocaust and the United States' response.

Understandings

- The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews and five million other people by the Nazi regime and its allies and collaborators.
- While the United States turned away Jews trying to escape Nazi persecution prior to entry into the war, the Allied forces eventually liberated Jews and others who survived concentration camps.

Supporting Questions

- What was the Holocaust?
- What were the gradual stages of removing Jews from society and what was Hitler's "Final Solution"?
- What other groups did the Nazis target?
- Why did the United States turn away Jews attempting to flee Nazi persecution prior to the United States direct involvement in World War II?
- What are the lessons learned about the human story, citizenship, civic responsibility from the Holocaust?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, or excerpts from narratives to develop an understanding of antisemitism and the Holocaust.
- Use information sources including primary and secondary sources to sequence and describe the gradual stages taken by the Nazi Party to remove Jews from society including but not limited to boycotts, discriminatory laws, segregation, ghettos, and concentration and death camps.
- Investigate various information sources including personal accounts, secondary sources and narratives to explain the United States' response throughout the Holocaust and the liberation by Allied forces of Jews and others who survived in concentration camps.

Content, Sources, and Resources for Consideration

USII.7

- USII.8 The student will apply history and social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by**
- ~~a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations~~ [Moved to Knowledge and Learning Experiences] status of the world and the formation of the United Nations at the end of World War II;
 - ~~b) examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges~~ [Moved to Knowledge and Learning Experiences] beginning of the Cold War between the United States and Soviet Union and their differences in governance, economic systems, rebuilding following WWII, and formation of alliances;
 - ~~c) examining analyzing the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, and the collapse of communism in Europe; and the rise of new challenges;~~
 - ~~ed) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities; and~~
 - ~~de) evaluating and explaining the impact of international trade technological advances, and globalization on American life.~~

Overarching Inquiry

What responsibilities does a superpower have at home and to the world?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems - a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions - a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced?
 - How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

USII.8a The student will apply history and 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 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 [Moved to Knowledge and Learning Experiences] status of the world and the formation of the United Nations at the end of World War II.

Understandings

- The Allied victory in World War II led to the emergence of the United States and the Soviet Union as global superpowers.
- The United States' involvement in World War II and joining the United Nations reshaped America's role in world affairs.

Supporting Questions

- What major issues did the world face following World War II?
- How did the United States and the Soviet Union emerge as superpowers after the war?
- Why was the United Nations formed?
- What was Eleanor Roosevelt's role in the United Nations?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, or excerpts from narratives to describe the aftermath of World War II on Europe and Japan.
- Examine maps of Europe and Asia to analyze the areas occupied by the United States and the Soviet Union at

the end of World War II.

- Make connections between the failure of the League of Nations in preventing World War II and the formation of the United Nations.
- Use information sources to contextualize the formation of the United Nations during the time it was created
- Use information sources to examine the life and influence of Eleanor Roosevelt and her role in the formation and goals of the United Nations.

Content, Sources, and Resources for Consideration

USII.8

USII.8eb ~~The student will apply history and 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 examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges~~ [Moved to Knowledge and Learning Experiences] beginning of the Cold War between the United States and Soviet Union and their differences in governance, economic systems, rebuilding following WWII, and formation of alliances;

Understandings

- The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.
- The Cold War was the central organizing principle in global affairs for over 40 years.

Supporting Questions

- What were the ideological differences between the United States and the Soviet Union?
- What were the origins of the Cold War?
- Why did the United States adopt a policy of containment toward the Soviet Union and the spread of communism?
- What were the goals and purposes of the Marshall Plan?
- How did the formation of NATO and the Warsaw Pact further divide the world?

Knowledge and Learning Experiences

- Use previous knowledge of Reconstruction, various information sources, and excerpts from speeches to identify and explain the similarities and differences between the plan to rebuild the United States and the goals of the Marshall Plan to rebuild after World War II.
- Compare the government, economies and ideologies of the United States and the Soviet Union.
- Use information sources to develop a definition of the Cold War.
- Use basic map skills to construct a map to categorize and annotate the nations allied with NATO and those aligned with the Warsaw Pact.
- Use information sources including primary and secondary sources, excerpts or images to compare the rebuilding of Western Europe and Japan.
- Use information sources including primary and secondary sources to explain the Berlin Blockade and Berlin Airlift and to make predictions and draw conclusions about the Cold War.

Content, Sources, and Resources for Consideration

USII.8

USII.8 dc) ~~The student will apply history and 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 examining~~ analyzing the role of the United States in defending freedom during the Cold War, including the wars conflicts in

Korea and Vietnam, the Cuban missile crisis, and the collapse of communism in Europe; and the rise of new challenges.

Understandings

- While the United States and Soviet Union never fought in a formal war, alliances, economic partnerships, and conflicts involving other nations increased tension between the two superpowers throughout the Cold War.
- Both nations would compete for military supremacy in the Arms Race and technological superiority in the Space Race.
- The failure of communism in Eastern Europe led to the breakup of the Soviet Union and the end of the Cold War.

Supporting Questions

- What was the Domino Theory and how is it related to U.S. policy of containment?
- What major conflicts after World War II increased the tensions between the Soviet Union and the United States?
- How did the Arms Race both escalate and deter global war?
- How did the Space Race, and other cultural rivalries, influence the Cold War?
- Why did communism eventually collapse in Europe?

Knowledge and Learning Experiences

- Use map skills to locate areas of conflict related to the Cold War and the United States policy of containment
- Use information sources to gather, describe and sequence events during the post-World War II era including but not limited to the Korean conflict, the Cuban Missile Crisis, the spread of Communism and the Domino Theory, Vietnam, the Space Race, and the Arms Race.
- Compare the varying perspectives and actions Americans took in supporting and opposing United States involvement in Vietnam including but not limited to speeches from President Nixon and protests such as Kent State.
- Interpret charts, graphs, diagrams and pictures to determine how the Arms' and Space Race increased tensions between the United States and Soviet Union and the propaganda used by both sides to influence public opinion.
- Use evidence to summarize and draw conclusions as to why communism collapsed in Europe.

Content, Sources, and Resources for Consideration

USII.8

USII.8ed The student will apply history and 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 describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.

Understandings

- The development of new technologies, changes in mass media, and the growth of mass markets changed the economic, social, and political climate of the United States after World War II.
- The United States experienced an economic boom and social transformation after World War II that changed the way most Americans lived and worked.

Supporting Questions

- How did the United States economy transform following the end of World War II?
- What was the "Baby Boom" and how did it change American demographics?
- What were the effects of government investment in education, infrastructure, and technology?
- How did the American labor force change following the end of World War II?
- How did the roles and responsibilities that women and minorities held during World War II affect their post-war

lives?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts or images to identify and describe the reasons for rapid growth of the American economy following World War II
- Use information sources including primary and secondary sources, excerpts or images to connect and describe the cause and effect relationships between the preservation of American ideals during the Cold War and the factors leading changes in United States society
- Use critical thinking skills to analyze how the roles and responsibilities of women and minorities shifted following World War II and throughout the Cold War

Content, Sources, and Resources for Consideration

USII.8

~~USII.8d~~ The student will apply history and 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 evaluating and explaining the impact of international trade and globalization on American life. evaluating and explaining the impact of international trade, technological advances, and globalization on American life.

Understandings

- After World War II, there was an increase in globalization, international trade, and interdependence.

Supporting Questions

- What is globalization?
- What is the connection between interdependence and international trade?
- What are the benefits and challenges of globalization?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts or images to describe globalization and international trade after World War II
- Use information sources including primary and secondary sources, excerpts or images and a decision-making model to identify the costs and benefits of globalization and international trade
- Use previous knowledge to draw conclusions and make generalizations regarding the long-term effects of the rise of international corporations, outsourcing, shifting manufacturing outside of the United States, and the emergence of high-tech and the service industries

Content, Sources, and Resources for Consideration

USII.8

Contemporary America

USII.9 The student will apply history and social science skills to understand of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

- a) ~~examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans and other social reform efforts~~ [Reworded] examining the impact of social reform efforts including but not limited to the Civil Rights Movement, the Americans with Disabilities Act (ADA) and the Women's Rights Movement;
- b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;
- c) analyzing how ~~representative~~ many citizens have influenced America scientifically, culturally, academically,

- and economically;
- d) **evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.**

Overarching Inquiry

How does the United States secure its foundational principles at home and promote them abroad in the 21st Century?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

USII.9a The student will apply history and social science skills to understand of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by ~~examining the impact of the Civil Rights Movement, the Americans with Disabilities Act (ADA), and the changing role of women on all Americans and other social reform efforts~~ [Reworded] examining the impact of social reform efforts including but not limited to the Civil Rights Movement, the Americans with Disabilities Act (ADA) and the Women's Rights Movement.

Understandings

- The Civil Rights Movement of the twentieth century was committed to equal rights and fair treatment of African Americans, but it resulted in social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.
- Other groups activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality.

Supporting Questions

- What is the difference between segregation and discrimination?
- What were some lasting effects of segregation and the pursuit for equality under the law?
- How did actions by the Supreme Court hinder or support the Civil Rights Movement?
- How was the Supreme Court decision in *Plessy v. Ferguson* used by the leaders of the Civil Rights Movement?
- What was the Civil Rights Movement and how did it impact other social reform efforts?
- How did leaders and participants of the Civil Rights Movement to bring attention and create change during the Civil Rights Movement utilize?

- What were the objectives of the National Organization for Women, Title IX and the Equal Rights Amendment?
- What protections does the Americans with Disabilities Act provide?
- How did federal legislation and judicial decisions seek to protect civil rights and correct the inequalities faced by many Americans?
- What are the lessons learned about citizenship and civic engagement from the Civil Rights Movement?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts or images to define segregation, discrimination, and the Civil Rights Movement.
- Use information sources including primary and secondary sources, excerpts or images to describe some effects of segregation including, but not limited to separate and unequal resources, public facilities, and neighborhoods; unequal employment and housing opportunities; and redlining and denial of G.I. benefits to African Americans and other minority groups.
- Determine the cause and effect relationship between *Plessy v. Ferguson* and *Brown vs. The Board Of Education* and their impact on the Civil Rights Movement.
- Use information sources including primary and secondary sources, excerpts or images to investigate, sequence and describe major events of the Civil Rights Movement including but not limited to the desegregation of the armed forces, the murder of Emmett Till, Montgomery bus boycott, unpunished violence against African Americans, and organized protests (Freedom Riders, sit-ins, and marches).
- Make connections between National Association for the Advancement of Colored People (NAACP) and the fight to desegregate public schools including but not limited to Barbara Johns and Moton High School, and the *Brown v. Board of Education*, 1954 decision.
- Use excerpts to investigate and summarize the impact of Civil Rights legislation passed in 1964, 1965 and 1967 on all Americans.
- Draw conclusions between the Civil Rights Movement legislation and legislation passed to right the inequalities faced by people with disabilities including but not limited to the Individuals with Disabilities Act (IDEA) and American with Disabilities Act (ADA).
- Make connections to explain the relationship between the Women’s movement of the 19th and 20th centuries, identifying the changing role of women in the workplace, the organizations working for changes for women, and the federal legislation proposed and passed to improve conditions for women.
- Investigate and summarize the advocacy and agency of past and contemporary social reform efforts that may include, but not limited to gender equity and equality, climate defense and renewable energy, LGBTQ+ rights, social justice, and activism by Asian, Pacific Islander, Latino (Latinx), and Indigenous Americans.

Content, Sources, and Resources for Consideration

USII.9

USII.9b The student will apply history and social science skills to understand of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries describing the development of new technologies in communication, entertainment, and business and their impact on American life.

Understandings

- The period following World War II leading up to the early twenty-first century marked the “information age.”
- New technologies in communication, entertainment, and business dramatically changed American life.

Supporting Questions

- Which industries benefited from innovations and new technological changes during the second half of the 20th century?
- What is the “information age” and how has it impacted transportation, communication, entertainment and

business?

- How have the knowledge and skills that citizens need changed to adapt to the “information age” and its impacts?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts or images to describe the “information age” and its impact on American life
- Use excerpts or images to identify industries and describe how technologies benefited Americans
- Use previous knowledge and current sources to investigate the evolution of past and contemporary technologies to determine how Americans continue to adapt to the innovations
- Use a decision making model to explain the costs and benefits of technological advancements in transportation, communication, entertainment and business industries

Content, Sources, and Resources for Consideration

USII.9

USII.9c The student will apply history and social science skills to understand ~~of~~ the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by analyzing how ~~representative~~ many citizens have influenced America scientifically, culturally, academically, and economically.

Understandings

- ~~Representative citizens~~ Many Americans have contributed to and influenced America scientifically, culturally, academically, and economically.

Supporting Questions

- What were the advancements that took place during the second half of the twentieth and early twenty-first centuries in science related to medicine, technology, environment, and space?
- How has American culture related to music, media, art, communication, technology, and architecture changed due to global interconnections?
- How has increased opportunities for higher education changed academia related in different fields of study?
- What technological advancements have changed the face of American economics related to banking, business, and industry?
- Why is innovation and progress necessary?
- What knowledge and skills for post-graduation success will be necessary as various fields continue to develop new technologies for innovation and progress?

Knowledge and Learning Experiences

- Use information sources including primary and secondary sources, excerpts or images to investigate Americans who have contributed to and influenced science, culture, academia, and the economy.
- Use a decision making model to explain the costs and benefits of these advancements.
- Use information sources and previous knowledge to draw conclusions on potential innovations in the future.

Content, Sources, and Resources for Consideration

USII.9

USII.9d The student will apply history and social science skills to understand the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by evaluating and explaining American foreign policy, immigration, the global environment, and other emerging issues.

Understandings

- American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.
- Key domestic and international issues since World War II have helped to shape the United States government's relationship with its citizens and other nations.

Supporting Questions

- How did the events of 9/11 (2001) change domestic policies and global perspectives?
- How has immigration shifted through the 21st century?
- What caused an increase in attention toward environmental safety both domestically and abroad?
- How has the United States government dealt with global issues in the 21st century?
- What are the ongoing emerging issues that face the United States and the world?
- How does understanding history and other activities around the world support local action and global citizenship?

Knowledge and Learning Experiences

- Use various data sources to trace energy, environmental, foreign policy, and immigration, patterns and policies throughout United States history and draw conclusions about possibilities in the future.
- Use a decision making model to explain the costs and benefits of policy changes and governmental actions.
- Use information sources including primary and secondary sources, excerpts or images to investigate ongoing emerging issues facing the United States and the world and the responses, perspectives and impacts of these events.

Content, Sources, and Resources for Consideration USII.9

Civics and Economics

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

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

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and civic skills from their study of United States History to understand the foundational principles that led to the establishment of the government. Students will explore the basic structures of Virginia and United States government and economic systems as well as the intellectual and practical skills required for responsible citizenship. Each standard, introduced with an **Overarching Inquiry Question**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students analyze artifacts, primary and secondary sources to gather information, create charts, tables, and graphs and organize information to make informed civic and economic decisions. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CAREER AND LIFE MANAGEMENT** to begin planning, implementing, and managing personal and professional development goals for post-graduation success. Application of reading, writing, and communication skills supports the opportunities for civic engagement practice: the integration of the knowledge, skills, and values to inform actions with others; understanding the political and economic systems of a representative democracy; civility, leadership, and practice of the responsibilities that individuals have in a democratic society.

Skills and Content

CE.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by analyzing and interpreting synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand civics and economics.

Understandings

- Primary and secondary sources (information sources) enable us to examine evidence closely and to place it in a broader context.
- An artifact is material evidence, an object or tool that tells us about the people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

CE.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~analyzing and interpreting geographic information to determine patterns and trends~~ contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in civics and economics.

Understandings

- Analysis includes identifying important trends based on demographic information and other data sources.
- Demographic information is often used by governments and businesses in the development of policies and decisions.
- Demographic information is presented in a variety of forms, including the following:
 - Election data
 - Economic data
 - Census data

CE.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~interpreting graphs, and pictures to determine characteristics~~ applying geographic skills to determine and predict patterns and trends of people, places, or events.

Understandings

- ~~Close examination and interpretation of various data and images are essential to making informed decisions.~~
- ~~The type of information being presented determines the organizational format.~~

CE.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by ~~using evidence to draw conclusions and make generalization~~ questioning and using critical thinking skills to construct arguments using evidence from multiple sources.

Understandings

- Not all primary and secondary sources are reliable and accurate.
- The context from the time period of the primary or secondary source can influence the information included.
- It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.
- Facts can be verified with evidence while opinions cannot.
- Bias is partiality in favor of or against one thing, person, or group compared with another.

CE.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~constructing informed, evidence-based arguments from multiple sources~~ comparing and contrasting historical, cultural, and political perspectives.

Understandings

- Analyzing various types of sources with multiple points of view produces an understanding of ideas, concepts, and actions of individuals or groups.
- Critical evaluation and analysis of multiple resources influence interpretation of knowledge gained and the formation of opinions.
- Constructing an informed argument involves questioning the sources used.
- Evidence cited from multiple sources increases the validity of an argument.

CE.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by ~~determining relationships with multiple causes or effects~~ determining cause and effect to analyze multiple connections between past and present.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.
- Relationships can have multiple causes and effects.
- Determining relationships involves drawing conclusions about the causes and effects.
- The relationships (interactions) between people, places, and ideas have an enduring influence on political and economic decision making and events.
- Diversity creates a variety of perspectives, contributions, and challenges.
- Explaining includes justifying why the evidence credibly supports the claim.

CE.1g ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by taking informed action to address school, community, local, state, national, and global issues.~~

Understandings

- ~~Taking informed action includes implementing steps to influence change.~~
- ~~Individuals and groups can influence the actions of others.~~
- ~~Individual and/or group actions can make a difference in the community at all levels.~~

CE.1hg The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by using a decision-making model to ~~identify the costs and benefits~~ analyze and explain the incentives and consequences of a specific choice made.

Understandings

- Decision-making models serve several purposes. They can help us
 - make decisions for the future
 - better understand the choices people faced in the past
 - analyze the outcomes of the decisions that people already made.
- Effective decision making requires weighing the expected costs and benefits and recommending solutions, using a decision-making model.
- Citizens manage their lives by making choices.
- Choices are based upon alternatives that seem to be the best because they involve the least cost and the greatest benefit.

CE.1ih The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~applying civic virtue and democratic principles to make collaborative decisions.~~ engaging and communicating as informed community members to examine the tensions between personal interests and the common good.

Understandings

- Civic virtue is the cultivation of habits of personal living that are viewed as important for the success of the community. Examples include but are not limited to:
 - Voting
 - Volunteering
 - Organizing a community group
 - Attending a city or school board meeting
- Collaboration is necessary in order to be an effective learner and citizen.

CE.1ji The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by investigating and researching to develop products ~~orally, and in writing~~ to demonstrate

learning.

Understandings

- When presenting information in written and oral form, one should consider the purpose and point of view of the information, as well as the audience for whom it is intended.
- Information can be acquired from various sources.
- Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.
- Students present, listen critically, and provide evidence to support opinions by
 - distinguishing between fact and opinion
 - comparing and contrasting viewpoints
 - presenting a convincing argument
 - paraphrasing and summarizing what is heard
 - using language and vocabulary appropriate to audience, topic, and purpose
 - organizing a presentation.

American Constitutional Government

CE.2 The student will apply history and social science skills to understand the foundations of American constitutional government by

- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
- b) examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
- c) describing the purposes for the Constitution of the United States ~~as stated in its Preamble~~;
- d) describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

Overarching Inquiry

Did the Constitution of the United States live up to its buildup?

Themes:

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

CE.2a The student will apply history and social science skills to understand the foundations of American constitutional government by explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.

Understandings

- Fundamental political principles define and shape American constitutional government.

Supporting Questions

- What are the fundamental political principles of American constitutional government?
- Why are fundamental principles necessary?
- How do fundamental political principles affect everyday life?

Knowledge and Learning Experiences

- Use excerpts from primary and secondary sources to define the fundamental political principles of American constitutional government.
- Make connections between political principles and actions of a responsible community member.

Content, Sources, and Resources for Consideration

CE.2

CE.2b The student will apply history and social science skills to understand the foundations of American constitutional government by examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights.

Understandings

- ~~American constitutional government is founded on concepts articulated in earlier documents.~~
- Concepts articulated in earlier founding documents are the base of American constitutional government.

Supporting Questions

- How do the Magna Carta, the charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom reflected in the Constitution of Virginia reflect the ideals of democracy?
- How did earlier documents influence the Constitution of the United States and Bill of Rights?

Knowledge and Learning Experiences

- Use information sources and excerpts from the Magna Carta, the charters of the Virginia Company of London (April 10, 1606, May 23, 1609, and March 12, 1612), the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom to summarize the purpose of each.
- Use excerpts from the Founding documents to explain the connection to the fundamental political principles.
- Examine the Founding documents and explain how they relate to the constitutions of Virginia and the United States, including the Bill of Rights.
- Examine the ideals of the Founding documents and provide examples of current events.

Content, Sources, and Resources for Consideration

CE.2

CE.2c The student will apply history and social science skills to understand the foundations of American constitutional government by describing the purposes for the Constitution of the United States ~~as stated in its Preamble.~~

Understandings

- The preamble of a constitution sets forth the goals and purposes to be served by the government.
- The Preamble to the Constitution of the United States expresses the reasons the Constitution was written.
- The Constitution of the United States establishes the principle of federalism, which is the division of power between the states and the national government.
- Access to equality continues to evolve through expansion of rights to include those originally excluded.
- The Bill of Rights was added to the Constitution to protect the rights of individuals.
- In 2005, the federal government designated September 17th as a holiday, Constitution Day, also known as Citizenship Day that recognizes the adoption of the United States Constitution and those who have become U.S. citizens.

Supporting Questions

- Why is it important to celebrate the Constitution of the United States and citizenship?
- What is the significance of “We the People”?
- How does the Preamble to the Constitution express the purpose of the government?
- How does the Constitution of the United States address the principle of federalism?
- Why did the Constitution divide power between the state and national government?
- How do the Amendments, particularly the Bill of Rights, help fulfill the promises of the Constitution?

Knowledge and Learning Experiences

- Examine the history of the development and ratification of the Constitution of the United States to explain why recognition and commemoration is important to citizenship and civic engagement.
- Use excerpts from the Constitution of the United States, specifically the Preamble, to identify its purpose and explain the connection to the fundamental political principles.
- Examine various information sources to summarize the points made in support of and against the ratification of the Constitution of the United States.
- Use various information sources to explain the purpose and need of the Bill of Rights to the Constitution of the United States.
- Use previous knowledge of United States history to examine and provide examples of the principle of federalism.
- Examine the Bill of Rights to the Constitution of the United States and explain how it provides individual protections.

Content, Sources, and Resources for Consideration

CE.2

CE.2d The student will apply history and social science skills to understand the foundations of American constitutional government by describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.

Understandings

- The Constitutions of Virginia and the United States can be amended through complex processes outlined in the constitutions.
- The amendment process is complex and requires overwhelming popular support.
- The Virginia and United States Constitutions have been amended and revised several times.

Supporting Questions

- What makes the Constitution of Virginia and the Constitution of the United States “living documents”?
- What are the similarities and differences between the amendment process for the Constitution of Virginia and the Constitution of the United States?
- How does the amendment process make our government more democratic?

Knowledge and Learning Experiences

- Organize information that demonstrates the amendment process
- Use information sources to investigate various amendments proposed and ratified for the Constitution of Virginia and the Constitution of the United States.
- Examine and explain the benefits and costs of the amendment process.

Content, Sources, and Resources for Consideration

CE.2

Citizenship and Civic Life

- CE.3 The student will apply history and social science skills to understand citizenship and the rights, duties, and responsibilities of citizens [Moved to CE.3 sub-Standard] by
- 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, and evaluating how engagement address community needs and serve the public good including obeying the laws, paying taxes, defending the nation, and serving in court;
 - d) examining the responsibilities of citizenship and evaluating how engagement address community needs and serve the public good 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.~~ [Moved to CE.3c and CE.3d]

Overarching Inquiry

How do our civic duties and responsibilities serve the common good?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

CE.3a The student will apply history and social science skills to understand citizenship and the rights, duties, and responsibilities of citizens [Moved to CE.3 sub Standards] by describing the processes by which an individual becomes a citizen of the United States.

Understandings

- A citizen is an individual with certain rights, who by birth or naturalization shows allegiance to the government and fulfilling certain duties.
- The 14th Amendment to the Constitution of the United States defines citizenship as follows: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the state wherein they reside.”
- The process of determining immigration policy and the path to citizenship continues to change over time.

Supporting Questions

- How does one become a citizen of the United States?
- How does the 14th Amendment to the Constitution of the United States define citizenship?
- How has the definition of citizenship changed over time?
- How has immigration influenced citizenship in the United States over time?
- How are legal residents and non-citizens protected by the Constitution of the United States?

Knowledge and Learning Experiences

- Use the 14th Amendment to the Constitution of the United States and other information sources explain how citizenship in the United States has changed over time.
- Organize and analyze information about the naturalization process and examine challenges that individuals may face during the process.
- Use various data sources to construct a map, chart or graph illustrating the changing demographics and increase statistics of individuals becoming United States citizens over time.
- Investigate information sources to draw conclusions about the path and challenges to citizenship.

Content, Sources, and Resources for Consideration

CE.3

CE.3b The student will apply history and social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by 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.

Understandings

- The Constitution of the United States establishes and protects the citizens’ fundamental rights and liberties.
- Few rights, if any, are considered absolute.
- Disagreement over the interpretation of these freedoms is often decided by the judicial system.
- The Fifth and Fourteenth Amendments guarantee due process, requiring state and federal governments to respect a citizen’s legal rights.

Supporting Questions

- How can First Amendment freedoms be applied and limited?
- What is the difference between the protections of the Fifth Amendment and the Fourteenth Amendment regarding due process?
- How do the Fifth and Fourteenth Amendment work together to ensure equality under the law?
- How has the interpretation of “equality under the law” changed over time?

Knowledge and Learning Experiences

- Use primary information sources to explain the First Amendment freedoms and how they are applied and limited.
- Select events in United States history to explain the significance and application of the Fifth and Fourteenth Amendments.
- Investigate and summarize the costs and benefits of limited freedoms citing both historical and contemporary examples.

Content, Sources, and Resources for Consideration

CE.3

CE.3c The student will apply history and social science skills to understand citizenship and the rights, duties, and responsibilities of citizens [Moved to CE.3 sub Standards] by describing the duties of citizenship, and evaluating how engagement address community needs and serve the public good including obeying the laws, paying taxes, defending the nation, and serving in court.

Understandings

- Citizens must fulfill their civic duties and work collectively for local, state, and national governments and communities to be successful

Supporting Questions

- How does personal agency and advocacy make a difference in a community?
- How do civic duties encourage civic engagement?
- How do governments and communities benefit from individuals carrying out civil duties?

Knowledge and Learning Experiences

- Use information sources to identify and explain the duties of citizenship.
- Make connections between the duties and the fundamental political principles.
- Identify ways citizens effectively carry out civic duties in their community and determine which best supports the common good.
- Devise a plan to take action on an issue in the local community and explain the connections to civic duties.

Content, Sources, and Resources for Consideration

CE.3

CE.3d The student will apply history and social science skills to understand citizenship ~~and the rights, duties, and responsibilities of citizens~~ [Moved to CE.3 sub Standards] by examining the responsibilities of citizenship and evaluating how engagement address community needs and serve the public good, 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.

Understandings

- ~~● A basic responsibility of citizenship is to contribute to the common good. [Reworded]~~
- Civic responsibilities are fulfilled by choice; they are voluntary and contribute to the common good.
- A democratic society requires the active participation of its citizens.

Supporting Questions

- What are an individual's civic responsibilities?
- How do civic responsibilities support the common good?
- How are agency and advocacy connected to an individual's civic responsibilities?

Knowledge and Learning Experiences

- Use information sources to identify and explain the responsibilities of citizens.
- Identify ways citizens effectively carry out civic responsibilities in their community and explain which best supports the common good.
- Examine the elements that may be included for effective civic engagement and devise a plan to take action on an issue.

Content, Sources, and Resources for Consideration

CE.3

~~CE.3e~~ The student will apply social science skills to understand citizenship ~~and the rights, duties, and responsibilities of citizens~~ by evaluating how civic and social duties address community needs and serve the public good. [Moved to CE.3c and d]

Understandings

- ~~● A democratic society requires the active participation of its citizens.~~

CE.4 The student will apply history and social science skills to demonstrate personal character traits that facilitate thoughtful and effective respectful participation in civic life by practicing trustworthiness and honesty; courtesy and respect for the rights of others; responsibility, accountability, and self-reliance; respect for the law; patriotism; thoughtful decision making; and service to the school and local community.

- ~~a) practicing trustworthiness and honesty;~~
- ~~b) practicing courtesy and respect for the rights of others;~~
- ~~c) practicing responsibility, accountability, and self-reliance;~~
- ~~d) practicing respect for the law;~~
- ~~e) practicing patriotism;~~
- ~~f) practicing thoughtful decision making; and~~
- ~~g) practicing service to the school and/or local community.~~

Overarching Inquiry

How can individuals be responsible members of their community?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Understandings

- A citizen is a member of a group or people of a community.
- Citizens can belong to various communities at the same time.
- Thoughtful and effective participation in civic life depends upon engaged individuals. the exercise of good citizenship. Individuals belong to many communities.

Supporting Questions

- How can an individual demonstrate responsibility?
- What is the connection between the characteristics of a responsible citizen and the Constitution of the United States and the Bill of Rights?

Knowledge and Learning Experiences

- Use information sources to identify and examine characteristics of a responsible citizen.
- Use cause and effect to identify actions of a citizen and explain how they affect their communities.
- Organize information to describe how individuals use personal character traits to advocate for their communities and practice civic engagement to drive changes within their local, state or national governments.

Content, Sources, and Resources for Consideration

CE.4

The Political Process

- CE.5** The student will apply history and social science skills to understand the political process at the local, state, and national levels of government by
- describing the functions of political parties;
 - comparing and contrasting the similarities and differences of political parties;
 - analyzing campaigns for elective office, with emphasis on the role of the media;
 - evaluating and explaining the role of campaign contributions and costs;
 - examining the history of and requirements for voter registration and practices, and participating in simulated local, state, and/or national elections [Moved to Knowledge and Learning Experiences]; and
 - describing the role of the Electoral College in the election of the president and vice president.

Overarching Inquiry

Who has the greatest influence on the political process?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

CE.5a The student will apply history and social science skills to understand the foundations of American constitutional government by describing the functions of political parties.

Understandings

- Political parties play a key role in government and provide opportunities for citizens to participate in the political process.

Supporting Questions

- What are the origins of the two-party system in American constitutional government?
- What are the goals of a political party?
- What factors make political parties necessary?
- How do citizens engage with political parties and participate in the political process?
- What factors may influence an individual to change political parties?
- What knowledge and skills does an individual need to pursue a career in politics and the work of political

parties?

Knowledge and Learning Experiences

- Use informational sources to analyze and explain the structure and goals of a political party.
- Use demographic information and other data to construct a chart, graph, or map and examine the political party representation in a locality, state, or national election.
- Examine the benefits and costs of the influence political parties have on citizens engaging in the political process.

Content, Sources, and Resources for Consideration

CE.5

CE.5b The student will apply history and social science skills to understand the foundations of American constitutional government by describing the functions of political parties.

Understandings

- A two-party system characterizes the American political process.
- Although third parties rarely win elections, they can play an important role in public politics.

Supporting Questions

- What is the two-party political system?
- What are party platforms and how do they influence the political process?
- How do individuals influence the political platform?
- How have political parties changed over time?
- How do third parties influence the political process, even if they rarely win?
- What are the costs and benefits of a two-party system?

Knowledge and Learning Experiences

- Use information sources to explain the two-party system and explain how it has changed over time.
- Investigate and explain how third parties have influenced the political process and changed over time.
- Analyze demographic information to explain the current trends and methods that political parties use to connect with citizens.
- Compare modern-day party platforms with polling data and surveys of American public opinion.
- Use a decision-making model to evaluate the effectiveness of a two-party system.

Content, Sources, and Resources for Consideration

CE.5

CE.5c The student will apply history and social science skills to understand the foundations of American constitutional government by analyzing campaigns for elective office, with emphasis on the role of the media.

Understandings

- Voters evaluate information presented in political campaigns to make informed choices among candidates.
- The media plays an important role in the political process.
- The influence and use of social media in elections has grown.

Supporting Questions

- How does the media influence the political process?
- How do responsible citizens engage with political parties to make informed decisions?
- How have candidates used personal social media usage to influence the political process?

- How does bias influence the political process?

Knowledge and Learning Experiences

- Identify and compare the different types of media campaigns used during elections.
- Examine historical examples to explain how the use of media has influenced the political process and changed over time.
- Use a decision-making model to identify and construct an argument with evidence of the most effective uses of media during elections.
- Self-assess the effects of social media usage and influence on personal bias and opinions on a variety of topics.

Content, Sources, and Resources for Consideration

CE.5

CE.5d The student will apply history and social science skills to understand the foundations of American constitutional government by evaluating and explaining the role of campaign contributions and costs.

Understandings

- The cost of running for political office has continued to increase overtime and can be very expensive.
- People donate to a campaign to promote the issues upon which they agree with the candidate.
- Campaigns rely heavily on contributions.
- Political Action Committees (PACs) raise and spend money to elect or defeat candidates.

Supporting Questions

- What are the various costs during a political campaign?
- Why do citizens donate to campaigns?
- How can political contributions affect the outcome of an election?
- What are Political Action Committees (PACs) and what role do they play in the political process?
- How can campaign finance reform expand or limit a candidate's success?
- How can political contributions influence public policy?
- How can interest groups accelerate or delay policy change?

Knowledge and Learning Experiences

- Gather data from various charts, graphs, and other information sources to examine and describe campaign costs.
- Use information sources to draw conclusions to show the connections between campaign contributions and the impact on political policy.
- Gather and organize information of different types of PACs and explain the role they play in the political process.
- Use information sources to construct an argument with evidence to support or oppose limits on campaign spending.
- Use a decision-making model to evaluate the costs and benefits of the *Citizens United v. Federal Election Commission* decision.

Content, Sources, and Resources for Consideration

CE.5

CE.5e The student will apply history and social science skills to understand the foundations of American constitutional government by examining the history of and requirements for voter registration and practices, and participating in simulated local, state, and/or national elections. [Moved to Knowledge and Learning Experiences]

Understandings

- Over time, legislation and constitutional amendments have granted more citizens the right to vote.
- Voting is a basic responsibility of citizenship.
- Voter registration is required before a citizen may vote.

Supporting Questions

- What are the qualifications to register to vote in Virginia?
- How do requirements and qualifications affect voter registration and representation of communities?
- How has access to voting changed over time?
- What factors influence voter turnout during in the election process?
- How can underage citizens participate in the political process?
- What knowledge and skills does an individual need to pursue a career in supporting elections and campaigns?

Knowledge and Learning Experiences

- Examine various information sources to explain the process for registering to vote in Virginia.
- Use previous knowledge and information sources to examine the legislation and constitutional amendments explain how voting rights and participation of various groups have affected turnout.
- Analyze and examine multiple data sources to compare patterns and trends of voter registration, participation and turnout for local, state, and national elections.
- Examine and discuss how underage citizens can participate in the political process.
- Investigate the obstacles to voting access and create an action plan to share possible solutions.
- Use resources from local, state, or national races to simulate current elections.
- Construct an argument to support or oppose changes in voting practices including, but not limited to, changing Election Day, allowing mobile voting, and changing access to mail-in voting.
- Investigate events in American history to prove or disprove the connection between amendments extending voting rights and changes in public opinion.

Content, Sources, and Resources for Consideration

CE.5

CE.5f The student will apply history and social science skills to understand the foundations of American constitutional government by describing the structure and role of the Electoral College in the election of the president and vice president.

Understandings

- The Electoral College process is used to select the president and vice president of the United States.
- The Electoral College casts the official vote for president and vice president. The candidate that receives 270 Electoral votes wins the presidency, no matter the amount of popular vote received.
- The number of electors of each state is based on each state's population (congressional representation).

Supporting Questions

- What is the Electoral College and how does it work?
- How does the Electoral College connect to the Constitution of the United States?
- How does the winner-take-all system included in the Electoral College influence campaigning and voter turnout?
- What is the "popular vote" and how does it support or conflict with the Electoral College?

Knowledge and Learning Experiences

- Use information sources and previous knowledge to explain the structure and role of the Electoral College.

- Examine patterns and trends of national elections to describe how the Electoral College has affected the outcomes of various presidential elections.
- Examine various national elections to evaluate the benefits and challenges of the Electoral College.
- Analyze the arguments for and against the Electoral College and provide evidence that supports or opposes a reform of the system.

Content, Sources, and Resources for Consideration

CE.5

CE.6 The student will apply history and social science skills to understand the American constitutional government at the national level by

- describing the structure and powers of the national government;**
- explaining the principle of separation of powers and the operation of checks and balances**
- explaining and/or simulating the lawmaking process and how individuals and interest groups influence public policy; and**
- describing the roles and powers of the executive branch.**

Overarching Inquiry

How is power in the United States a shared responsibility?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

- Cooperation – the process of working with another in order to achieve something.

CE.6a The student will apply history and social science skills to understand the American constitutional government at the national level by describing the structure and powers of the national government.

Understandings

- The Constitution of the United States defines the structure and powers of the national government.
- Legislative, executive, and judicial powers of the national government are distributed among three distinct and independent branches of government.
- The powers held by the government are divided between the national government in Washington, D.C., and the governments of the 50 states.

Supporting Questions

- What is the organization of the national government?
- What are the roles of the legislative, executive, and judicial branches of government at the national level?
- How do individual citizens engage with and participate with the leaders at the national level?

Knowledge and Learning Experiences

- Use excerpts from the Constitution of the United States, various information sources, and previous knowledge to describe the structure and powers of the three branches of government at the national level.
- Identify and explain the role of elected and appointed officials of the three branches of government at the national level.
- Assess the significance of the powers of each branch.

Content, Sources, and Resources for Consideration

CE.6

CE.6b The student will apply history and social science skills to understand the American constitutional government at the national level by explaining the principle of separation of powers and the operation of checks and balances.

Understandings

- A system of checks and balances provides each branch of government with individual powers to check the other branches and prevent any one branch from becoming too powerful.

Supporting Questions

- What is the concept of separation of powers?
- Why was the concept of separation of powers included in the Constitution of the United States?
- What makes checks and balances necessary in government?
- How did the monarchy of Great Britain prior to the American Revolution affect the design and structure of the federal government?

Knowledge and Learning Experiences

- Use previous knowledge to describe how the relationship with Great Britain influenced structure of the federal government as outlined in the Constitution of the United States.
- Use the Constitution of the United States and other information sources to define the concepts of separation of powers and checks and balances.
- Analyze historical and current events to illustrate and explain how the concepts of separation of powers and checks and balances affects the three branches of government at the national level.

- Examine various secondary sources to explain how separation of powers and checks and balances has an impact on the daily lives of Americans.
- Evaluate the power of each branch and construct an argument with evidence that justifies which of part of the system of the checks and balances is most significant for an American constitutional government to work effectively.

Content, Sources, and Resources for Consideration

CE.6

CE.6c The student will apply history and social science skills to understand the American constitutional government at the national level by roles and powers of the legislative branch and explaining and/or simulating [Moved to Learning Experiences] the lawmaking process.

Understandings

- National laws are made by Congress. Congress makes the laws at the national level.
- The lawmaking process requires collaboration and compromise.
- Individuals and interest groups influence public policy.

Supporting Questions

- What is the primary role of the legislative branch at the national level?
- How do expressed and implied powers influence the lawmaking process at the national level?
- How do individuals and interest groups influence public policy?
- What factors influence the success or failure of a bill?
- How is the principle of representative government reflected in the legislative process?
- What knowledge and skills does an individual need to pursue a career in the legislative branch or law-making process at the national level?

Knowledge and Learning Experiences

- Explain the structure, powers, and role of the legislative branch at the national level.
- Use the Constitution of the United States, additional information sources, and previous knowledge to describe how Congress carries out the lawmaking process.
- Research and explain through examples how individuals and interest groups influence the success or failure of a bill.
- Participate in a simulation of one or more aspects of the political process and explain action steps that could affect the success or failure of a bill.

Content, Sources, and Resources for Consideration

CE.6

CE.6d The student will apply history and social science skills to understand the American constitutional government at the national level by describing the roles and powers of the executive branch.

Understandings

- The executive branch plays a key role in the policymaking process.
- Presidential power has grown in the years since the Constitution was ratified, but there are limits on what the president can and cannot do.

Supporting Questions

- What are the primary roles of the executive branch at the national level?
- How does the executive branch influence the lawmaking process at the national level?

- What is the role of the Cabinet and how does it support the government?
- What knowledge and skills does an individual need to pursue a career in the executive branch at the national level?

Knowledge and Learning Experiences

- Explain the formal powers of the President of the United States.
- Use the Constitution of the United States, other information sources, and previous knowledge to provide examples of how the executive branch influences policymaking.
- Use current and historical events to illustrate the roles of the President of the United States and describe how the roles have changed over time.
- Select current or historical events to evaluate how various presidents have carried out specific roles of the Office of the President.

Content, Sources, and Resources for Consideration

CE.6

CE.7 The student will apply history and social science skills to understand the American constitutional government at the state level by

- describing the structure and powers of the state government;**
- explaining the relationship of state governments to the national government in the federal system;**
- explaining and/or simulating the lawmaking process;**
- describing the roles and powers of the executive branch and regulatory boards.**

Overarching Inquiry

Should the state government have the authority to legislate what is best for the state if it conflicts with the federal government?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
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- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or

his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

CE.7a The student will apply history and social science skills to understand the American constitutional government at the state level by describing the structure and powers of the state government.

Understandings

- The form of government of the Commonwealth of Virginia is established by the Virginia Constitution.
- Legislative, executive, and judicial powers are separated at the state level of government.

Supporting Questions

- Why was a Virginia Constitution necessary?
- How does the Virginia Constitution structure the government at the state level?
- Why should people vote in state elections?
- What are the similarities and differences between the structures of state and national levels of government?

Knowledge and Learning Experiences

- Use the Virginia Constitution and other information sources to examine and explain the establishment of the government of the Commonwealth of Virginia.
- Use information sources to analyze and explain the legislative, executive, and judicial branches of state government.
- Gather information from various sources to describe the role, structure, and powers of elected and appointed officials of the executive branch at the state level, identifying the terms of office and impact on the lives of Virginians.
- Compare structures of the national government and state government.
- Use election data, other information sources, and previous knowledge to draw conclusions about voter participation in state elections from various communities throughout the Commonwealth.

Content, Sources, and Resources for Consideration

CE.7

CE.7b The student will apply history and social science skills to understand the American constitutional government at the state level by explaining the relationship of state governments to the national government in the federal system.

Understandings

- The Constitution of the United States establishes the principle of federalism, which is the division of power between the states and the national government. [Moved to CE.2c]
- The Constitution of the United States establishes a federal form of government in which the national government is supreme.
- The expansion of the national government’s powers into areas traditionally reserved to the states has altered the relationship of states to the national government.

Supporting Questions

- What is federalism?
- What are the primary responsibilities of the state and national governments?
- How are the powers of the national and state governments determined?
- What are concurrent powers and why are they important?
- What issues cause tensions between the state and national government and how do they affect the daily life of citizens?
- How might the knowledge and skills an individual needs differ in pursuing a career in state government versus a career at the national level?

Knowledge and Learning Experiences

- Use information sources to explain the division of powers established by the Constitution of the United States.
- Use information sources to explain the primary responsibilities of the national and state governments.
- Analyze historical and current events to determine cause and effect relationships between national and state governments with context to concurrent powers, 10th amendment, and the Supremacy Clause.
- Evaluate and justify with evidence the significance of the Supremacy Clause, concurrent powers, denied powers, implied powers, and the 10th Amendment to the Constitution of the United States.
- Select and analyze historical events that were areas of tension between the state and national governments.
- Examine current areas of tension between the state and national governments and propose solutions.

Content, Sources, and Resources for Consideration

CE.7

CE.7c The student will apply history and social science skills to understand the American constitutional government at the state level by explaining and/or simulating the lawmaking process.

Understandings

- Members of the Virginia General Assembly are elected to make state laws.
- The lawmaking process requires collaboration and compromise.
- Individuals and interest groups influence public policy.

Supporting Questions

- What is the origin of the Virginia General Assembly and why is it significant to American history?
- What is the structure of the Virginia General Assembly and how does an individual become a member?
- How do elected members make laws?
- How do individuals and interest groups influence public policy at the state level?
- How do concurrent and reserved powers influence the lawmaking process at the state level?
- What primary matters does the General Assembly legislate?

Knowledge and Learning Experiences

- Use previous knowledge of United States history to describe origins and changes of the Virginia General Assembly.
- Explain the current structure of the Virginia General Assembly.
- Use excerpts from Constitution of Virginia, other information sources, and previous knowledge to explain the lawmaking process.
- Identify and explain examples of how individuals and interest groups influence the outcome of a bill.
- Compare the similarities and differences of the lawmaking process at the national and state levels.
- Participate in a simulation of various aspects of the lawmaking process and determine which step has the greatest impact the success or failure of a bill.

Content, Sources, and Resources for Consideration

CE.7

CE.7d The student will apply history and social science skills to understand the American constitutional government at the state level by describing the roles and powers of the executive branch and regulatory boards.

Understandings

- The executive branch of the Virginia state government enforces the laws and plays a key role in the policy making process.

Supporting Questions

- What are the primary roles of the members of the executive branch at the state level?
- How does the executive branch influence policy making?
- How does the governor exercise executive powers granted by the Virginia Constitution?
- What is the bureaucracy?
- How do Cabinet secretaries and departments, agencies, commissions, and regulatory boards support the governor at the state level?
- How do the actions of Cabinet secretaries and departments, agencies, commissions, and regulatory boards affect the everyday lives of Virginians?
- How can Virginia influence the lawmaking process at the national level?
- What knowledge and skills does an individual need to pursue a career in the bureaucracy of state government?

Knowledge and Learning Experiences

- Analyze current and historical examples to make connections and explain the specific roles of the governor of the Commonwealth of Virginia.
- Use the Constitution of Virginia, other information sources, and prior knowledge to explain how the executive branch influences policymaking.
- Identify and explain how the cabinet and agencies support the executive branch at the state level.
- Gather data and use evidence from various information sources to explain how the executive branch address the competing needs of different communities across the Commonwealth.
- Research historical or current events that illustrates how Virginia has influenced laws, policy, or public opinion at the national level.

Content, Sources, and Resources for Consideration

CE.7

CE.8 The student will apply history and social science skills to understand the American constitutional government at the local level by

- a) describing the structure and powers of the local government and explaining the local lawmaking process;**
- b) explaining the relationship of local government to the state government; and**
- c) describing the impact of international issues and events on local decision making.**

Overarching Inquiry

Why are local governments necessary?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and

social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

CE.8a The student will apply history and social science skills to understand the American constitutional government at the local level by describing the structure and powers of the local government and explaining the local lawmaking process.

Understandings

- The units of local governments in Virginia are created by the General Assembly.
- Local governments exercise legislative, executive, and judicial powers.
- The lawmaking process at each level requires collaboration and compromise.
- Individuals and interest groups influence public policy.

Supporting Questions

- What are the units of local government in Virginia?
- How are counties, towns and cities similar and different in Virginia?
- What positions exist at the local level and how do they support the functions of government in cities, towns and counties?
- Why should people vote in local elections?
- What knowledge and skills do individuals need to engage with elected or appointed officials at the local

government level?

Knowledge and Learning Experiences

- Use the Constitution of Virginia, other information sources, and previous knowledge to compare the characteristics of appointed and elected officials of each type of locality (counties, towns, and cities) in the Commonwealth of Virginia.
- Gather and organize data to connect individuals civic engagement and participation and the function of the local government.
- Examine ways local government decisions affects the lives of students and how they can work together to impact change.
- Research a local concern and create actionable solutions to address the needs of the local community.

Content, Sources, and Resources for Consideration

CE.8

CE.8b The student will apply history and social science skills to understand the American constitutional government at the local level by explaining the relationship of local government to the state government.

Understandings

- The authority of local governments in Virginia is derived from the state.

Supporting Questions

- What is the relationship between local and state governments?
- How do local governments exercise their power as defined by the Constitution of Virginia and acts of the General Assembly?
- What primary issues does the General Assembly legislate that directly affect local governments?
- What strategies do local governments use to support the diverse populations of their communities?
- How do local governments collaborate to share resources and ideas to address regional concerns?

Knowledge and Learning Experiences

- Use the Constitution of Virginia, other information sources, and prior knowledge to describe the authority of local governments.
- Use information sources to compare the relationship between local and state governments.
- Research, evaluate, and explain events or actions that show how local government powers affects the local community.

Content, Sources, and Resources for Consideration

CE.8

CE.8c The student will apply history and social science skills to understand the American constitutional government at the local level by describing the impact of international issues and events on local decision making.

Understandings

- Local governments may be required to formulate, adopt, and implement public policies in response to international issues and events.
- All levels of government must successfully coordinate to respond effectively to emergencies and threats.

Supporting Questions

- What global issues could require local governments to enact policy?
- What are the costs and benefits of local governments' mobilization in response to national or global crisis?

- How can citizens influence local involvement in national or international issues or events?

Knowledge and Learning Experiences

- Research, evaluate, and explain how state and national governments collaborate with local governments to aid communities.
- Identify historical and current events to explain circumstances that require local governments to respond to national or international issues.
- Identify a regional concern and develop plan to engage individuals and communities with actionable solutions.

Content, Sources, and Resources for Consideration

CE.8

- CE.9 The student will apply history and social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- ~~describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction~~ the exercise of judicial review;
 - ~~describing the exercise of judicial review~~ describing the organization of the state and federal courts with original and appellate jurisdiction and explaining how due process protections seek to ensure justice; and
 - ~~comparing and contrasting~~ civil and criminal cases.
 - ~~explaining how due process protections seek to ensure justice.~~ [Moved to CE.9b]

Overarching Inquiry:

How does the dual court system strive to ensure justice for all?

Themes:

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish

order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

CE.9a The student will apply history and social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction the exercise of judicial review.

Understandings

- The power of judicial review is an important check on the legislative and executive branches of government.
- The right to due process of law is outlined in the Fifth and Fourteenth Amendments to the Constitution of the United States.
- Due process of law protects against unfair governmental actions and laws.

Supporting Questions

- What is judicial review?
- How did the landmark case *Marbury v. Madison* help define judicial review for American constitutional government?
- How did the decision of *Marbury v. Madison* establish the power and role of the Supreme Court?

Knowledge and Learning Experiences

- Use information sources, previous knowledge, and the landmark case *Marbury v. Madison* to define judicial review and explain its importance to American constitutional government.

Content, Sources, and Resources for Consideration

CE.9

CE.9b The student will apply history and social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by describing the exercise of judicial review organization of the state and federal courts with original and appellate jurisdiction and explaining how due process protections seek to ensure justice.

Understandings

- The role of the judicial branch is to interpret laws.
- The United States has a dual court system, which consists of state courts and federal courts.
- Federal courts have jurisdiction over federal laws.
- State courts have jurisdiction over state laws.
- The right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States.
- Due process of law protects against unfair governmental actions and laws.

Supporting Questions

- What is the dual court system and how is it structured to work?
- What documents provide structure and authority to the state and federal court system?
- What are the differences between original and appellate jurisdictions?
- How do the Fifth and Fourteenth Amendments provide due process protections?
- What is due process of the law and why is it important?
- What factors affect the implementation of due process?

- How does original and appellate jurisdiction ensure justice?

Knowledge and Learning Experiences

- Use excerpts from the Constitutions of Virginia the United States and other information sources to explain the structure of a dual court system.
- Create a chart to organize information to explain federal and state court systems, including the various courts, jurisdiction, and members involved.
- Use various information sources to identify and examine examples of different types of cases that would appear in different federal and state courts.
- Analyze the Fifth and Fourteenth Amendments and explain due process and the factors that impacted its implementation.
- Use excerpts from decisions from United States Supreme Court cases such as, but not limited to *Plyler v. DOE*, *Miranda v. Arizona*, *Plessy v. Ferguson*, *Brown v. Topeka Board of Education*, *In re Gault*, *United States v. Wong Kim Ark* to explain how the Supreme Court extended the guarantees of the Bill of Rights.

Content, Sources, and Resources for Consideration

CE.9

CE.9c The student will apply history and social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by comparing and contrasting civil and criminal cases and explaining how due process protections seek to ensure justice.

Understandings

- Courts resolve two kinds of conflicts: civil and criminal.

Supporting Questions

- What determines if a case is a criminal or civil case?
- Who are the different members involved in criminal and civil cases?
- What is the sequence of events for a criminal case?
- What are the procedures that follow a civil case?
- How do the procedures in a criminal case protect the rights of the accused?
- What knowledge and skills does an individual need to pursue a career in the judicial branch or process?

Knowledge and Learning Experiences

- Use information sources to analyze examples of previous court cases and explain why it is a criminal or civil case.
- Identify and describe the role of various individuals involved in criminal and civil trials.
- Compare and contrast the procedures of criminal and civil cases.

Content, Sources, and Resources for Consideration

CE.9

~~**CE.9d The student will apply social science skills to understand the judicial systems established by explaining how due process protections seek to ensure justice. [Moved to CE.9a]**~~

Understandings

- ~~The right to due process of law is outlined in the 5th and 14th Amendments to the Constitution of the United States.~~
- ~~Due process of law protects against unfair governmental actions and laws.~~

CE.10 The student will apply history and social science skills to understand the role of the media and its influence on how public policy is made at the [Reworded] local, state, and national levels of government by

- a) examining the impact of the media on public opinion and public policy; and
- b) describing how its impact on individuals and interest groups and influence public policy.
- c) ~~describing the impact of international issues and events on local decision making.~~ [Moved to CE.8c]

Overarching Inquiry

Does the media have a role and responsibility to the public?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement - working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

CE.10a The student will apply history and social science skills to understand the role of the media and its influence on how public policy is made at the [Reworded] local, state, and national levels of government by examining the impact of the media on public opinion and public policy.

Understandings

- The media informs policymakers and influences public policy.
- Informed citizens monitor a variety of sources, think critically about sources, and respectfully engage in dialogue presenting ideas and issues to make informed decisions.

Supporting Questions

- What protections does the Constitution of the United States provide to the media?
- How does the media play a role in focusing public attention on selected issues?
- How does the media influence public opinion and policy?
- How do government officials use the media to influence public agenda?
- What should individuals do to be informed consumers of digital and print media?
- How do advances in technology influence the media's influence on public opinion and policy?
- How can an individual's media feed influence both their political view and the view they have of opposing opinions?
- What knowledge and skills do individuals need to pursue a career in print or digital media or working with a public interest group?

Knowledge and Learning Experiences

- Use various information sources to identify and distinguish between different forms of media, the audience and their purpose.
- Analyze various digital and print media platforms to determine strategies for evaluating bias.
- Gather data from various sources to interpret public opinion.
- Research an event or issue using multiple sources that report the same event or issue to determine the bias, accuracy and validity of the sources.

Content, Sources, and Resources for Consideration

CE.10

CE.10b The student will apply history and social science skills to understand the role of the media and its influence on how public policy is made at the [Reworded] local, state, and national levels of government by describing how its impact on individuals and interest groups and influence public policy.

Understandings

- Individuals and interest groups can use the media to influence public opinion and policy.

Supporting Questions

- How does the media influence individuals to change opinions or support or oppose public policy?
- How does the media inform the public of interest groups and the connections to elected officials and their support or opposition of a public policy?

Knowledge and Learning Experiences

- Use previous knowledge, examples from history or current events, and various information sources for examples of how the media changed individuals or interest groups' opinions on public policy.
- Analyze various digital media platforms and other information sources to determine media strategies interest groups use to focus public attention on selected issues.
- Research a contemporary issue using multiple sources and compare how media influenced individuals and policymakers.

Content, Sources, and Resources for Consideration

CE.10

~~CE.10c The student will apply social science skills to understand how public policy is made at the local, state, and national levels of government by describing the impact of international issues and events on local decision-making. [Moved to CE.8c]~~

Understandings

Local governments may be required to formulate, adopt, and implement public policies in response to international issues and events.

Economic Decisions

- CE.11 The student will apply history and social science skills to understand how economic decisions are made in the marketplace and in daily life by
- explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and
 - comparing ~~and contrasting~~ how traditional, free market, command, and mixed economies decide how to allocate their limited resources.

Overarching Inquiry

Why can't we have everything we need and want?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

CE.11a The student will apply history and social science skills to understand how economic decisions are made in the marketplace and in daily life by explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost.

Understandings

- Because of scarcity, consumers, producers, and government decision makers are forced to make choices about what to do and what not to do.
- ~~Whenever you make a choice, you are actually making two choices. This is because whenever you choose to do one thing, you are also choosing *not* to do something else. What you choose not to do is your opportunity cost.~~
- ~~All choices have opportunity costs.~~ [Moved to Knowledge and Learning Experiences]

Supporting Questions

- What is scarcity?
- What is the relationship between scarcity, choice, and opportunity cost?
- How do scarcity, choice, and opportunity cost directly affect individuals?
- How does scarcity of resources affect consumers, producers, and governments?
- What is the connection between unlimited wants and limited resources?
- How do consumers, producers, and governments make economic choices?

Knowledge and Learning Experiences

- Use information sources to describe and make connections between scarcity, resources, choice, opportunity cost, production and consumption.
- Analyze past and current examples to determine the cause-and-effect relationship of scarcity on consumers, producers, and governments.
- Use various information sources to select specific events from United States history and use a decision-making model to explain the costs and benefits of a variety of economic decisions made.
- Explain how scarcity, choice, and opportunity cost are present in the daily lives of students.

Content, Sources, and Resources for Consideration

CE.11

CE.11b The student will apply history and social science skills to understand how economic decisions are made in the marketplace and in daily life by comparing ~~and contrasting~~ how traditional, free market, command, and mixed economies decide how to allocate their limited resources.

Understandings

- Every country must develop an economic system to determine how to use its limited productive resources.
- The key factor in determining the type of economy a country has is the extent of government involvement.
- The greater the amount of decision making that is left to the individual, the closer a system is to a free market system.
- The greater the amount of decision making that is left to a centralized authority, the closer the system is to a command system.

Supporting Questions

- What questions do economic systems ask to plan for their economy and why are they important?
- What are the differences between a traditional, free market, command, and mixed economy?
- What role does consumer choice have in the different economic systems?

Knowledge and Learning Experiences

- Use information sources to explain the questions economic systems ask.
- Compare traditional, free market, command, and mixed economic systems and explain the relationship of consumer choice to each system.
- Use previous knowledge to select past and current events that demonstrates the role of the government in

different types of economic systems around the world.

- Create a chart to illustrate the flow of specific goods or services through each type of economy.
- Evaluate each type of economic system and draw conclusions about the lives of individuals in each system.

Content, Sources, and Resources for Consideration

CE.11

CE.12 The student will apply history and social science skills to understand the United States economy by

- a) describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition;**
- b) describing how in a market economy supply and demand determine prices;**
- c) describing the types of business organizations and the role of entrepreneurship;**
- d) explaining the circular flow that shows how consumers (~~households~~) (individuals), producers (businesses), and markets—the government interact;**
- e) explaining how financial institutions channel funds from savers to borrowers; and**
- f) analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.**

Overarching Inquiry

What choices do we make with our money?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

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Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

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- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods

to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

CE.12a The student will apply history and social science skills to understand the United States economy by describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition.

Understandings

The United States economy is primarily a free market economy but is characterized as a mixed economy.

Supporting Questions

- What makes the United States economy a free market economy, with characteristics of a mixed economy?
- What are profit motive, competition, and consumer sovereignty important to the US economy?
- Why do governments intervene in a market economy?
- What is the government's involvement with individuals and businesses regarding ownership of private property?
- How does a free market economy benefit from competition and consumer sovereignty?

Knowledge and Learning Experiences

- Use information sources to identify and describe the characteristics of the United States economy.
- Use information sources to explain the benefits, costs, and unintended consequences of a free market economy.
- Consider various events in history to explain the characteristics of the United States economy.
- Gather data to analyze various scenarios or historical events to explain examples of free enterprise, private property, profit motive, competition, consumer sovereignty, and government involvement in the economy.
- Compare the characteristics of the public and private sectors.
- Describe aspects of the American economy that represent different types of economic systems.

Content, Sources, and Resources for Consideration

CE.12

CE.12b The student will apply history and social science skills to understand the United States economy by describing how in a market economy supply and demand determine prices.

Understandings

- Both buyers and sellers respond to price changes. When prices change, buyers change the quantity they are willing and able to buy and sellers change the quantity they are willing and able to bring to market.
- Price is determined by the interaction of supply and demand.

Supporting Questions

- What is the difference between buyers and sellers in a market economy?
- What is equilibrium price?
- How do supply and demand determine price?
- How do buyers and sellers respond to a change in price?

Knowledge and Learning Experiences

- Use information sources to provide examples of and describe price, equilibrium price, supply and demand.
- Gather data to create charts and graphs to explain how supply and demand determine price.
- Compare the law of supply and the law of demand.
- Analyze various events in history to explain how supply and demand determine price and provide incentives in a market economy.

- Use a decision-making model to explain why a specific personal economic choice was made.

Content, Sources, and Resources for Consideration

CE.12

CE.12c The student will apply history and social science skills to understand the United States economy by describing the types of business organizations and the role of entrepreneurship.

Understandings

- There are three basic ways (Proprietorship, Partnership, and Corporation) that businesses organize to earn profits.
- Entrepreneurs play an important role in all three types of business organizations.

Supporting Questions

- What are the three basic ways that businesses organize to earn profits?
- How are risks and profits shared for each type of business?
- What is an entrepreneur?
- How do entrepreneurs affect competition?
- How do entrepreneurs foster innovation and progress?
- How have new technologies, influence of social media, and the market economy supported or challenged entrepreneurship?
- What knowledge and skills are necessary to be an entrepreneur, pursue a career in business or starting a private company?

Knowledge and Learning Experiences

- Use various information sources to define and provide examples of the basic types of business ownership.
- Use previous knowledge and understanding of history and current events, and information sources to provide examples of and explain the three basic types of business ownership.
- Describe the risks, rewards, and possible unintended consequences of entrepreneurship.
- Research a specific product or invention and explain how it increased competition, was an example of innovation or technological progress.

Content, Sources, and Resources for Consideration

CE.12

CE.12d The student will apply history and social science skills to understand the United States economy by explaining the circular flow that shows how consumers (households) (individuals), producers (businesses), and markets, and the government interact.

Understandings

- Resources, goods and services, and money flow continuously among Households individuals, businesses, and the government in the United States economy.

Supporting Questions

- How do resources, goods and services, and money flow between individuals, businesses, and markets in the United States economy?
- What is the government's main role in the circular flow model?
- How does time affect the circular flow of goods and services?

Knowledge and Learning Experiences

- Use information sources, various events in history, or scenarios as examples to explain the circular flow of how consumers, producers, markets, and the government interact.
- Create a diagram that communicates the circular flow of how consumers, producers, and the government interact and explain the impact of time on the model.

Content, Sources, and Resources for Consideration

CE.12

CE.12e The student will apply history and social science skills to understand the United States economy by explaining how financial institutions channel funds from savers to borrowers.

Understandings

- Private financial institutions help facilitate an exchange of money between savers and borrowers.

Supporting Questions

- What is a private financial institution?
- How do private financial institutions make a profit?
- How does the concept of consumer sovereignty connect to the use of private financial institutions?
- What is the role of private financial institutions in the United States economy?
- How do private financial institutions interact with savers and borrowers?
- How can an individual benefit from the opportunities of financial institutions?
- What types of careers are available in the financial (private and public) industry?
- What knowledge and skills does an individual need to have to pursue a career in the financial industry?
- How can an individual use the services of a financial institution or services to plan for the future?

Knowledge and Learning Experiences

- Use information sources to explain the role of private financial institutions in the United States economy.
- Describe the costs, benefits, and possible unintended consequences of private financial institutions.
- Research and create a diagram that communicates how private financial institutions support the United States economy.
- Gather information to develop a personal budget and describe actions to overcome the possibilities of scarcity of resources, the opportunity costs and supports from financial institutions.

Content, Sources, and Resources for Consideration

CE.12

CE.12f The student will apply history and social science skills to understand the United States economy by analyzing the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

Understandings

Virginia and the United States pursue international trade in order to increase wealth.

Supporting Questions

- What is a global economy?
- What is trade and why do states or nations trade?
- How does the concept of federalism play into the role of Virginia and the United States in a global economy?
- What are the economic costs, benefits, or challenges for nations when systems of government are vastly different?
- What are the costs, benefits, or challenges of a state or a nation participating in a global economy?

- What are the costs, benefits, or challenges of technological innovations on a global market?
- How does the phrase, “think globally, act locally” impact decisions made by consumers and producers?

Knowledge and Learning Experiences

- Use information sources to explain the relationship between local communities, Virginia, the United States, and the global economy.
- Use events taken place at the local or state level, current events, and information sources to provide examples of and explain interactions in the global economy.
- Describe the costs, benefits, or challenges of a state or a nation participating in a global economy.
- Research various innovations in technology and describe costs, benefits, or challenges of the technology.

Content, Sources, and Resources for Consideration

CE.12

- CE.13 The student will apply history and social science skills to understand the role of government in the United States economy by**
- examining competition in the marketplace;**
 - explaining how and why government provides certain goods and services;**
 - describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;**
 - explaining the structure and main function of the Federal Reserve System and how it acts as the nation’s central bank;**
 - ~~describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights;~~ [Moved to CE.13f] explaining the role of government currency and analyzing the purpose of a money economy; and**
 - ~~explaining the role of government currency and analyzing the purpose of a money economy~~ [Moved to CE.13e] describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights.**

Overarching Inquiry

How should the government be involved in the economy?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Engagement – working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.
 - Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

CE.13a The student will apply history and social science skills to understand the role of government in the United States economy by examining competition in the marketplace.

Understandings

- The government promotes and regulates marketplace competition.

Supporting Questions

- What is marketplace competition?
- How does the government promote marketplace competition and discourage the formation of monopolies?
- What is the government's role in global trade?
- How can the government support entrepreneurs?
- Which government agencies regulate and promote competition in the marketplace and what do they do?

Knowledge and Learning Experiences

- Use information sources to explain the role of government in the United States and global economies.
- Use previous knowledge to select events in United States' history to analyze and explain how government agencies promote marketplace competition and discourage the formation of monopolies.
- Research a specific government agency and explain how it regulates and promotes competition in the

marketplace.

Content, Sources, and Resources for Consideration

CE.13

CE.13b The student will apply history and social science skills to understand the role of government in the United States economy by explaining how and why government provides certain goods and services.

Understandings

- Government provides certain goods and services that individuals and businesses acting alone cannot provide efficiently.

Supporting Questions

- How is the government provision of goods and services connected to the Constitution of the United States?
- What goods and services are provided by the government?
- Why do governments provide certain goods or services?
- How do governments pay for certain goods and services?

Knowledge and Learning Experiences

- Use information sources to identify and describe goods and services provided by the government.
- Describe the costs, benefits, or challenges of a state or federal government providing goods and services.
- Use a decision-making model to explain and provide evidence to support or oppose government spending for specific goods and services.
- Compile a list of government services provided in your local community and rank their importance on resident's lives providing a rationale to support the decision.

Content, Sources, and Resources for Consideration

CE.13

CE.13c The student will apply history and social science skills to understand the role of government in the United States economy by describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide.

Understandings

- Every level of government—federal, state, and local—requires revenue to pay for goods and services provided by the government.
- Taxes and fees levied on individuals and businesses are the major source of this revenue.
- Local, state, and federal governments determine how best to use and allocate the money they collect.

Supporting Questions

- How do federal, state, and local governments pay for certain goods and services?
- What are the main types of revenue collected by federal, state, and local governments?
- How do federal, state and local governments spend their tax revenue?
- How do tax revenues benefit people living in the United States?

Knowledge and Learning Experiences

- Using various information sources to determine and define the different types of revenue collected by federal, state, and local governments.
- Use information sources to explain the civic duty and the importance or impact of paying taxes.
- Compare the different types of revenue collected and the goods and services provided to citizens by the federal,

state, and local governments.

Content, Sources, and Resources for Consideration

CE.13

CE.13d The student will apply history and social science skills to understand the role of government in the United States economy by explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank.

Understandings

- The Federal Reserve System is ~~our~~ the nation's central bank.

Supporting Questions

- What is the origin of the Federal Reserve System?
- What is the role and function of the Federal Reserve System?
- Why is the Federal Reserve System necessary?
- How does the Federal Reserve System support the banking system?
- How do the federal executive and legislative branches interact with the Federal Reserve Bank?

Knowledge and Learning Experiences

- Use information sources, various events in history, and scenarios to explain the role and function of the Federal Reserve System.
- Research and create a diagram that communicates how the Federal Reserve System supports the banking system.
- Use information sources and various events in history to explain how the federal executive and legislative branches interact with the Federal Reserve Bank.

Content, Sources, and Resources for Consideration

CE.13

CE.13e The student will apply history and social science skills to understand the role of government in the United States economy by ~~describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights,~~ [Moved to CE.13f] explaining the role of government currency and analyzing the purpose of a money economy.

Understandings

- Money is anything that is generally accepted as a method of payment for goods and services.
- Money makes it easier to trade, borrow, save, and invest, and to compare the value of goods and services.

Supporting Questions

- What is money and how is it used in the American economy?
- What are the types of money generally used in the United States?
- How does the use of money reflect the confidence that citizens have in the United States government?

Knowledge and Learning Experiences

- Use information sources to describe the types and use of money and used in the American economy.
- Investigate and explain the concept of credit and how consumer use it to pay for goods and services.
- Use various events in American history to explain the cause and effect relationship between the use of money and confidence citizens have in the United States government.

Content, Sources, and Resources for Consideration

CE.13

CE.13f The student will apply history and social science skills to understand the role of government in the United States economy by explaining the role of government currency and analyzing the purpose of a money economy. [Moved to CE.13e] describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights.

Understandings

- The United States government passes laws and creates agencies to protect consumer rights, property rights, public health and safety, competition in the marketplace, labor, and the environment.

Supporting Questions

- What is a property right?
- What founding documents expressed an individual's right and protection of property?
- How does the government protect consumer and property rights?

Knowledge and Learning Experiences

- Use information sources to define property rights and explain how the government protects consumer and property rights.
- Use information sources and various events from history to explain how consumers took legal action against violations of consumer and property rights.
- Organize information to explain government agencies, such as, but not limited to Consumer Product Safety Commission (CPSC), Food and Drug Administration (FDA), Children's Online Privacy Protection Act, Occupational Safety and Health Administration (OSHA), Equal Employment Opportunity Commission (EEOC), Fair Labor and Standards Act, Environmental Protection Agency (EPA) and laws that protect consumers, labor, or the environment.

Content, Sources, and Resources for Consideration

CE.13

CE.14 The student will apply history and social science skills to understand personal finance and career opportunities explore career opportunities and understand the fundamentals of personal finance by

- identifying talents, interests, and aspirations that influence career choice;
- identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success;
- identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy;
- examining the impact of technological change and globalization on career opportunities;
- describing the importance of education to lifelong personal finances; and
- analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.
- evaluating access to opportunities for equitable education and skill development.

Overarching Inquiry

How do individual choices influence future decisions?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

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- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

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 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Understandings

- An awareness of personal talents, interests, and aspirations is needed to select a career. To select or pursue a career, individuals must be aware of personal talents, interests, aspirations and necessary knowledge and skills to support the pursuit.
- Attitudes and behaviors that support a strong work ethic enhance career success.
- There is a correlation among skills, education, and income.
- Changes in technology influence the abilities, skills, and education needed in the workforce.

Supporting Questions

- What are my personal talents, interests, and aspirations?

- How can my attitudes and behaviors support my future?
- What can I do to be fiscally thoughtful about paying for post high school success?
- What is the correlation between my skills, education, and future income?
- How do changes in technology impact possibilities of the future?

Knowledge and Learning Experiences

- Use various information sources to determine personal attitudes towards knowledge, skill, health, training, and talent.
- Distinguish between jobs and careers.
- Conduct research to investigate the various ways that individuals pay for academic and vocational training and certifications to ensure post high school success.
- Conduct a study to determine the supply and demand of specific jobs and careers, technological demands and advancements, and opportunities.
- Conduct research on ways and opportunities to become fiscally responsible that include making careful spending decisions, saving and investing for the future, having insurance, keeping to a budget, and using credit wisely, as well as understanding how contracts, warranties, and guarantees can protect the individual.

Content, Sources, and Resources for Consideration

CE.14

DRAFT

World Geography

The focus of this course is the study of how humans have understood, interacted, and changed the surface of Earth. Students will use the tools and thinking processes of geographers to examine patterns of human population—migration and settlement, cultural characteristics, and economic development. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions; understand information shown in maps, tables, charts, graphs, infographics, images, and landscapes; and connect geographic concepts to real-life scenarios and their daily lives.

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

The Standards for World Geography focus on the study of the world’s peoples, places, and environments, with an emphasis on global interactions and interdependence. Spatial concepts of geography will be used as the framework for studying interactions between humans and their environments. By exploring human influences and patterns, students will better understand the world around them, to make predictions, and propose solutions to current issues. Throughout the course, students will use the tools and thinking processes of geographers to help them analyze and understand how geography has influenced the development of the world.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and geographic skills from previous Social Science Standards of Learning to develop the knowledge and skills to emphasize thinking geographically. Each standard, introduced with an **Overarching Inquiry Question** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated into the content, help students acquire, arrange, and use geographic information as well as employ inquiry, research, and technology skills to ask and answer geographic questions; understand geographic information; and connect geographic concepts to political decisions, real-life scenarios and their daily lives. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **BIG PICTURE THINKING** by engaging with content to understand the social, economic, and environmental impacts of their actions. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others; understand the interactions between humans and their environments; and practice of the processes of geographers and other social scientists in a global society.

Skills and Content

WG.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to obtain information about the world’s countries, cities, and environments.

Understandings

- Synthesizing involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.
- Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.

- An artifact is an object or tool that tells us about the people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

WG.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using geographic information contextualizing, corroborating, and evaluating sources for accuracy, credibility, bias, and propaganda to determine patterns and trends to understand the world's regions.

Understandings

- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.
- The physical geography of a location had a direct impact on the lives of people in world regions and how they adapted to their environment.
- Five Themes of Geography
 - Location: Defined according to its position on the earth's surface; where is it?
 - Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
 - Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
 - Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
 - Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

WG.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by creating, comparing, and interpreting maps, charts, graphs, and pictures to determine applying geographic skills to determine and predict patterns, trends and characteristics of world regions.

Understandings

- Interpreting involves the process of explaining or translating information.
- Interpreting begins with observation of data and then requires students to extract significant information embedded within data in order to draw conclusions.
- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.
- The physical geography of a location had a direct impact on the lives of people in world regions and how they adapted to their environment.
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 - Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
 - Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?

- Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

WG.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~evaluating sources for accuracy, credibility, bias, and propaganda~~ questioning and using critical thinking skills to construct arguments using evidence from multiple sources.

Understandings

- It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.
- The context from the time period of a primary or secondary source can influence the information included.
- Facts can be verified with evidence while opinions cannot.
- Bias is partiality in favor of or against one thing, person, or group compared with another.

WG.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives.

Understandings

- The skill of comparing and contrasting perspectives involves breaking down information and then categorizing it into similar and dissimilar pieces.

WG.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~explaining indirect cause and effect relationships~~ determining cause and effect to analyze multiple connections between past and present to understand geospatial connections.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.
- An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.
- Explaining includes justifying why the evidence credibly supports the claim.
- Diversity creates a variety of perspectives, contributions, and challenges.

WG.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by analyzing multiple connections across time and place.

Understandings

- ~~Analyzing includes identifying the important elements of a topic.~~
- ~~Analytical thinking is further strengthened when connections are made between two or more topics.~~

WG.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

Understandings

- Decision-making models serve several purposes. They can help us
 - make decisions for the future
 - better understand the choices people faced in the past
 - analyze the outcomes of the decisions that people already made.
- Decision making involves determining relevant and irrelevant information.
- Effective decision-making models
 - compare the expected costs and benefits of alternative choices
 - identify the costs and benefits of specific choices made.
- Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in

predictable ways.

WG.1ih The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property engaging and communicating as informed community members to examine the tensions between personal interests and the common good.

Understandings

- Civic virtue is the cultivation of habits of personal living that are viewed as important for the success of the community. Examples include but are not limited to:
 - Voting
 - Volunteering
 - Organizing a community group
 - Attending a city or school board meeting
- Collaboration is necessary in order to be an effective learner and citizen.

WG.1ji The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products orally, and in writing to demonstrate learning.

Understandings

- Experiences in the classroom provide opportunities for students to read, think, speak, and write about social science content.
- The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try to answer them.
- The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
- Students take more ownership over investigating and researching when they are able to choose the type of product to produce.
- Student inquiry drives the design process. Specifically, students
 - formulate a question to investigate
 - create a goal/hypothesis
 - conduct research and collaborate with teacher and peers
 - revisit and revise the goal/hypothesis, if necessary
 - create a product
 - write a reflection on the process involved to arrive at the product.

Introduction to Geography

WG.2 The student will apply history and social science skills to explain how geographic information and tools are used to make decisions by

- a) analyzing a variety of data and thematic maps to draw correlations between physical and human geography; and
- b) examining ways culture and experience influence perspectives of place.

Overarching Inquiry

How is geography used to make informed decisions?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.

WG.2a The student will apply history and social science skills to explain how geographic information and tools are used to make decisions by analyzing a variety of data and thematic maps to draw correlations between physical and human geography.

Understandings

- Individuals, governments, businesses, and organizations use geographic information for a variety of purposes.
- Geographers use a variety of data points to measure the relationships between economic and demographic factors and to draw conclusions about the development of a region.
- Geographers use technology in various ways to analyze physical and human geography.

Supporting Questions

- How does geography influence where and how people settle?
- How do geographers choose and use geographic tools and information to determine patterns and trends?
- How is the work of geographers used by individuals, governments, businesses, and organizations to make decisions?

Knowledge and Learning Experiences

- Create mental maps and then refine them using new geographic information to make a more accurate map.
- Justify the purpose or rationale for using particular maps in collecting and analyzing data.
- Draw correlations between physical and human geography using maps of where you are in the world.
- Describe why societies develop in certain geographical locations.
- Identify how different individuals, governments, businesses, and organizations use specific maps and/or geospatial technologies to determine patterns and trends in their decision-making process.

Considerations for Content, Sources, and Resources

WG.2

WG.2b The student will apply social science skills to explain how geographic information and tools are used to make decisions by examining ways culture and experience influence perspectives of place.

Understandings

- Mental maps serve as indicators of how well people know the spatial characteristics of certain places and refine them through both personal experience and learning.
- Maps and other visual images reflect varying perspectives over time.
- Culture reflects beliefs, values, institutions, behaviors, traditions, and ways of life of a group of people.
- Perspectives of place include an understanding of location, characteristics, culture, and significance.
- Individuals, governments, businesses, and organizations make choices on how to represent data.

Supporting Questions

- How does one’s culture and life experience help shape one’s geographic perspective?
- What influences the change of maps over time?

- What are the costs and benefits of information access and availability?
- What might influence how data is collected and represented?
- What are the environmental, social, political, and economic patterns and trends that influence the changes and adaptations of one's culture?

Knowledge and Learning Experiences

- Use previous knowledge and experience to identify characteristics and aspects of culture.
- Explain how and why people view places and regions differently as a function of their social, political, and economic ideologies and experiences.
- Compare and contrast maps and other geographic data from a variety of perspectives, including time and place.
- Identify how social, political, and economic biases can influence how data is represented.
- Determine ways information sources may cause individuals to change their views or perspectives.

Considerations for Content, Sources, and Resources

WG.2

Classifying and Identifying Regions

- WG.3 The student will apply history and social science skills to explain how people and places are organized by**
- explaining how information sources are used to define regions.**
 - analyzing the factors that influence continuity and change in regions over time.**

Overarching Inquiry

How are regions used to organize and understand the world?

Themes

People, Places, and Environment – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- **Physical systems** – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- **Migration** – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- **Contributions and innovations** – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- **Motivation** – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.

WG.3a The student will apply history and social science skills to explain how people and places are organized by describing the variety of ways information is used to define regions.

Understandings

- Absolute and relative location can be used to develop a conceptual understanding of regions in the world.
- Regions are areas of the Earth's surface used to simplify the study and understanding of the world. They may be defined by unifying physical and/or human characteristics and may reflect people's perceptions.
- Different information sources are used to classify formal, functional, and perceptual regions.
- A place can be classified in a variety of regions at the same time.

- There can be conflicting perceptions of how a region is defined.

Supporting Questions

- What characteristics determine a region?
- What are different ways that regions are classified?
- What are the benefits or challenges of different ways that regions are classified?
- How can an understanding of regions help me be a better global citizen?

Knowledge and Learning Experiences

- Use absolute and relative location to locate and describe major regions throughout the world.
- Analyze a variety of maps to compare different ways that the Earth is divided into regions.
- Use maps and other visual images to reflect changes in perspective over time using regional labels. (i.e., Map of Columbus voyage compared to a map today, Near East compared to Middle East, or North Africa and Southwest Asia).
- Explain why societies develop in certain geographic locations by describing factors that influence settlement patterns, population distribution and density. (water supply, climate, relief, vegetation, soils and availability of natural resources and energy).
- Use a variety of regional maps to analyze a region that is being reported on in the news.

Content, Sources, and Resources for Consideration

[WG.3a](#)

WG.3b The student will apply history and social science skills to explain how people and places are organized by analyzing the factors that influence continuity and change in regions over time.

Understandings

- Regions can change or remain the same for a variety of political, economic, social, and environmental reasons.
- There are both short-term and long-term consequences of regional change.

Supporting Questions

- How can maps help us understand how regions stay the same or change over time?
- What factors contribute to continuity and change in the way regions are defined?
- What are the consequences of continuity and change in a region?
- How does perception influence how regions are defined?

Knowledge and Learning Experiences

- Explain political, economic, social, and environmental reasons for regional change.
- Draw conclusions regarding why regions change over time using a variety of maps.
- Evaluate positive and negative consequences of regional continuity and change.

Content, Sources, and Resources for Consideration

[WG.3b](#)

Population and Migration

WG.4 The student will apply history and social science skills to understand population and migration by

- explaining how data is used to describe and compare populations; and**
- analyzing the causes, impacts, and responses related to migration.**

Overarching Inquiry:

What can population shifts indicate?

Themes:

Freedom – the power or right to act, speak or think as one wants without hindrance or restraint.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environment – The study of people, places and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration. Compare the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Science and Technology – the study of Science and Technology and the major influence on social and cultural change, and on the ways people interact with the world.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and food.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

WG.4a The student will apply history and social science skills to understand population and migration by explaining how data is used to describe and compare populations.

Understandings

- Data that measures characteristics of a population may include demographic, economic, and public health information.
- Population distribution and density change over time
- Population measures can reveal information about the wellbeing of a place.
- The impact of population change can vary based on the rate and nature of the change.
- Data from open-source databases can help inform policies.
- Governments make policies to address population issues.

Supporting Questions

- What can data reveal about people and places over time?
- How and why is standard of living measured?
- How does the structure of a population impact the policies of a place?
- How do development policies impact outcomes for populations?

Knowledge and Learning Experiences

- Identify and evaluate the sources and types of data used to describe characteristics of a population. (i.e., sources of data: US Census International Database, World Health Organization, types of data: population growth, birth

rate, death rate, etc.)

- Describe patterns and trends in population data within and across populations.
- Assess the use of population statistics and data to determine levels of development. (GINI index, Human Development Index, Happiness Index, etc.).
- Describe how the characteristics of a population might impact a place socially, politically, and economically.
- Examine ways in which population data are used to solve problems. (Infrastructure, public works, social services, public safety policies, etc.)
- Analyze the causes and effects of population change.
- Analyze the influence of both government policies and socio-cultural preferences on population distribution.
- Use a decision-making model to analyze costs and benefits related to policies that address changes in population

Content, Sources, and Resources for Consideration

WG.4

WG.4b The student will apply history and social science skills to understand population and migration by analyzing the causes, impacts, and responses related to migration.

Understandings

- Socio-cultural, political, economic, and environmental factors contribute to and influence people to move from one place to another.
- There are both push and pull factors that drive a variety of types of migration
- People and places are influenced by migration.
- Governments make policies to manage migration and its impact.
- An individual's nationality and citizenship status, among other factors, can impact the ease with which they can move around the world or where and how they can migrate to other places.

Supporting Questions

- Why do people migrate?
- How does migration change people and places?
- In what ways can responses to migration hinder or help?
- Why does an individual's nationality and citizenship impact their mobility and migration patterns?

Knowledge and Learning Experiences

- Identify and describe, in terms of time, distance, and cause, the socio-cultural, political, economic and environmental reasons people migrate.
- Analyze the causes of migration and categorize them as push or pull factors.
- Use migration data to identify and explain patterns and trends in migration (i.e. immigration/emigration, internal migration, migration streams, chain migration, seasonal workers, settlement patterns, etc.).
- Determine how human migration and cultural diffusion influence people and human characteristics of places. (adaptation, assimilation, acculturation, diffusion, dissonance, pressure on resources, dominant groups, minority groups, indigenous groups)
- Evaluate the motivations for and consequences of responses to migration by people and governments. (housing policies, border walls, health considerations, etc.)

Content, Sources, and Resources for Consideration

WG.4

Culture

WG.5 The student will apply history and social science skills to determine cultural patterns and interactions across time and space by

- a) **identifying and describing characteristics that contribute to cultural identity, cultural groups, and cultural landscapes and;**
- b) **examining how cultures influence and interact with each other.**

Overarching Inquiry

What can culture tell us about a place and its people?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

WG.5a The student will apply history and social science skills to determine cultural patterns and interactions across time and space by identifying and describing characteristics that contribute to cultural identity, cultural groups and cultural landscapes.

Understandings

- Culture comprises the socially transmitted beliefs, values, attitudes, institutions, behaviors, traditions and ways of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts and foods.
- Cultural Expression involves valuing and conveying culture through the creation and communication of art, literature, origin stories, music, language, customs, cuisine, and architecture.
- Cultural beliefs and values can drive political and economic decision making and practices.
- The physical environment and available physical resources impact cultural beliefs and practices.
- A cultural landscape is shaped by economic, political, physical and environmental patterns of language, religion

and ethnicity.

- An individual's cultural identity may be influenced by lived experiences shared with people inside and outside the individual's own culture.
- Social scientists use the cultural relativism approach when studying culture, which attempts to understand a culture from within the culture's perspective or viewpoint. This approach avoids using their own cultural perspective to evaluate another culture.
- An ethnocentrism approach attempts to understand other cultures centered in one's own perspective.

Supporting Questions

- What makes a culture unique?
- How is culture expressed?
- Why does culture change and why does it stay the same (human, political, socio-cultural, environmental forces)?
- How are cultural patterns and interactions reflected in the cultural landscapes?
- What can place names tell us about the history of a place?
- How does a society's cultural achievements convey their values and social norms?

Knowledge and Learning Experiences

- Describe characteristics of cultural groups across and within regions.
- Use the cultural relativism approach to analyze methods of cultural expression.
- Analyze reasons for changes in culture within and across regions.
- Examine maps to identify how the physical environment and resources impact the cultural beliefs and practices.
- Determine cause and effect relationships to describe the impact of cultural patterns and interactions on cultural landscapes.
- Examine maps of regions and major cities to identify that would help them determine what culture lives there.
- Describe ways individuals can identify with multiple cultural groups.

Content, Sources, and Resources for Consideration

WG.5

WG.5b The student will apply history and social science skills to understand cultural patterns and interactions across time and space by examining how cultures influence and interact with each other.

Understandings

- Cultural diffusion spreads the ideas and beliefs of one culture to another and can lead to common practices.
- Culture groups and subgroups can have similar beliefs and may influence other groups.
- Increased movement of people and exposure to media increases the rate of cultural change.
- Cultural conflict can be influenced or heightened by political, geographic, and economic factors.

Supporting Questions

- How does interaction among cultures change cultural identity?
- How does culture link or divide regions?
- How is cooperation used to solve problems and settle disputes among and between cultural groups?
- To what extent can cultural diffusion strengthen or weaken a society?

Knowledge and Learning Experiences

- Explain the diffusion of a cultural characteristic.
- Identify characteristics that may signal divisions between cultural groups (or subgroups) within a region.
- Assess the ways that interactions of cultural groups can lead to conflict or cooperation.

Content, Sources, and Resources for Consideration

WG.5

Political Geography

WG.6 The student will apply history and social science skills to explain the influence of geography on borders and political decision making by

- a) describing ways in which political, historical, geographical, and socio-cultural factors combine to determine borders, and;
- b) examining issues of conflict and cooperation.

Overarching Inquiry

How does geography influence the formation of borders and political decision making?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Colonization – the practice of domination through the conquest of one people by another.

WG.6a The student will apply history and social science skills to explain the influence of geography on borders and political decision making by describing ways in which political, historical, geographical, and socio-cultural factors combine to determine borders.

Understandings

- Politics, history, geography, and social-cultural influences determine borders and can link or divide regions.
- Political divisions are used to organize and unify the Earth’s surface. Examples of political divisions may include sovereign states, counties, cities, neighborhoods, election/school/municipal districts, dependent territories, etc.
- A sovereign state is one in which the state has the power and authority to govern a defined territory and manage its population and resources.
- Sovereign states may be divided into smaller units, or include territories or other dependent jurisdictions. Territories and other dependent jurisdictions are not sovereign and do not have complete authority to make

decisions about their land, resources, and people.

Supporting Questions

- How can politics, history, geography, and socio-cultural factors interact to influence and determine borders?
- How can geography strengthen or weaken borders?

Knowledge and Learning Experiences

- Describe how different types of boundaries (political, natural, landscape borders) have been defined (i.e., physical features, socio-cultural groups, latitude/longitude, treaties/war).
- Analyze the political, historical, geographic, and socio-cultural reasons for the change in borders and place names.

Content, Sources, and Resources for Consideration

WG.6

WG.6b The student will apply social science skills to explain the influence of geography on borders and political decision making by examining issues of conflict and cooperation.

Understandings

- Political decision making can be constrained or enhanced by geography.
- Responses to the challenges of competing claims for resources and territory as well as political and social movements can motivate states towards conflict or cooperation within and across borders.
- Diplomacy and domestic policies (treaties, laws, agreements) are used to formalize cooperative agreements related to resource management, conservation, and mediating disputes.
- Conflict and cooperation can result in both positive and negative consequences.
- Colonial powers created political borders without regard to the socio-cultural and political characteristics of the people and places involved, leaving lasting impacts.
- Conflict over territorial disputes and issues of power, authority, and sovereignty can result in the formation of separatist movements within a state.

Supporting Questions

- How does cooperation and conflict influence the division of the Earth's surface?
- How does geography influence political decision making?
- To what extent does geography help or hurt a state's ability to defend or extend their borders?
- What are reasons for disputes over territory and place names?

Knowledge and Learning Experiences

- Examine maps of a location before and after a border change to discuss how conflict influenced the social, political, and economic landscapes of the region.
- Explain why governments are motivated to cooperate through membership in various regional and international organizations and alliances.
- Compare perspectives about conflicting territorial claims and place names.
- Analyze ways compromise is utilized to arrive at an agreement.

Content, Sources, and Resources for Consideration

WG.6

Resources and the Environment

WG.7 The student will apply social science skills to understand patterns of production, management, and

- consumption by**
- a) **describing how geography and the environment affects the location of natural resources around the globe,**
 - b) **describing ways physical geography may be modified; and**
 - c) **examining the sustainable use and management of resources.**

Overarching Inquiry

What considerations are important when preparing a place to sustain its population for the future?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

WG.7a The student will apply social science skills to understand patterns of production, management, and consumption by describing how geography and the environment affects the location and availability of natural resources around the globe.

Understandings

- The availability of agricultural products, minerals, and natural resources depend on certain geographic and environmental conditions, such as climate, soil, and altitude.
- Resources are not evenly distributed around the world and access to natural resources varies.
- Some resources may be limited while others may replenish at varying rates.
- Land use and resource management help sustain a population and impact food, water, and energy security.
- Water is a resource shared across political borders, which can result in issues of water quality, management, and security.
- Natural disasters, weather phenomena, and climate events impact the availability of or access to natural resources.
- Unequal access to waterways may lead to conflict between areas of the world.

Supporting Questions

- How do the geographic features and climate of an area determine the availability of its natural resources?
- How does availability of resources impact decisions regarding production, management, and consumption?
- How do changes in the environment impact the availability of or access to natural resources?

Knowledge and Learning Experiences

- Using maps and other information sources, identify the location of natural resources around the world.
- Analyze patterns and trends in the distribution and consumption of natural resources around the world.
- Examine maps to analyze the impact of water scarcity, management, and quality and evaluate current policy and actions.
- Explore the cause and effect relationship between weather phenomena and access to natural resources.

Content, Sources, and Resources for Consideration

[WG.7](#)

WG.7b The student will apply social science skills to understand patterns of production, management, and consumption by describing ways physical geography may be modified.

Understandings

- Human activity can modify the environment and physical geography in many ways and can often lead to changes in other places.
- Physical and ecological processes also modify physical geography and include earthquakes, tsunamis, floods, volcanic eruptions, erosion, and deposition.
- Innovations in the way humans have adapted to their physical environment can have positive and negative consequences.
- Technology can have a great impact on the availability and the value of resources and has changed the scale and speed at which the physical environment can be modified.
- Agriculture practices are influenced by many factors including geography, climate, environment, culture, government, and organizations.
- Sustainable development seeks to meet the needs of current populations without endangering the resources available to future generations.

Supporting Questions

- In what ways does modification of the physical environment impact resource production, management, and consumption?
- How has technology helped to change the scale at which people can modify the physical environment?
- What can socio-cultural beliefs tell us about how people manage their land and resources?
- What are the positive and negative consequences of human innovations used to manage and produce resources? (i.e. energy, water, agricultural practices)

Knowledge and Learning Experiences

- Analyze ways humans and ecological processes can change the physical landscape(i.e. flow of water, soil profiles, pollution levels)
- Use information sources to describe examples of how human modification of the physical environment in one place often lead to changes in other places
- Explain how societies use technology and sustainable development practices in dealing with resource shortages amidst growing human populations (i.e., recycling used water, recycling paper products, converting to drip irrigation systems, development of new alternative energy sources).
- Identify world locations that have vulnerable environmental conditions (i.e., extreme temperatures, limited access to water, steep topography) and high population density and explain adaptation strategies used in these locations that address the limits to development.

Content, Sources, and Resources for Consideration

WG.7

WG.7c The student will apply social science skills to understand patterns of production, management, and consumption by examining the sustainable use and management of resources.

Understandings

- Sustainable use can help continuously replenish renewable resources.
- High levels of human resources and capital investment can overcome a lack of natural resources.
- Industrial growth, technology, and economic development have driven changes in energy resource management, production, and consumption over time.

Supporting Questions

- What practices contribute to a sustainable lifestyle?
- How can sustainable practices maintain and prolong the use of resources? (food, water, energy)
- What strategies can be used to compensate for limited access to resources?
- How have technological innovations impacted sustainability of resources?

Knowledge and Learning Experiences

- Identify and describe examples of sustainable practices and evaluate their effect on resource management.
- Examine patterns of production, management, and consumption to determine factors that can improve quality of life.
- Explain how limited resources can be replaced with renewable resources.
- Explain how innovation can prolong the supply of nonrenewable resources.
- Analyze the consequences of prioritizing renewable energy sources over non-renewable energy sources.
- Research different approaches to ecotourism and the impact on the local environment.

Content, Sources, and Resources for Consideration

[WG.7](#)

Globalization

WG.8 The student will apply history and social science skills to understand the impact of globalization by

- examining factors that influence the distribution of economic activities and trade; and**
- analyzing global trade and communication networks.**

Overarching Inquiry

How does globalization impact the lives and interactions of people around the world?

Themes

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

WG.8a The student will apply history and social science skills to understand the impact of globalization by examining factors that influence the distribution of economic activities and trade.

Understandings

- Globalization describes the increasing connectedness and interdependence of world cultures and economies.
- Factors that can influence economic activity include access to human, natural, and capital resources, access to

funds, location and ability to exchange goods, cultural values, technology, political and economic philosophies and alliances, and supply and demand.

- Comparative advantage enables nations to efficiently produce goods and services that they can trade, increasing total output and supports specialization and efficient use of human, natural, and capital resources.
- Food, energy, and water insecurity are factors that inhibit economic growth.

Supporting Questions

- How does availability and access to resources impact the economy of a geographic location?
- Does access to resources always predict the strength of an economy?
- To what extent can trade create unequal outcomes?
- How do global government interactions impact the economies of the world?

Knowledge and Learning Experiences

- Describe factors that influence economic activities and evaluate their influence.
- Describe strategies that can be used to overcome a lack of resources.
- Analyze the costs and benefits of choices made when countries trade.
- Use information sources to create maps that illustrate the distribution of resources.
- Create a chart, bar graph, or other infographic that represents the correlation between availability of resources and the economic and human activity of a region.
- Explain the comparative advantage of two locations in terms of factors of production and draw conclusions about economic interdependence.

Content, Sources, and Resources for Consideration

WG.8

WG.8b The student will apply history and social science skills to understand the impact of globalization by analyzing global trade and communication networks.

Understandings

- Integrated transportation and communication networks move people, products, and ideas and facilitates greater economic interdependence.
- Improvements in transportation, technology, communication, and digital platforms increase the capacity for global interactions, interdependence, and cultural diffusion to occur.
- Economic unions foster economic interdependence by removing barriers to trade and negotiating compromise.
- Supply chain management addresses issues of production and consumption across global trade networks.
- Supply chain sustainability supports a company's efforts to consider the environmental and human impact of their products' journey around the world.
- Conflict (socio-cultural, political, economic) in one location can disrupt global trade networks.

Supporting Questions

- What are the opportunities and challenges created by globalization and economic interdependence?
- How have global trade and communication networks changed over time?
- What ethical issues arise from the rapid growth of global trade and communication networks?
- How can global trade networks and supply chains adapt to meet the demands of a growing global economy?

Knowledge and Disciplinary Skills

- Use data to create trade or transportation maps to demonstrate economic interdependence.
- Explain how economic unions address issues of opportunity and inequality.

- Map the flow of people, capital, information, raw materials, and goods around the world.
- Use information sources to analyze the impact of change and interaction on economic and communication networks over time.
- Compare patterns of production and consumption between developed and less-developed economies.
- Research and take a position on an issue of ethics related to global trade and communication networks.

Content, Sources, and Resources for Consideration

[WG.8b](#)

DRAFT

World History and Geography to 1500 CE

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

The standards for World History and Geography to 1500 CE explore the historical development of people, places, and patterns of life from ancient time until 1500 CE. Students will explore the emergence of hunter-gatherer societies and the impact of geography of their migration and future development of societies. Students will explore societies throughout the ancient world to understand their reasons for development. Students will examine the interactions and conflicts of these societies. Through historical research, analysis and interpretation, students will understand the development of world societies and their impacts on the modern world.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and geographic skills from previous History and Social Science Standards of Learning to the development of the ancient world from hunter-gatherer societies to ancient societies throughout the world. Each standard, introduced with an **Overarching Inquiry Question**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated into the content helps students use geographic evidence to identify patterns and trends, analyze and synthesize evidence from primary and secondary sources, compare and contrast ideas and perspectives and analyze connections across time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM-SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others; understand the development of ancient societies; and the practice of the processes of historians, geographers and other social scientists use to understand the implications of history.

Skills and Content

WHI.1a The student will demonstrate use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from information sources including, but not limited artifacts and primary and secondary sources, charts, graphs, and diagrams to obtain and understand information about events in world history.

Understandings

- Synthesizing involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.
- Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.
- An artifact is an object or tool that tells us about the people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information

originally presented elsewhere.

- Historical information may be acquired from a variety of sources:
 - Diaries
 - Interviews
 - Letters
 - Raw data
 - Court records and transcripts
 - Photographs
- Journal articles that report the findings of original research
 - Autobiographies
 - Speeches
 - Creative works (novels, plays, poems, music, art)
 - Magazine and journal articles
 - Nonfiction books

WHI.1b The student will demonstrate use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using geographic information to determine patterns and trends contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda world history.

Understandings

- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.
- The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.

Five Themes of Geography

- Location: Defined according to its position on the earth's surface; where is it?
- Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
- Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
- Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
- Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

WHI.1c The student will demonstrate use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by interpreting graphs, and pictures to determine characteristics applying geographic skills to determine and predict patterns and trends of people, places, or events in world history;

Understandings

- Interpreting begins with observation and collection of data to extract significant information embedded within the data.
- Interpreting involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.
- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.

- The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.
- Five Themes of Geography
 - Location: Defined according to its position on the earth's surface; where is it?
 - Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
 - Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
 - Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
 - Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

WHI.1d The student will demonstrate use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by evaluating sources for accuracy, credibility, bias, and propaganda questioning and using critical thinking skills to construct arguments using evidence from multiple sources

Understandings

- It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.
- The context from the time period of the primary or secondary source can influence the information included.
- Facts can be verified with evidence while opinions cannot.
- Bias is partiality in favor of or against one thing, person, or group compared with another.

WHI.1e The student will demonstrate use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting historical, cultural, economic, and political perspectives in world history.

Understandings

- The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.

WHI.1f The student will demonstrate use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by explaining how indirect cause-and-effect relationships determining cause and effect to analyze multiple connections between past and present and the impact on people, places, and events in world history.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.
- An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.
- Explaining includes justifying why the evidence credibly supports the claim.
- Diversity creates a variety of perspectives, contributions, and challenges.
- Events that lead to conflict often have multiple causes and effects.

WHI.1g The student will demonstrate use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by analyzing multiple connections across time and place;

Understandings

- Analyzing includes identifying the important elements of a topic.
- Analytical thinking is further strengthened when connections are made between two or more topics.
- Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.

WHI.1hg The student will ~~demonstrate~~ use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

Understandings

- Choices have consequences that may be positive or negative, intended or unintended.
- Decision making involves distinguishing between relevant and irrelevant information.
- Decision-making models serve several purposes. They can help us
 - make decisions for the future
 - understand the choices made in the past
 - analyze the outcomes of the decisions already made
 - compare the expected costs and benefits of alternative choices
 - identify the costs and benefits of specific choices made.
- Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.

WHI.1ih The student will ~~demonstrate~~ use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property~~ engaging and communicating as informed community members to examine the tensions between personal interests and the common good.

Understandings

- Plagiarism is the unauthorized use or theft of intellectual property.
- There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.

WHI.1ij The student will ~~demonstrate~~ use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products ~~orally, and in writing to demonstrate learning.~~

Understandings-

- Experiences in the classroom provide opportunities for students to read, think, speak, and write about social science content.
- The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try to answer them.
- The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
- Students take more ownership over investigating and researching when they are able to choose the type of product to produce.
- Student inquiry drives the design process. Specifically, students
 - formulate a question to investigate
 - create a goal/hypothesis
 - conduct research and collaborate with teacher and peers
 - revisit and revise the goal/hypothesis, if necessary
 - create a product
 - write a reflection on the process involved to arrive at the product.

Paleolithic Era into the Agricultural Revolution Neolithic Era

WHI.2 The student will apply history and social science skills to understand the period from the Paleolithic Era ~~to the agricultural revolution~~ into the Neolithic Era by

- a) explaining the impact of geographic the natural environment on hunter-gatherer societies emergence and migration;
- b) describing characteristics of hunter-gatherer societies, including their use of tools and fire;

- c) analyzing how technological and social developments gave rise to sedentary permanent settlements communities; and
- d) analyzing how social scientists and their archaeological discoveries are changing current understanding of early societies.

Overarching Inquiry

Does our environment shape us or do we shape our environment?

Themes

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns, and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness, or competitive advantage.

WHI.2a The student will apply history and social science skills to understand the period from the Paleolithic Era into the agricultural revolution Neolithic Era by explaining the impact of geographic the natural environment on hunter-gatherer societies emergence and migration.

Understandings

- Life in early hunter-gatherer societies was shaped by the physical environment.
- *Homo sapiens* emerged in East Africa between 100,000 and 400,000 years ago.

Supporting Questions

- How did physical geography influence the lives and movements of early humans?

Knowledge and Learning Experiences

- Examine a map and describe the migration of early humans from Africa to Eurasia, Australia, and the Americas.
- Analyze the role the natural environment had on the migration patterns of early humans from Africa to Eurasia, Australia, and the Americas (deserts, seas, mountains, mountain passes, land bridges, etc.).
- Analyze the availability of resources that may have affected the development of early humans.

Content, Sources, and Resources for Consideration

WHI.2

WHI.2b The student will apply history and social science skills to understand the period from the Paleolithic Era into the agricultural revolution Neolithic Era by describing characteristics of hunter-gatherer societies, including their use of tools and fire.

Understandings

- Early human societies, through the development of culture, began the process of overcoming the limits set by the natural environment.

Supporting Questions

- What were the environmental limitations early humans faced?
- What adaptations did early humans make in order to survive?

Knowledge and Learning Experiences

- Use maps and map tools to identify and summarize the environmental limitations faced by early humans.
- Explain the characteristics of hunter-gatherer societies that allowed them to adapt to their natural environment.

Content, Sources, and Resources for Consideration

WHI.2

WHI.2c The student will apply history and social science skills to understand the period from the Paleolithic Era into the ~~agricultural revolution~~ Neolithic Era by analyzing how technological and social developments gave rise to ~~sedentary permanent settlements communities.~~

Understandings

- The beginning development of agriculture, including leading to permanent settlements, was a major step in the advancement of human social organization.

Supporting Questions

- How did the development of agriculture affect early human societies?
- How did interactions between humans and the natural environment change from the Paleolithic to the Neolithic Eras?

Knowledge and Learning Experiences

- Use a variety of information sources to analyze and explain how agriculture led to the development of Neolithic societies.
- Compare and contrast the social and technological characteristics of the Paleolithic and Neolithic Eras.

Content, Sources, and Resources for Consideration

WHI.2

WHI.2d The student will apply history and social science skills to understand the period from the Paleolithic Era into the ~~agricultural revolution~~ Neolithic Era by analyzing how social scientists and their archaeological discoveries continue to change ~~are changing~~ current understanding of early societies.

Understandings

- Archaeologists and other social scientists continue to find and interpret evidence of early humans and their lives.

Supporting Questions

- How are events that took place in prehistory understood and interpreted without a written record?
- How are the related fields in social science working together to develop our understanding of early societies?
- What knowledge and skills does an individual need to pursue a career in the field of social science?

Knowledge and Learning Experiences

- Identify different types of scientific tests used by archeologists to study the past.
- Differentiate between fossils, artifacts, and human remains and explain how archeologists, geographers, and historians are able to gain an understanding of the past.
- Use a map to locate examples of prehistoric/Neolithic settlements currently studied and excavated today.

Content, Sources, and Resources for Consideration

WHI.2

Social, Cultural, Political, and Economic Development of Early Societies

- WHI.3** The student will apply history and social science skills to understand the cultural, social, political, and economic characteristics of early societies in the Fertile Crescent by ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China [Moved to WHI.4] and the civilizations of the Hebrews and Phoenicians, [Reworded] by
- locating and explaining the impact of geography on the development of these societies, locating these civilizations in time and place and describing their major geographic features [Reworded];
 - describing the development of social, political, and economic development of Egypt and Nubia patterns, including slavery;
 - explaining the development and interactions of religious traditions; describing the development of Mesopotamia;
 - describing the origins, beliefs, traditions, customs, and spread of Judaism [Reworded]; describing the development of the Israelites;
 - describing the origins, beliefs, traditions, customs, and spread of Judaism; and
 - explaining the development of language and writing [Moved to: WHI.3b/WHI.11b, WHI.3c, WHI.4b, WHI.4e] describing the development of the Phoenicians.

Overarching Inquiry

Why do societies develop differently?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

WHI.3a The student will apply history and social science skills to understand the cultural, social, political, and economic characteristics of early societies in the Fertile Crescent by ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China [Moved to WHI.4] and the civilizations of the Hebrews and Phoenicians, by locating and explaining the impact of geography on the development of these civilizations. locating these civilizations in time and place and describing their major geographic features;

Understandings

- During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent, the Mediterranean Basin, and Northern Africa.
- River valleys provided water, and rich soil for crops, and tended to be in locations easily protected from invasion.

- Location near waterways led to early systems of exchange (Phoenician, Nubians).

Supporting Questions

- Why did early societies develop near water sources?
- What advantages did geography and location offer developing societies?

Knowledge and Learning Experiences

- Use a map and map tools to locate early societies and explain how the geographic features influenced development and growth of Mesopotamia, Egypt, and Nubia.
- Use a variety of information sources to analyze and describe the impact of geography on each society.

Content, Sources, and Resources for Consideration

WHI.3

WHI.3b The student will apply history and social science skills to understand the cultural, social, political, and economic characteristics of early civilizations in the Fertile Crescent by ~~ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China~~ [Moved to WHI.4] and the civilizations of the Hebrews and Phoenicians, by describing the development of social, political, and economic development of Egypt and Nubia patterns, including slavery.

Understandings

- River valleys were the “cradles of civilization.” Early civilizations made major contributions to Social, cultural, political, and economic development patterns emerged across early societies.
- Egypt and Nubia created distinct societies that impacted other societies of the region.

Supporting Questions

- How did the societies of Egypt and Nubia develop?
- How did the people of Egypt and Nubia establish law and order in their societies?
- How did Egypt and Nubia utilize their resources and develop a system of trade?

Knowledge and Learning Experiences

- Use a variety of information sources to examine and explain the location along the Nile River served the social, cultural, and economic development of Egypt and Nubia.
- Analyze the connections between religion and political power in Egypt.
- Investigate and describe the relationship between the Egyptians and Nubians; and how they used written language as a means of communication, culture preservation, and spread of knowledge.
- Use evidence to show the influence of religion on art and architecture.

Content, Sources, and Resources for Consideration

WHI.3

WHI.3c The student will apply history and social science skills to understand the cultural, social, political, and economic characteristics of early civilizations in the Fertile Crescent by ~~ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China~~ [Moved to WHI.4] and the civilizations of the Hebrews and Phoenicians, by explaining the development and interactions of religious traditions; describing the development of Mesopotamia.

Understandings

- Social, cultural, political, and economic patterns emerged across early societies.
- Mesopotamia created a thriving culture that influenced other early societies in the region.
- Religion was a major part of life in all early civilizations.[Embedded throughout WHI.3]

Supporting Questions

- How did the civilization of Mesopotamia develop?
- How did Mesopotamian achievements impact other societies?

Knowledge and Learning Experiences

- Compare the patterns of development in Mesopotamia and Egypt.
- Explain the relationship between geography and social, cultural, and economic development.
- Explain how Hammurabi's Code influenced social development in Mesopotamia.
- Investigate and describe how the Mesopotamians developed and used language and communication to preserve culture, communicate and spread knowledge.

Content, Sources, and Resources for Consideration

WHI.3

WHI.3d,e The student will apply history and social science skills to understand the cultural, social, political, and economic characteristics of early societies in the Fertile Crescent by ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China [Moved to WHI.4] and the civilizations of the Hebrews and Phoenicians, by describing the origins, beliefs, traditions, customs, and spread of Judaism; describing the development of the Israelites; and describing the origins, beliefs, traditions, customs, and spread of Judaism.

Understandings

- Monotheism, attributed to Abraham, became the foundation of Judaism, Christianity, and Islam religions that changed the world. The Hebrews were the first to become monotheists.[Moved to WHI.6d, WHI.7b]
- The Israelites developed a monotheistic religion that gradually evolved into the global religion of Judaism.
- Social, cultural, political, and economic patterns emerged across early societies.

Supporting Questions

- How did the societies of the Israelites develop?
- How did Judaism differ from earlier religions?
- Why was the expansion of Judaism as a global religion significant?

Knowledge and Learning Experiences

- Evaluate the factors that led to the two kingdoms of Judah and Israel.
- Use a map to locate and describe the location of early Israel and discuss how its geography affected interaction with other societies.
- Summarize the origins of Judaism and the major beliefs and customs.
- Compare Judaism with the other religions of the region.

Content, Sources, and Resources for Consideration

WHI.3

WHI.3ef The student will apply history and social science skills to understand the cultural, social, political, and economic characteristics of early societies in the Fertile Crescent by ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China [Moved to WHI.4] and the civilizations of the Hebrews and Phoenicians, by explaining the development of language and writing [Moved to: WHI.3b/WHI.11b, WHI.3c, WHI.4b, WHI.4e] describing the development of the Phoenicians.

Understandings

- Social, cultural, political, and economic patterns emerged across early societies.
- Language and writing were important cultural innovations because they facilitated the preservation and spread of knowledge. [Moved to: WHI.3b/WHI.11b, WHI.3c, WHI.4b, WHI.4e]
- Phoenicia evolved into a distinct seafaring and colonizing society.

Supporting Questions

- What was the impact of trade on all aspects of Phoenician life?
- What are the cultural and economic differences between Phoenicians and other early societies?
- How did Phoenician colonization impact other areas of the region?
- How do forms of communication preserve a culture?

Knowledge and Learning Experiences

- Use a map to identify the network of Phoenician trade.
- Trace the network of Phoenician colonies and determine its trading relationship.
- Explain how the Phoenician alphabet influences language today.

Content, Sources, and Resources for Consideration

WHI.3

- WHI.4** The student will history and apply social science skills to understand the civilizations ancient Asian societies of Persia [Moved to WHI.5], India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by
- a) locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy; [Moved to 5a, WHI.5b] analyzing the impact of geography on the development of India and China, including locating them in time and place and describing their major geographic features;
- b) locating India in time and place, including its origins, early development, and the debate over the Aryan migrations; [Reworded] describing social, cultural, political, and economic development of India;
- c) describing the origins, beliefs, traditions, customs, and spread growth of Hinduism;
- d) describing the origins, beliefs, traditions, customs, and spread growth of Buddhism;
- e) locating China in time and place, including the development of an empire and the construction of the Great Wall; describing social, cultural, political, and economic development of China; and
- f) describing the impact of Confucianism, Taoism, and Buddhism Legalism.

Overarching Inquiry

What made India and China unique in their development?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism — valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

WHI.4a The student will apply history and 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 ~~ancient Asian societies by locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy.~~ [Moved to 5a, WHI.5b] analyzing the impact of geography on the development of India and China, including locating them in time and place and describing their major geographic features.

Understandings

- Built on the Indus, Mesopotamian, and Nile River civilizations, Persia developed the largest empire in the world. [Moved to WHI.5a]
- Zoroastrianism was the main Persian religion, although other religions were tolerated. [Moved to WHI.5b]
- The Harappan society was located and thrived along early river valleys, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent.
- Chinese society began in and around river valleys, including the Yellow (Huang He) and Yangtze Rivers.

Supporting Questions

- How did geography and location help and hinder the development of early Asian societies?
- How did the Harappan and Chinese society compare?

Knowledge and Learning Experiences

- Use a map and map tools to locate early societies and describe how the geographic features – rivers, mountains, deserts, and seas influenced them.
- Analyze and explain the impact of geography on the development and growth of India and China.
- Use a decision-making model to compare locations of the Harappan and Chinese societies.

Content, Sources, and Resources for Consideration

WHI.4

WHI.4b The student will history and apply social science skills to understand the civilizations ~~ancient Asian societies of Persia~~ [Moved to WHI.5]; India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by locating India in time and place, including its origins, early development, and the debate over the Aryan migrations. [Reworded] describing social, cultural, political, and economic development of India.

Understandings

- Classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent. This spread continued with little interruption because of the geographic location. [Moved to WHI.4a]
- Historians are divided over whether migrations occurred or whether Indian civilization grew from within, but agree that Harappan civilization and the Vedic period shaped Indian society. [Moved to Knowledge and Learning experiences]
- The Harappan society helped shape Indian society and culture.
- Later Indian empires united much of the subcontinent, developed a complex culture, and made significant

contributions to the world.

Supporting Questions

- How did society in India develop?
- What defines a “complex” culture?
- How did the achievements of the Indian empires have a global impact?

Knowledge and Learning Experiences

- Explain how historians use archaeological evidence to gather information about the Harappan society.
- Determine the social, cultural, political, and economic characteristics that define the societies of the Indian subcontinent including but not limited to the nonindigenous migration, indigenous contributions, the emergence and development of the caste system and its roots in the varnas and the jatis system.
- Explain the relationship between geography and social, political, and economic development
- Examine the cultural developments and explain the influence of religion and politics on art and architecture, development of early universities and the development of a system of writing.
- Use a variety of information sources to analyze and explain the Mauryan and Gupta Empires and contributions to mathematics, medicine, astronomy, textiles, literature, and the lasting influence on contemporary society.

Content, Sources, and Resources for Consideration

WHI.4

WHI.4c The student will apply history and social science skills to understand the ~~civilizations ancient Asian societies of Persia [Moved to WHI.5], India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations~~ by describing the origins, beliefs, traditions, customs, and ~~spread growth of Hinduism.~~

Understandings

- Hinduism, a major cultural product of classical India and later influenced Indian society and culture, is a major world religion originating on the Indian subcontinent and comprising several and varied systems of philosophy, belief, and ritual.
- Hinduism-influenced Indian society and culture and is still practiced in India and around the world today with Diasporic communities around the world.

Supporting Questions

- What are the core tenets of Hinduism?
- How did Hinduism influence cultural development in India?
- What factors made it possible for the practice of Hinduism to spread throughout the Indian subcontinent?

Knowledge and Learning Experiences

- Summarize the major beliefs of Hinduism.
- Examine excerpts from primary and secondary sources to investigate and describe the beliefs and customs of Hinduism including, but not limited to the belief in many forms of one God, reincarnation, karma, the sacred writings, Dharma, and Moksha and Samsara.
- Investigate the similarities and differences of religions that developed and spread throughout the region and beyond.

Content, Sources, and Resources for Consideration

WHI.4

WHI.4d The student will apply history and social science skills to understand the ~~civilizations~~ ancient Asian societies of Persia [Moved to WHI.5]; India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by describing the origins, beliefs, traditions, customs, and spread growth of Buddhism.

Understandings

- Buddhism ~~was~~ founded by Siddhartha Gautama in a part of India that is in present-day Nepal.
- Buddhism developed out of Hinduism, share many spiritual concepts and beliefs, and maintain a cooperative relationship to this day.
- Buddhism ~~was~~ strengthened as a major belief system ~~faith~~ when Asoka sent missionaries throughout Asia.

Supporting Questions

- What are the origins of Buddhism?
- What are the basic teachings of Buddhism and how did they influence the cultural, social, political, and economic development of the region?
- How is Buddhism different from Hinduism?
- How did Buddhism spread throughout Asia?

Knowledge and Learning Experiences

- Use a variety of information sources to identify and summarize the major beliefs of Buddhism.
- Examine excerpts from primary and secondary sources to investigate and describe the beliefs and customs of Buddhism including, but not limited Reincarnation and Karma, Four Noble Truths and the Eightfold Path to Enlightenment, and Dharma (code of conduct).
- Investigate the similarities and differences of religions that developed in India.
- Research the similarities and differences between philosophies and religions.

Content, Sources, and Resources for Consideration

WHI.4

WHI.4e The student will apply history and social science skills to understand the ~~civilizations~~ ancient Asian societies of Persia; [Moved to WHI.5] India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by describing social, cultural, political, and economic development of China.

Understandings

- Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China's protection. [Moved to WHI.4a]
- Confucianism and Taoism are among the major products of Chinese civilization. [Moved to WHI.4f]
- Early Chinese societies grew from a network of related cultures in and around river valleys.
- Chinese society made significant contributions to technology and trade.

Supporting Questions

- How did the society in China develop?
- What is the significance of Qin Shi Huangdi's contribution to early Chinese history?
- How did the Silk Road facilitate trade and contact between China and other cultures?
- What unique items did China produce that appealed to other cultures?

Knowledge and Learning Experiences

- Determine the social, cultural, political, and economic characteristics that define the Chinese society.
- Explain the relationship between geography and social, cultural, and economic development in China.

- Use a variety of information sources to describe the connection between the Mandate of Heaven and the early leaders of China.
- Use a decision-making model, such as a cost/benefit chart, to analyze the rule of Qin Shi Huangdi.
- Use a variety of information sources to analyze and explain the contributions and the lasting influence of early Chinese culture on contemporary society.

Content, Sources, and Resources for Consideration

WHI.4

WHI.4f ~~The student will apply history and social science skills to understand the societies of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by locating China in time and place, including the development of an empire and the construction of the Great Wall; describing the impact of Confucianism and Taoism, and Buddhism.~~

Understandings

- Chinese society made significant contributions to philosophy.
- Confucianism and Taoism are among the major intellectual developments of Chinese society.

Supporting Questions

- What is philosophy?
- How did early Chinese philosophies influence society?

Knowledge and Learning Experiences

- Investigate the similarities and differences of the philosophies that developed in China.
- Summarize the beliefs of Confucianism, Taoism, and Legalism.
- Research and evaluate the impacts of the various philosophies on social order.
- Compare philosophies and religions.

Content, Sources, and Resources for Consideration

WHI.4

WHI.5 ~~The student will apply history and social science skills to understand ancient Persia and Greece in terms of its impact on Western civilization by~~

- ~~locating Greek civilizations in time and place and describing their major geographic features; analyzing the impact of geography on the development of these societies in time and place and describing their major geographic features;~~
- ~~describing the social, and religious structure of ancient Greece~~ cultural, political, and economic development of Persia;
- ~~describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;~~ [Reworded] describing social, cultural, political, and economic development of Greece;
- ~~evaluating the political and economic development of Greece, with emphasis on the Persian and the Peloponnesian wars;~~ analyzing their regional interactions and the long-lasting consequences.
- ~~evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and~~ [Moved to WHI.5d]
- ~~citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.~~ [Moved to WHI.5c]

Overarching Inquiry

How can expansion impact a society?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Colonization – the practice of domination through the conquest of one people by another.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.

WHI.5a The student will apply history and social science skills to understand ancient Persia and Greece in terms of its impact on Western civilization by locating Greek civilizations in time and place and describing their major geographic features; by locating Greek civilizations in time and place and describing their major geographic features; analyzing the impact of geography on the development of these societies in time and place and describing their major geographic features.

Understandings

- The physical geography of Southwest Asia shaped the development of ancient Persia.
- The physical geography of the Mediterranean Aegean Basin shaped the economic, social, and political development of Greek society.
- Classical Greek civilizations emerged after the river valley civilizations. Greece became the first major civilization

of Europe. [Deleted]

Supporting Questions

- How did geography influence the development of Persian society?
- How did geography influence the development of Grecian society?

Knowledge and Learning Experiences

- Compare the geographic features of ancient Persia and Greece and determine which society held greater advantages due to those features.
- Predict how the geographic advantages and disadvantages of ancient Persia and Greece might lead to cooperation and conflict.

Content, Sources, and Resources for Consideration

WHI.5

WHI.5b The student will apply history and social science skills to understand ancient Persia and Greece in terms of its impact on Western civilization by describing the social, and religious structure of ancient Greece cultural, political, and economic development of Persia.

Understandings

- Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece. [Moved to WHI.5c]
- Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology. [Moved to WHI.5c]
- Men, women, and slaves all had clearly defined roles in Greek society. [Moved to WHI.5c]
- Persia developed strategies for empire building, including bureaucracy and tolerance of conquered people.

Supporting Questions

- How did the Persians' approach to empire-building lead to successful expansion?
- What are the characteristics of an empire?
- How did the beliefs of Zoroastrianism compare with other major religions and philosophies of the ancient world?
- To what extent is the legacy of Persian culture evident in the modern world?

Knowledge and Learning Experiences

- Use a variety of information sources to examine and explain the motivations for the Persian Empire's expansion.
- Explain the concept of an imperial bureaucracy and make connections to Persia's cultural and political development.
- Identify and describe the social, cultural, political, and economic characteristics that define the Persians.
- Explain the relationship between geography and the social, cultural, political, and economic development of the Persian Empire.
- Summarize the beliefs of Zoroastrianism.
- Use a variety of information sources to analyze and explain the contributions and lasting influence of Persia on contemporary society.

Content, Sources, and Resources for Consideration

WHI.5

WHI.5c The student will apply history and social science skills to understand ancient Persia and Greece in terms of its impact on Western civilization by describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy; [Reworded] describing social, cultural,

political, and economic development of Greece.

Understandings

- Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became an inspiration for modern democracies.[Moved to Knowledge and Learning Experiences]
- Contrasting philosophies of government and culture, as well as geographic features, divided the Greek city-states and prevented the establishment of a centralized government. of Athens (democracy) and Sparta (oligarchy). [Moved to Knowledge and Learning Experiences]
- Influenced by early cultures, ancient Greece established a society that made significant contributions in government, philosophy, art and literature that influenced contemporary and later societies.

Supporting Questions

- How did the competing political and cultural aspects of Greek society lead to conflict?

Knowledge and Learning Experiences

- Use a variety of information sources to investigate and distinguish between the contrasting philosophies of citizenship in the Greek polis and culture that developed and divided Greek society.
- Use information sources to construct a map and identify the locations and geographic features of Athens and Sparta to describe how they distinguished the city-states.
- Compare and contrast the social, political, and economic structures of Athens and Sparta
- Evaluate how Greek political ideals influenced later societies including the stages in the evolution of Athenian government and Spartan rule, reforms of Draco and Solon and the origins of democratic principles: direct democracy, public debate, and duties of citizens.
- Investigate and explain the contributions and lasting influence of ancient on contemporary society.

Content, Sources, and Resources for Consideration

WHI.5

WHI.5d The student will apply history and social science skills to understand ancient Persia and Greece in terms of its impact on Western civilization by evaluating the political and economic development of Greece, with emphasis on the Persian and the Peloponnesian wars; [Moved to Knowledge and Learning Experiences] **analyzing their regional interactions and the long-lasting consequences.**

Understandings

- The Greeks defeated the Persian empire and preserved their political independence. Conflict between the Greeks and Persians led to the expansion of Greek power and Hellenic culture.
- Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War. The Peloponnesian War weakened Greece, leading to the Macedonian invasions.
- The interactions between Persia and Greece expansion of Greek civilization through tTrade, conquest, and colonization led to cultural diffusion, the spread of Hellenic and the development of Hellenistic culture, across the Mediterranean and Black Seas.

Supporting Questions

- What factors led to conflict between Greece and Persia?
- What were the immediate and long-term consequences of the Persian Wars?
- What factors led to the demise of Greece?
- To what extent did Greek victory and conquest impact the spread of Hellenistic culture?

Knowledge and Learning Experiences

- Use a decision-making model to analyze and identify the costs and benefits of alliances made between city-states.
- Create a diagram showing the causes and effects of the Persian and Peloponnesian Wars.
- Examine the Peloponnesian War from the perspective of a specific city-state.
- Analyze excerpts from ancient texts that highlight cultural aspects of Greece.

Content, Sources, and Resources for Consideration

WHI.5

~~WHI.5e,f The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.~~[WHI.5e Moved to WHI.5d, WHI.5f Moved WHI.5c]

Understandings

- Athenian culture during the classical era became one of the foundation stones of Western civilization.[Moved to WHI.5c]

~~WHI.6 The student will apply history and social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by~~

- ~~locating Roman civilizations in time and place and describing their major geographic features; analyzing the impact of geography on their development.~~
- ~~describing the social and religious structure of ancient Rome; describing the social and religious structure and development of the Roman Republic;~~
- ~~describing the social structure and cultural development of the Roman Republic; describing the social and economic development of the Roman Empire;~~
- ~~describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar; describing the social, cultural, political, and economic development of the Byzantine Empire; and~~
- ~~describing and evaluating the political structure of the Roman Empire under the role of Augustus Caesar;~~ [Moved to WHI.6b] describing the origins, beliefs, customs, and growth of Christianity.
- ~~assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana;~~ [Moved to WHI.6c]
- ~~evaluating the fall of the Western Roman Empire and the Germanic invasions.~~ [Moved to WHI.6c]

Overarching Inquiry

Are empires always formidable?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Innovation – the act or process of introducing new ideas, devices, or methods

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Colonization – the practice of domination through the conquest of one people by another.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.

WHI.6a The student will apply history and social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by locating Roman civilizations in time and place and describing their major geographic features; analyzing the impact of geography on their development.

Understandings

- The Italian peninsula was protected by the sea and the arc of the Alps Mountains.
- After the collapse of Alexander the Great’s empire, Rome gradually emerged as the dominant civilization around the Mediterranean and in Europe.
- Due to its central location in the Mediterranean Basin, Rome grew to control the entire Mediterranean and much of Europe.
- The capital of the Byzantine (Eastern Roman) Empire established at Constantinople provided political, economic, and military advantages.

Supporting Questions

- To what extent did geography influence the growth of the Roman and Byzantine Empires and their regional interactions?

Knowledge and Learning Experiences

- Use a map to locate the Roman Republic and the geographic features that influenced them.
- Use a map to locate the Byzantine Empire.
- Examine a map of the Roman Empire and predict the impacts of geography on expansion.
- Compare the advantages of the Roman Republic and Byzantine Empire.

Content, Sources, and Resources for Consideration

WHI.6

WHI.6b The student will apply history and 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 describing the social and religious structure of ancient Rome; describing the social and religious structure and development of the Roman Republic.

Understandings

- Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art. [Moved to Knowledge and Learning Experiences]
- Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology. [Moved to Knowledge and Learning Experiences]
- Conquests and trade diffused Roman cultural and technological achievements throughout the Mediterranean Basin.
- Influenced by earlier societies, the Roman Republic made significant contributions in law, culture, and government, including representative democracy.

Supporting Questions

- What factors led to the development of Roman cultural achievements and social norms?
- What is a republic and how does it differ from a democracy?
- How did the Roman Republic develop a representative system of government?
- How did the Punic Wars impact Rome?
- To what extent did equality and tolerance exist in the Roman Republic?

Knowledge and Learning Experiences

- Use a variety of information sources to analyze and describe the origins and influence of Roman mythology, gods and goddesses on the social and religious structure of Roman society.
- Compare Roman gods and goddesses with those of Greece.
- Use information sources to examine and describe the structure of the government including the social structure of Roman society.
- Compare and contrast the ideals of the Roman Republic to Athenian Democracy.
- Determine the causes, effects, and outcomes of the Punic Wars including Hannibal's invasion and the competition with Carthage and its eventual destruction.
- Investigate and explain the political and economic factors that contributed to the decline of the Roman Republic including the spread of slavery, the role of small farmers, inflation, the First Triumvirate and the seizure of power by Julius Caesar and subsequent civil wars.
- Use information sources to analyze the cultural developments in the Roman Republic (law, literature, technology, art, architecture, medicine, science) and their impacts on modern society.
- Analyze ancient texts that highlight aspects of Roman culture.

Content, Sources, and Resources for Consideration

WHI.6

WHI.6c The student will apply history and 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 describing the social structure and cultural development of the Roman Republic; describing the social and economic development of the Roman Empire.

Understandings

- Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a model for modern democracy. [Moved to WHI.6b]
- Conquests and trade spread Roman cultural and technological achievements throughout the Roman Empire. [Moved to WHI.6b]
- Western civilization was influenced by the cultural achievements of ancient Rome. [Moved to WHI.6b]
- Due to civil war caused by changing social and economic conditions, the Roman Republic was supplanted by the imperial regime of the Roman Empire.

- During the centuries of Pax Romana, the Roman Empire achieved its height in social, economic, and cultural contributions.
- Over a 300-year period, the western part of the Roman Empire steadily declined due to internal and external problems.

Supporting Questions

- What were the origins and evolution of Imperial Rome?
- What factors led to the Pax Romana?
- How did the Pax Romana affect the social, political, and economic structures of the Roman Empire?
- How did the Romans use technology to provide for the needs of its citizens?
- To what extent are the achievements of Rome evident in the modern world?
- What were the social, cultural, political, and economic factors that led to the end of the Western Roman Empire?
- What were the events that led to the division of the Roman Empire?
- What are the lasting impacts of Roman society?

Knowledge and Learning Experiences

- Use information sources to analyze and describe Augustus Caesar and how his reign contributed to the eventual fall of the Roman Empire.
- Use information sources to analyze the cultural developments in the Roman Empire (law, literature, technology, art, architecture, medicine, science) and their impacts on modern society.
- Use various information sources to identify and summarize the Roman Empire’s development of features of democracy including representative democracy, assemblies, the Senate, and consuls.
- Examine the Laws of Rome codified as the Twelve Tables and explain the influence on representative democracy.
- Create a chart to determine the strengths and weaknesses of the Pax Romana.
- Use various information sources to sequence and explain the events leading to the division of the Roman Empire including the significance of Constantinople.
- Construct an argument supported by evidence from various sources identifying the most significant contributor to the decline of the Roman Republic and the eventual fall of the Roman Empire considering social, cultural, political, or economic factors.

Content, Sources, and Resources for Consideration

WHI.6

~~WHI.6d 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 describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar. [Moved to WHI.6b]~~

Understandings

- ~~After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.[Moved to WHI.6b]~~

~~WHI.6e 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 describing and evaluating the political structure of the Roman Empire under the role of Augustus Caesar. [Moved to WHI.6c]~~

~~WHI.6f 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 assessing the economic structure of Rome, Rome’s imperial conquests, and the Pax Romana. [Moved to WHI.6c]~~

Understandings

- The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire. —[Moved to WHI.6c]

WHI.6d The student will apply history and social science skills to understand ancient Rome describing social, cultural, political, and economic development of the Byzantine Empire.

Understandings

- Political and economic problems led to the division of the Roman Empire into East and West. While the West fell, the East continued and known as the Byzantine Empire.
- Byzantine Empire preserved Greek and Roman traditions of the past.
- Through his codification of Roman law, Justinian provided the basis for the law codes of Western Europe.
- Although Justinian reconquered territory, the Byzantine Empire was weakened by military expenditures and the emergence of the bubonic plague.

Supporting Questions

- What factors led to the fall of the Western Roman Empire?
- Why was the Eastern Roman Empire able to survive when the Western Roman Empire fell?
- How did the Byzantine Empire incorporate and adapt Greek and Roman traditions?
- How did Justinian impact the codification of laws of Western Europe?
- What factors led to the weakening of the Byzantine Empire?

Knowledge and Learning Experiences

- Describe Greek and Roman influences on Byzantine cultural developments.
- Analyze the factors that led to Eastern success despite the decline of Western Rome.
- Analyze ancient texts that feature key elements of Byzantine cultural achievements.
- Compare ancient texts with Western documents to determine the impact of the cultural achievements of the Byzantine Empire on modern societies.

Content, Sources, and Resources for Consideration

WHI.6

WHI.6e The student will apply history and social science skills to understand ancient Rome by describing the origins, beliefs, and spread of Christianity.

Understandings

- Christianity, led by Jesus of Nazareth, was rooted in Judaism.
- The followers of Jesus spread Christianity throughout the Roman Empire, presenting a powerful challenge to Roman polytheism.
- Christianity emerged in Roman-controlled Judea, spread across the Roman Empire, and grew into a global religion.
- As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.
- As Christianity grew, differences in leadership, language, and doctrine led to a division in the religion.

Supporting Questions

- What are the origins of Christianity?
- What tactics were used by the Romans to suppress Christianity?
- What contributed to the spread of Christianity?
- To what extent did Constantine impact the growth of Christianity?
- What were the major differences between Roman Christianity and Eastern Orthodox Christianity?

<p>Knowledge and Learning Experiences</p> <ul style="list-style-type: none"> ● <u>Use various information sources to identify and summarize the major beliefs, traditions, and practices of Christianity.</u> ● <u>Use graphic information to determine patterns and trends in the growth of Christianity.</u> ● <u>Compare and contrast Roman Christianity with Eastern Orthodox Christianity.</u> ● <u>Trace the origins of Christianity from Judaism to determine similarities and differences.</u>
<p>Content, Sources, and Resources for Consideration</p> <p>WHI.6</p>
<p>WHI.6g 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 evaluating the fall of the Western Roman Empire and the Germanic invasions. [Moved to WHI.6c]</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems. [Moved to WHI.6c]
<p>WHI.7a The student will apply social science skills to understand the development of Christianity by describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place; [Moved to WHI.6d]</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● The followers of Jesus spread Christianity throughout the Roman Empire, presenting a powerful challenge to Roman polytheism. [Moved to WHI.6d]
<p>WHI.7b The student will apply social science skills to understand the development of Christianity by explaining the unifying role of the Church in Europe after the collapse of Rome; [Moved to WHI.8b]</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence. [Moved to WHI.6e]
<p>WHI.7c The student will apply social science skills to understand the development of Christianity by sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe. [Moved to WHI.8b]</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● During the Middle Ages, the Pope crowned the emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people. [Moved to WHI.8b]
<p>WHI.8a The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place; [Moved to WHI.6a]</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● The capital of the Eastern Roman Empire was established at Constantinople to provide political, economic, and military advantages. [Moved to WHI.6a]
<p>WHI.8b 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 describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy; [Moved to WHI.6e]</p>
<p>Understandings</p> <ul style="list-style-type: none"> ● Through his codification of Roman law, Justinian provided the basis for the law codes of Western Europe. [Moved to WHI.6e] ● Although Justinian reconquered territory, the costs of his wars and the first appearance of the bubonic plague left the Byzantine Empire weakened. [Moved to WHI.6e]

~~WHI.8c 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 characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions; [Moved to WHI.6e]~~

Understandings

- ~~● Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of architecture. [Moved to WHI.6e]~~
- ~~● Greek and Roman traditions were preserved in the Byzantine Empire. [Moved to WHI.6e]~~

~~WHI.8d The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; [Moved to WHI.6e]~~

Understandings

- ~~● The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division. [Moved to WHI.6e]~~

~~WHI.8e 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 analyzing and explaining the influence of Byzantine culture on Eastern Europe. [Moved to WHI.9a and WHI.9c]~~

Understandings

- ~~● Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade. [Moved to WHI.9a and WHI.9c]~~

~~WHI.97 The student will apply history and social science skills to understand the Islamic societies from about 600 to 1000 A.D. (C.E.) by~~

- ~~a) describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours; [Moved to WHI.7b] analyzing the impact of geography on their development;~~
- ~~b) explaining the cultural and scientific contributions and achievements of Islamic civilization, describing the origins, beliefs, customs, and growth of Islam; and~~
- ~~c) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; describing social, cultural, political, and economic development of Islamic societies.~~

Overarching Inquiry

How can expansion benefit or challenge the development of an empire?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Innovation – the act or process of introducing new ideas, devices, or methods

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

WHI.9a7a The student will apply social science skills to understand the Islamic societies ~~from about 600 to 1000 A.D. (C.E.)~~ by describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours[Moved to WHI.7b] analyzing the impact of geography on their development.

Understandings

- The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith. [Moved to WHI.7b]
- Muhammad and his followers spread Islam. [Moved to WHI.7b]
- Islamic traditions and practices developed over centuries and created a distinctive culture. [Moved to WHI.7b]
- Major historical turning points marked the spread and influence of Islamic civilization. [Moved to WHI.7b]
- Islamic societies expanded rapidly, overcoming geographic barriers, facilitated by weakened political empires.

Supporting Questions

- How did geography impact the growth of the Islamic empires?
- In what ways did the Islamic empires overcome geographic barriers?
- To what extent did regional interactions impact the development of Islamic empires?
- What factors contributed to the rapid to the expansion of Islamic societies?

Knowledge and Learning Experiences

- Identify key geographic features of the Arabian Peninsula, the Fertile Crescent, Central Asia, and North Africa.
- Examine a map of the Islamic empires and identify key geographic features that could be potential supports and barriers to expansion including the establishment of trade routes.
- Create a timeline to establish connections over time and space.

Content, Sources, and Resources for Consideration

WHI.7

WHI.9c7b The student will apply history and social science skills to understand the Islamic societies ~~from about 600 to 1000 A.D. (C.E.)~~ by explaining the cultural and scientific contributions and achievements of Islamic civilization, describing the origins, beliefs, customs, and growth of Islam.

Understandings

- Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and had a major global impact. [Moved to WHI.7c]
- Islam emerged in the Arabian Peninsula and grew into a global religion.
- The revelations to Muhammad form the basis of the Islamic religion, a monotheistic faith.
- Islamic traditions and practices developed over centuries and created a distinctive culture.
- Major historical turning points marked the spread and influence of Islamic societies.

Supporting Questions

- What are the origins of Islam?
- To what extent did geography impact the growth and spread of Islam?
- How are Islamic societies distinctive?
- What led to division in the Islamic empires?
- How did the Battle of Tours impact relations between Islam and Western Europe?

Knowledge and Learning Experiences

- Summarize the beliefs of Islam.
- Use various information sources to construct a map identifying patterns, trends, and the spread of Islam considering the spread through conquest and contact along the major trade routes.
- Examine excerpts from primary and secondary sources to investigate and describe the beliefs and customs of Islam including, but not limited to Islam as a monotheistic religion, the Qur'an, the Five Pillars, and the religious code of conduct.
- Investigate how the translation of ancient texts into Arabic, contributions of mathematics, medicine, literature, geographic knowledge, development and building of universities, and the influence of religion and politics on art and architecture contributed to the growth of Islamic societies.

Content, Sources, and Resources for Consideration

WHI.7

WHI.9b7c ~~The student will apply history and social science skills to understand the Islamic societies from about 600 to 1000 A.D. (C.E.) by assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; describing social, cultural, political, and economic development of Islamic societies.~~

Understandings

- ~~In the first three centuries after Muhammad's death, Muslim rule expanded rapidly, overcoming geographic barriers, facilitated by weakened political empires.~~ [Moved to Knowledge and Learning Experiences]
- Political unity and the Arabic language facilitated trade and stimulated intellectual activity.
- Achievements in science and the arts had major global impacts and characterized Islamic society.

Supporting Questions

- How were the Islamic dynasties able to stabilize and unify their territories?
- What were the cultural achievements of Islamic society?
- What impact has the cultural achievements of Islamic society had on modern society?

Knowledge and Learning Experiences

- Analyze the impact of trade routes within Islamic societies.
- Use various information sources to explore and describe the cultural and scientific contributions including architecture, Arabic alphabet and numerals, universities, medicine, Algebra, translation of ancient texts into Arabic, and global expansion of geographic knowledge.
- Examine excerpts from primary and secondary sources to investigate and describe the political developments of Islamic societies, including but not limited to the centralized governments of the Abbasid Dynasty, and the establishment of a judicial system in which women had many rights.
- Connect the patterns, trends, and the spread of Islam with the economic developments to explain the role of tribute and trade, how the Arabic language spread with Islam facilitating trade and stimulating intellectual activity across Islamic lands, and the cultural diffusion along trade routes from Mecca and Medina.
- Examine various information sources to create a chart and explain the strengths and weaknesses of the historical turning points leading to the split in the Islam and lasting global influences.

Content, Sources, and Resources for Consideration

WHI.7

The Middle Ages

WHI.108 The student will apply history and social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by

- a) locating and describing the societies of Western Europe during the Middle Ages in time and place; analyzing the impact of geography on the development of Western Europe.
- b) describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne; describing social, cultural, political, and economic development of the Early Middle Ages;
- c) explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons; describing social, cultural, political, and economic development of the High Middle Ages;
- d) describing the social, religious, and cultural patterns of the Vikings; analyzing interactions and long-lasting consequences.

Overarching Inquiry

How was the Middle Ages defined by a quest for power?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.

WHI.108a The student will apply social science skills to understand Western Europe during the Middle Ages ~~from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by~~ locating and describing the societies of Western Europe during the Middle Ages in time and place; analyzing the impact of geography on the development of Western Europe.

Understandings

- After the collapse of the Western Roman Empire, Germanic and Scandinavian kingdoms emerged as powerful forces. [Moved to Knowledge and Learning Experiences]

- Germanic civilization was influenced by various cultural forces as it established itself in Europe. [Moved to Knowledge and Learning Experiences]
- As the Western Roman Empire declined, migrating groups arrived in Western Europe and established new societies.
- As kingdoms and empires developed, borders between those realms shifted, often creating conflict.

Supporting Questions

- What is the role of geography in the development of societies in Western Europe?
- From where did the migrating groups who arrived in Western Europe originate?
- How did migratory groups impact the societies in which they settled?
- What factors led to the rise of conflict during the Early Middle Ages?

Knowledge and Learning Experiences

- Use a map to analyze early migration patterns across Western Europe.
- Compare maps of the Early and High Middle Ages to examine shifting borders of kingdoms and empires.

Content, Sources, and Resources for Consideration

WHI.8

WHI.108b The student will apply social science skills to understand Western Europe during the Middle Ages ~~from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by locating and describing the societies of Western Europe during the Middle Ages in time and place;~~ describing social, cultural, political, and economic development of the Early Middle Ages.

Understandings

- Frankish kings used military power to expand their territory. [Moved to Knowledge and Learning Experiences]
- The alliance between Frankish kings and the Church increased papal authority and influence in Western Europe. [Moved to Knowledge and Learning Experiences]
- The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.
- Invasions by migratory groups disrupted the social, economic, and political order of Western Europe.

Supporting Questions

- What was the socio-political structure of Western Europe?
- How did the socio-political structure influence the economic development of Western Europe during the Middle Ages?
- Why did feudalism develop in the Early Middle Ages?
- In what ways did the Roman Catholic Church affect social, political, and economic structures in the Early Middle Ages?

Knowledge and Learning Experiences

- Use various information sources to identify and explain the socio-political structure including the relationships between levels of power in feudalism.
- Summarize the role of the Catholic Church in the Early Middle Ages.
- Explain the benefits of the manor from various perspectives (i.e. Lord, serf, knight, blacksmith)
- Analyze the impact of invasions in Western Europe.
- Analyze primary sources that focus on the social customs and norms of the Early Middle Ages.
- Evaluate the extent to which the social customs and norms of the Early Middle Ages are still prevalent in today's society.

Content, Sources, and Resources for Consideration

WHI.8

WHI.108c The student will apply history and social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by locating and describing the societies of Western Europe during the Middle Ages in time and place; describing social, cultural, political, and economic development of the High Middle Ages.

Understandings

- ~~Invasions by Angles, Saxons, and Magyars disrupted the social, economic, and political order of Europe. [Moved to WHI.8b]~~
- The expanding economies of European states stimulated trade inside and outside the region.
- More emphasis was placed on uniformity of religion, culture, and authority as European monarchies consolidated their power.

Supporting Questions

- What led to the decline of feudalism?
- How does the political power structure shift over time in the Middle Ages?
- Why do historians divide the Middle Ages into several distinct periods?
- To what extent did the Roman Catholic Church influence cultural development in the High Middle Ages?
- What powerful Western European monarchies emerged during the High Middle Ages?

Knowledge and Learning Experiences

- Evaluate the effects of increased trade on feudalism.
- Analyze the tensions between church and political leaders during the High Middle Ages.
- Use primary documents and other information sources to evaluate the shift of political power in England.
- Evaluate the Church's role of literacy and culture in the High Middle Ages.
- Summarize ways that Western European monarchies unified their kingdoms.

Content, Sources, and Resources for Consideration

WHI.8

WHI.108d The student will apply history and 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 describing the social, religious, and cultural patterns of the Vikings; analyzing interactions and long-lasting consequences.

Understandings

- ~~Invasions by Vikings disrupted the social, economic, and political order of Europe. [WHI.8b]~~
- The Crusades were a series of conflicts over the city of Jerusalem that left a legacy of bitterness among Christians, Jews, and Muslims.
- The Crusades, Hundred Years' War, and Black Death led to the decline of feudalism and the rise of early nation-states.
- Persecution pushed many non-Christians out of the west and into Eastern Europe and the Ottoman Empire.

Supporting Questions

- What was the purpose and rationale of the Crusades?
- What political impacts did the Crusades have on Europe?
- What was the legacy of the Crusades?
- Why was the Hundred Years' War important to the political identities of England and France?
- What were the long-term impacts of the Black Death?

Knowledge and Learning Experiences

- Use various information sources to construct a map to identify and trace the Crusades and the societies affected.
- Create a cause-and-effect diagram of the Crusades.
- Analyze the main factors contributing to the Hundred Years' War.
- Use primary source documents and other information sources to analyze the impact of the Black Death.

Content, Sources, and Resources for Consideration

WHI.8

~~WHI.10e — 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 evaluating and explaining the development of feudalism and the manor system. [Moved to WHI.8b]~~

Understandings

- ~~The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection. [Moved to WHI.8b]~~

~~WHI.119 The student will apply history and social science skills to understand the societies and empires of Asia during the Middle Ages, with emphasis on Japan and China, by~~

- ~~locating and explaining major global and regional trade routes; analyzing the impact of geography on their development;~~
- ~~explaining technological advances and transfers, networks of economic interdependence, and cultural interactions; describing the social, cultural, political, and economic development of India, China, and Japan;~~
- ~~explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; describing the social, cultural, political, and economic development of Russia and the Ottoman Empire; and~~
- ~~evaluating the impact of the Mongol Empire throughout Asia, describing the social, cultural, political, and economic development of the Mongols.~~

Overarching Inquiry

How are cultural interactions impacted by geography and technological innovations?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Colonization – the practice of domination through the conquest of one people by another.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

WHI.119a ~~The student will apply history and social science skills to understand the civilizations and empires of Asia during the Middle Ages, with emphasis on Japan and China, by locating and explaining major global and regional trade routes; analyzing the impact of geography on their development.~~

Understandings

- ~~During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia. [Moved to WHI.9d, WHI.9e, WHI.10d]~~
- The geography of Asia led to extensive cross-cultural contact and interaction.

Supporting Questions

- To what extent did geography influence the growth of the Asian Empires and their regional interactions?
- What geographic advantages and disadvantages affected Asian empires during the Middle Ages?
- How did the various Asian empires strive to overcome those geographic disadvantages?

Knowledge and Learning Experiences

- Examine a map of the Asian societies and empires and identify key geographic features that may help or hinder cross-cultural interactions.
- Compare geographic advantages and disadvantages of the Asian empires during the Middle Ages.
- Create a decision-making model to determine which empire’s geography would prove most advantageous and least advantageous.

Content, Sources, and Resources for Consideration

WHI.9

WHI.119b ~~The student will apply history and social science skills to understand the civilizations and empires of Asia during the Middle Ages, with emphasis on Japan and China, by explaining technological advances and transfers, networks of economic interdependence, and cultural interactions; describing the social, cultural, political, and economic development of India, China, and Japan.~~

Understandings

- ~~Regional trade networks and long-distance trade routes in Asia aided the diffusion and exchange of technology and culture. [Moved to WHI.9a and WHI.9e]~~
- Asia’s cultural development was influenced by geographic location and regional interactions.
- Regional interests and ideologies led to different political identities in Asian societies.

Supporting Questions

- How did China and India influence other societies and empires?
- How did Japan adapt Chinese influences to create its own distinct cultural identity?
- How did the regional interests lead to differing Asian societies?
- To what extent did ideologies impact cultural differences between Asian societies?
- What products of the Asian societies were appealing to the regional and global markets?

Knowledge and Learning Experiences

- Summarize the social, cultural, political, and economic characteristics that define Japanese society.
- Analyze Chinese and Indian influences on other Asian societies (religion, writing, architecture).
- Compare and contrast feudalism during the Middle Ages in Japan and Europe.
- Research Indian, Chinese, or Japanese innovations or products and describe their impacts on the world.

- Analyze the impact of trade on cultural diffusion.

Content, Sources, and Resources for Consideration

WHI.9

WHI.119c ~~The student will apply history and social science skills to understand the civilizations and empires of Asia during the Middle Ages, with emphasis on Japan and China, by the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; describing the social, cultural, political, and economic development of Russia and the Ottoman Empire.~~

Understandings

- ~~Japanese cultural development was influenced by proximity to China.~~ [Moved to WHI.9b]
- ~~Shinto and Buddhism coexisted as religious traditions in the Japanese culture.~~ [Moved to WHI.9b]
- ~~Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.~~ [Moved to WHI.9d]
- The development of the Russian society was influenced by Byzantine, Scandinavian, and Asian cultures.
- The Ottoman Empire encompassed a wide variety of people across vast territories, becoming one of the most powerful empires in the world.

Supporting Questions

- How did Russia adapt Byzantine, Scandinavian, and Asian influences to create its own cultural identity?
- How was the development of the Ottoman Empire influenced by its religion?
- How was the development of Russia influenced by its religion?
- How do the cultural achievements of a society convey its social norms and values?

Knowledge and Learning Experiences

- Summarize Byzantine influences on Russia.
- Examine images of the Hagia Sophia and identify Islamic cultural characteristics.
- Describe how the Ottoman Empire was able to administer a large, diverse empire.
- Examine maps to determine how location impacted Russia and the Ottoman Empire economically.
- Analyze the differences between serfdom and slavery.
- Explain the impact of the Ottoman Empire on global trade.

Content, Sources, and Resources for Consideration

WHI.9

WHI.119d ~~evaluating the impact of the Mongol Empire throughout Asia.~~ The student will apply history and social science skills to understand the societies and empires of Asia during the Middle Ages by describing social, cultural, political, and economic development of the Mongols.

Understandings

- ~~Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.~~ the largest land empire in history and incorporated many diverse groups.

Supporting Questions

- How were the Mongols able to create the largest land empire in history?
- Why were the Mongols willing to adapt to conquered people's customs?
- What was the impact of increased interactions across the Eastern Hemisphere during the Middle Ages?
- What factors contributed to the demise of the Mongol Empire?

Knowledge and Learning Experiences

- Summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.

- Examine a map depicting the Mongol empire at its height and predict how they were able to control an extensive empire.
- Compare the Mongol’s administration of its empire to earlier empires (Persians, Romans, Abbasids).
- Compare the reasons for the demise of the Mongol Empire with that of other empires (Persian, Roman, etc.).

Content, Sources, and Resources for Consideration

WHI.9

WHI.1210 ~~The student will apply history and social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai~~ [Moved to Knowledge and Learning Experiences] by

- ~~locating early civilizations and kingdoms in time and place and describing major geographic features~~ [Moved to Knowledge and Learning Experiences]; **analyzing the impact of geography on their development.**
- ~~explaining the development of social, political, economic, religious, and cultural patterns in each region~~ [Moved to Knowledge and Learning Experiences]; **describing the social, cultural, political, and economic development of Northern Africa;**
- ~~evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence;~~ [Moved to Knowledge and Learning Experiences] **describing the social, cultural, political, and economic development of Eastern and Southern Africa;**
- describing the social, cultural, political, and economic development of West Africa.**

Overarching Inquiry

- How did Africa’s role in global interactions influence their development?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

WHI.12a10a The student will apply history and social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by locating early civilizations and kingdoms in time and place and describing major geographic features; [Moved to Knowledge and Learning Experiences] analyzing the impact of geography on their development.

Understandings

- African civilizations developed along the Mediterranean Sea in North Africa, in sub-Saharan West Africa, and along coastal East Africa.

Supporting Questions

- How did geography lead to the creation of several distinct regions in Africa?
- How did the geographic features of each region foster the development of distinct societies in Africa?

Knowledge and Learning Experiences

- Use a map to locate African societies and the geographic features that influenced them.
- Compare the geographic advantages and disadvantages of the regions in Africa.

Content, Sources, and Resources for Consideration

WHI.10

WHI.12b10b The student will apply history and social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by explaining the development of social, political, economic, religious, and cultural patterns in each region; [Moved to Knowledge and Learning Experiences] describing the social, cultural, political, and economic development of Northern Africa.

Understandings

- The economic, cultural, and religious aspects of North Africa were strongly influenced by their interactions with other empires of the region.
- Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere. [Moved to WHI.10c, WHI.10d, reorganized]
- States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in West Africa, Axum in East Africa, and Zimbabwe in southeastern Africa. [Moved to WHI.10c, WHI.10d]

Supporting Questions

- How were the Berbers influential in North Africa?
- What was the impact of the Fatimid Dynasty's conquest of Egypt?
- What ideological, cultural, and technological innovations were developed as a result of North Africa's interaction with other empires of the region?

Knowledge and Learning Experiences

- Examine the trade patterns across North Africa and describe the impacts on the region.
- Compare and contrast the architecture of North Africa with earlier empires (Roman, Byzantine, Islamic).
- Explain the influence on the spread of Islam on North African political, social, and economic systems.

Content, Sources, and Resources for Consideration

WHI.10

WHI.12c10c ~~The student will apply history and social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence, [Moved to Knowledge and Learning Experiences]~~ **describing the social, cultural, political, and economic development of Eastern and Southern Africa.**

Understandings

- ~~The expanding economies of European states stimulated increased trade and a desire for exploration. [Deleted]~~
- The East African kingdoms of Axum and Zimbabwe made significant contributions in culture and expansion of trade.

Supporting Questions

- How did the society of Axum develop over time?
- How did Zimbabwe's location influence its development?
- What was the impact of the Eastern and Southern African regions' cultural developments?

Knowledge and Learning Experiences

- Research trade items that were imported to and exported from East Africa and explain the importance of trade.
- Explain the role of Christianity in the development of Axum.

Content, Sources, and Resources for Consideration

WHI.10

WHI.10d ~~The student will apply history and social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai [Moved to Knowledge and Learning Experiences],~~ **by describing the social, cultural, political, and economic development of West Africa.**

Understandings

- The West African kingdoms of Ghana, Mali, and Songhai made significant contributions in government, culture, and education.

Supporting Questions

- To what extent was West Africa able to establish global influence?
- Who was Mansa Musa and how did he organize and protect Mali?
- To what extent are the contributions of the West African kingdoms evident in today's society?

Knowledge and Learning Experiences

- Examine and analyze the development of Mali to determine the civilization's impact and influence with relationship to resources.
- Compare and contrast the bureaucracy of Songhai with earlier empires (Persian, Egyptian, Roman).
- Examine the cultural changes over time in West Africa.
- Analyze the impact of libraries, universities, and centers of learning on West African society.
- Summarize the importance of the gold and salt trade in the region.

Content, Sources, and Resources for Consideration

WHI.10

- WHI.1311** The student will apply history and social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- a) locating early civilizations in time and place and describing major geographic features; analyzing the impact of geography on their development.
 - b) explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas;
 - e) b) describing the social, cultural, political, and economic development of the Mayans;
 - d) c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence, [Reorganized]describing the social, cultural, political, and economic development of the Aztecs;
 - d) describing the social, cultural, political, and economic development of the Incas.

Overarching Inquiry

How do societies develop and flourish in challenging environments?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Innovation – the act or process of introducing new ideas, devices, or methods

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

WHI.13a, b11a The student will apply history and social science skills to understand the major civilizations of the Western Hemisphere by, including the Mayan, Aztec, and Incan, by locating early civilizations in time and place and describing major geographic features; analyzing the impact of geography on their development.

Understandings

- The Mayan society emerged in Central America among dense rainforests. Aztec, and Incan civilizations emerged in South America, Central America, and Mexico. [Reorganized]
- The Aztec society emerged in Central Mexico on Lake Texcoco.
- The Incan society emerged in South America along the Andes Mountains.

Supporting Questions

- How did each society use geography to their advantage?

Knowledge and Learning Experiences

- Use a map to locate early societies and the geographic features that influenced them.
- Analyze the impact of geography on each society.

Content, Sources, and Resources for Consideration

WHI.11

WHI.11b-11b The student will apply history and social science skills to understand the major civilizations of the Western Hemisphere, ~~including the Mayan, Aztec, and Incan,~~ by describing the social, cultural, political, and economic development of the Mayans.

Understandings

- The Mayan society adapted the environment to create a sustainable economy.
- The Mayan society made many lasting cultural contributions.

Supporting Questions

- How were the Mayans able to create a lasting empire?
- How did the Mayans create a distinct society?
- To what extent are the accomplishments of the Mayan society evident in today's society?

Knowledge and Learning Experiences

- Examine the social, cultural, political, and economic characteristics that define the Mayan society.
- Explain the relationship between geography and economic development.
- Research an achievement of the Mayan society and explain its influence.

Content, Sources, and Resources for Consideration

WHI.11

WHI.11c-11c The student will apply history and social science skills to understand the major civilizations of the Western Hemisphere ~~by, including the Mayan, Aztec, and Incan,~~ by evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence [Reorganized]- Describing the social, cultural, political, and economic development of the Aztecs.

Understandings

- ~~The expanding economies of European states stimulated trade and a desire for exploration.~~ [Deleted]
- The Aztec society adapted the environment to create a sustainable economy
- The Aztec society made many lasting cultural contributions

Supporting Questions

- How were the Aztecs able to create a lasting empire?
- How did the Aztecs create a distinct society?
- To what extent are the achievements of the Aztec Empire evident in modern society?

Knowledge and Learning Experiences

- Examine the social, cultural, political, and economic characteristics that define the Aztec society.
- Examine the role of tribute and trade on the development of the Aztec society.
- Compare and contrast the administration of the Aztec empire to an earlier empire. (i.e. Roman, Persian, Abbasids)

- Use a map of Tenochtitlan to determine the technological methods needed to create a city on a body of water.
- Compare images of Mayan and Aztec artifacts to determine similarities and differences between their societies.

Content, Sources, and Resources for Consideration

WHI.11

WHI.11d ~~The student will apply history and social science skills to understand the major societies of the Western Hemisphere, including the Mayan, Aztec, and Incan, by describing the social, cultural, political, and economic development of the Incas.~~

Understandings

- The Incan society adapted the environment to create a sustainable economy.
- The Incan society made many lasting cultural contributions.

Supporting Questions

- How were the Incans able to create a lasting empire?
- How did the Incans create a unique society?
- To what extent are the achievements of the Incan Empire evident in today's society?

Knowledge and Learning Experiences

- Examine the social, cultural, political, and economic characteristics that define the Incan society.
- Explain the impact of the road system on the social, political, and economic development of the empire.
- Compare and contrast the social, political, and economic developments of the Mayan, Aztec, and Incan societies.
- Compare the societies of the Incan Empire with that of other empires, such as the Roman Empire.
- Create a Venn diagram comparing the Mayan, Aztec, and Incan cultures.
- Create a decision-making model to determine which of the Mayan, Aztec, or Incan cultures was most advantageous and least advantageous.

Content, Sources, and Resources for Consideration

WHI.11

~~**WHI.14a** The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;~~ [Moved to WHI.8c]

~~**Understandings**~~

- ~~European monarchies consolidated their power in the high and late medieval periods.~~ [Moved to WHI.8c]

~~**WHI.14b** 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 explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;~~ [Moved to WHI.8d]

~~**Understandings**~~

- ~~The Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.~~ [Moved to WHI.8d]
- ~~Ottoman Turks conquered the Byzantine Empire.~~ [Moved to WHI.9]

~~**WHI.14c** 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 explaining patterns of crisis and recovery related to the Black Death (bubonic plague);~~ [Moved to WHI.8d]

Understandings

- In the fourteenth century, the Black Death (bubonic plague) decimated the population of much of Asia and then the population of much of Europe. [Moved to WHI.8d]

~~WHI.14d 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 evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. [Moved to WHI.8c]~~

Understandings

- Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West. [Moved to WHI.8c]

Leading to the Renaissance

~~WHI.1512 The student will apply history and social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by~~

- ~~a) determining the economic, political, and cultural foundations of the Italian Renaissance;~~
- ~~b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*; [Moved to WHI.12a]~~
- ~~eb) citing analyzing the contributions of artists and philosophers of the Italian Renaissance as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch [Moved to Knowledge and Learning Experiences];~~
- ~~cd) analyzing the contributions of artists and writers of comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.~~

Overarching Inquiry

How can the Renaissance be seen as a transition into the modern world?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Innovation – the act or process of introducing new ideas, devices, or methods

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

~~WHI.15a12a~~The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by determining the economic, political, and cultural foundations of the Italian Renaissance.

Understandings

- Italy was the most commercially advanced, urbanized, literate area of High and Later Medieval Europe.
- ~~The remains of ancient Rome were most visible in Italy.~~[Deleted]
- Italy's wealth, literacy, and pride in its Roman past provided the foundations of the Italian Renaissance.
- Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.
- Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.

Supporting Questions

- How did the Crusades spark global interactions?
- What factors led to the emergence of the Renaissance?
- Why did the Renaissance originate in Italy?
- How did changes during the Renaissance lead to a more secularized society?

Knowledge and Learning Experiences

- Using excerpts from *The Prince*, analyze the impacts of Machiavelli's theories on governing.
- Describe how the economic concepts developed during this era helped to secularize Northern Italy.
- Analyze the role and impact of trade in generating wealth in Italian city-states.
- Trace Italy's trade routes to determine the vast trading network exchange network of this time period.

Content, Sources, and Resources for Consideration

WHI.12

~~WHI.15b~~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 sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*; [Moved to WHI.12a]

Understandings

- ~~Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.~~ [Moved to WHI.12a]
- ~~Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.~~ [Moved to WHI.12a]

~~WHI.15c12cb~~The student will apply history and social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by citing analyzing the contributions of artists and philosophers of the Italian Renaissance as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch. [Moved to Knowledge and Learning Experiences].

Understandings

- The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works that glorified city-states in northern Italy. Education became increasingly secular.

Supporting Questions

- What role did humanism play in the shift of artistic styles and perspectives?
- How did the Italian Renaissance revive the literary and artistic cultures of ancient Greece and Rome?
- What is secularization?
- How might secularization challenge the influence and authority of religious leaders?

Knowledge and Learning Experiences

- Examine various Renaissance works of art (i.e., *Mona Lisa*, *The Last Supper*, Sistine Chapel ceiling, *David*) to describe themes and characteristics of the period.
- Compare medieval and Renaissance works of art.
- Analyze the shift toward a more secular focus in art and literature during the Renaissance.
- Predict the impact of an increasingly secularized education on the influence of the Roman Catholic Church.

Content, Sources, and Resources for Consideration

WHI.12

WHI.12c The student will apply history and social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by analyzing the contributions of artists and writers of comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers.

Understandings

- With the rise of trade, travel, and literacy, the Italian Renaissance spread to northern Europe. As people of the North adopted the ideas of the Italian Renaissance, they transformed them to suit their circumstances.

Supporting Questions

- To what extent did the Northern Renaissance extend the themes of the Italian Renaissance?
- What impacts did the development of the moveable type printing press have on society?
- How did Northern Renaissance thinkers merge humanist ideas with Christianity?

Knowledge and Learning Experiences

- Examine various Northern Renaissance works of art and literature (*In Praise of Folly*, *Utopia*, the *Portrait of Giovanni Arnolfini and his Wife*, *The Apocalypse* woodcut series) to determine themes and characteristics.
- Use a map to examine the spread of printing press technology to cities throughout Europe.
- Create a constructed response using evidence and information sources to evaluate the long-term impacts of the printing press.
- Create a Venn diagram comparing the impact of the Renaissance on various parts of Europe.

Content, Sources, and Resources for Consideration

WHI.12

World History and Geography: 1500 CE to the Present

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

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

The Standards for World History and Geography: 1500 CE to the Present enable students to examine history and geography with emphasis on the development of the modern world. Students will explore geographic influences on history, but increased attention on political boundaries that developed with the evolution of nations. Students will explore ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. Historical understanding will require students to engage in historical thinking, analysis, and interpretation to engage in the exploration of the emergence of the modern world foreshadowing the global challenges of the twenty-first century.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and geographic skills from previous History and Social Science Standards of Learning to study the development of the modern world from 1500 CE to the 21st century. Each standard, introduced with an **Overarching Inquiry**, encourages student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated into the content helps students use geographic evidence to identify patterns and trends, analyze and synthesize evidence from primary and secondary sources, compare and contrast ideas and perspectives and analyze connections across time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM-SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others; understand the development and interactions of modern nation states; and the practice of the processes of historians, geographers and other social scientists use to understand the implications of history.

Skills and Content

WHII.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand ~~to obtain information about~~ events and life in world history;

Understandings

- Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.
- Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.
- An artifact is an object or tool that tells us about the people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.
- Historical information may be acquired from a variety of sources
 - Diaries
 - Interviews
 - Letters
 - Raw data
 - Court records and transcripts
 - Photographs
 - Journal articles that report the findings of original research and are written by the researchers themselves
 - Autobiographies
 - Speeches
 - Creative works (novels, plays, poems, music, art)
 - Magazine and journal articles

WHII.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using geographic information contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda to determine patterns and trends in world history.

Understandings

- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.
- The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.

Five Themes of Geography

- Location: Defined according to its position on the earth's surface; where is it?
- Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
- Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
- Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
- Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?
- Interpreting begins with observation and collection of data to extract significant information embedded within data.
- Interpreting involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.

WHII.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~interpreting charts, graphs, and pictures~~ applying geographic skills to determine and predict patterns and trends to determine characteristics of people, places, or events in world history.

Understandings

- ~~Interpreting begins with observation and collection of data to extract significant information embedded within data.~~
- ~~Interpreting involves determining relevant and irrelevant information in order to analyze characteristics such as change over time, patterns, and relationships.~~
- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.
- The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.

- Five Themes of Geography
 - Location: Defined according to its position on the earth's surface; where is it?
 - Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
 - Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
 - Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
 - Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

WHII.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~evaluating sources for accuracy, credibility, bias, and propaganda~~ questioning and using critical thinking skills to construct arguments using evidence from multiple sources

Understandings

- It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.
- The context from the time period of the primary or secondary source can influence the information included.
- Facts can be verified with evidence while opinions cannot.
- Bias is partiality in favor of or against one thing, person, or group compared with another.

WHII.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~comparing and contrasting historical, cultural, economic, and political perspectives in world history.~~

Understandings

- The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.

WHII.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~explaining how indirect cause-and-effect relationships impacted people, places, and events~~ determining cause and effect to analyze multiple connections between past and present in world history.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.
- An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen,

unplanned, or connected to the main causes and effects.

- Explaining includes justifying why the evidence credibly supports the claim.
- Diversity creates a variety of perspectives, contributions, and challenges.
- Events that lead to conflict often have multiple causes and effects.

WHII.1g ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by analyzing multiple connections across time and place.~~

Understandings

- Analyzing includes identifying the important elements of a topic.
- Analytical thinking is further strengthened when connections are made between two or more topics.
- Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in world history.

WHII.1hg The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

Understandings

Decision-making models serve several purposes. They can help us

- make decisions for the future
- better understand the choices people faced in the past
- analyze the outcomes of the decisions that people already made.

Decision making involves determining relevant and irrelevant information.

Effective decision-making models

- compare the expected costs and benefits of alternative choices
- identify the costs and benefits of specific choices made.

Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.

WHII.1ih ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property~~ engaging and communicating as informed community members to examine the tensions between personal interests and the common good.

Understandings

- Plagiarism is the unauthorized use or theft of intellectual property.
- There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.

WHII.1j The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products ~~orally, and in writing~~ to demonstrate learning.

Understandings

- Experiences in the classroom provide opportunities for students to read, think, speak, and write about social science content.
- The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try to answer them.
- The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
- Students take more ownership over investigating and researching when they are able to choose the type of product to produce.
- Student inquiry drives the design process. Specifically, students
 - formulate a question to investigate

- create a goal/hypothesis
- conduct research and collaborate with teacher and peers
- revisit and revise the goal/hypothesis, if necessary
- create a product
- write a reflection on the process involved to arrive at a product.

Emergence of a Global Age

WHII.2 The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in the world about 1500 ~~A.D.~~ (C.E.) by

- ~~locating major states and empires;~~[Moved to WHII.2c] describing the beliefs, sacred writings, traditions, and customs of world religions;
- ~~describing artistic, literary, and intellectual ideas of the Renaissance;~~ [Moved to WHII.3a] describing the distribution of major religions; and
- ~~describing the distribution of major religions;~~ [Moved to WHII.2b] locating major states and empires;
- analyzing major trade patterns; regional and global interactions including cultural exchanges, trade patterns, technological and scientific exchanges.
- ~~citing major technological and scientific exchanges in the Eastern Hemisphere.~~[Moved to WHII.2d]

Overarching Inquiry

How are societies organized and strengthened?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

WHII.2a The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in the world about 1500 ~~A.D.~~ (C.E.) by ~~locating major states and empires~~ [Moved to 2c]; describing the beliefs, sacred writings, traditions, practices and customs of world religions.

Understandings

- ~~By 1500 a.d. (c.e.), major states and empires had developed in various regions of the world.~~[Moved to 2c]
- World religions have had a profound impact on culture and societies.
- Each world religion has variations in beliefs, traditions, and practices that are dynamic and can change over time.
- Similarities and variations may exist among many world religions, regardless of geographic location.

Supporting Questions

- What do world religions believe and practice?
- How have religions influenced the development of contemporary cultures around the world?
- How can religion unite and divide?
- To what extent do commonalities in religious faiths exist?

Knowledge and Learning Experiences

- Summarize the major beliefs and tenets of Judaism, Christianity, Islam, Buddhism, Hinduism and Sikhism.
- Using information sources, analyze the significance of sacred writings of major world religions.
- Use information sources to explain the connection between religion and contemporary culture.
- Explain why religious faiths share common tenets of beliefs.

Content, Sources, and Resources for Consideration

WHII.2a

WHII.2b The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by describing artistic, literary, and intellectual ideas of the Renaissance; [Moved to WHII.3a] describing the distribution of major religions.

Understandings

- ~~New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.~~[Moved to 3a]
- By 1500 C.E., world religions had spread to many areas of the Eastern Hemisphere.
- World religions have different patterns of concentrations and diffusion.
- The number of supporters of major world religions changes over time.

Supporting Questions

- Why did the major religions spread throughout the world?
- Why do world religions differ in supporters, location, and movement?
- How can changes in the world's population or concentration impact world religions?

Knowledge and Learning Experiences

- Use maps and other information sources to identify the origins and the geographic distribution of major religions around the world.
- Using information sources, analyze changes in population demographics of major world religions over time.
- Analyze major events that have impacted the concentration and diffusion of major world religions.

Content, Sources, and Resources for Consideration

WHII.2b

WHII.2c The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by describing the distribution of major religions;[Moved to WHII.2b] locating major states and empires.

Understandings

- By 1500 A.D. (C.E.), the five world religions had spread to many areas of the Eastern Hemisphere. [Moved to WHII.2b]
- By 1500 C.E., major states and empires had developed in various regions of the world.
- Governments are created to organize societies
- Decisions of a government can change the political, social and economic landscape of an area.
- Empires, nations, states, and regions change over time

Supporting Questions

- How does a society's location affect its development?
- How can governments hinder or expand opportunities for the cultural and economic experiences of their societies?

Knowledge and Learning Experiences

- Use a map to identify major nations, states and empires in 1500 C.E.
- Compare the development of early and contemporary regions describing the development of their government, their economies, and the impact of geography.
- Compare and contrast the political, economic, and geographic advantages and challenges of different types of societies

Content, Sources, and Resources for Consideration

WHII.2c

WHII.2d The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by analyzing ~~major trade patterns~~, regional and global interactions including cultural exchanges, trade patterns, technological and scientific exchanges.

Understandings

- By 1500 ~~A.D. (C.E.)~~, regional trade patterns had developed that linked Africa, the Middle East, Asia, and Europe.
- Trade routes allowed people to exchange and blend ideas, practices, and beliefs in a variety of ways.
- Societal developments proved valuable to other regional and global areas.

Supporting Questions

- How did the exchange of ideas and goods affect society?
- What are the impacts of technological and scientific exchanges and developments around 1500 C.E.?
- How did the demand for resources lead to cooperation, competition, and conflict?

Knowledge and Learning Experiences

- Using a map and information sources, identify the location of the major trade routes in 1500 C.E.
- Examine the use of goods and ideas exchanged along trade routes.
- Analyze how trade routes changed over time due to technological and scientific improvements.
- Using information sources to draw conclusions about the conflict and competition over resources that occurred due to trade routes.

Content, Sources, and Resources for Consideration

WHII.2d

~~WHII.2e 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 citing major technological and scientific exchanges in the Eastern Hemisphere.~~ [Moved to WHII.2d]

Understandings

By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world. [Moved to WHII.2d]

WHII.3 The student will apply history and social science skills to understand the Renaissance and Reformation in terms of its their impacts on Western civilization by

- a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I; [Moved to WHII.3b] describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, and the role of the printing press in spreading these changes;
- b) describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; [Moved to WHII.3c] examining the causes of theological differences and religious conflict within Europe;
- c) describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press. [Moved to WHII.3a] describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions.

Overarching Inquiry:

How do innovative ideas and intellectual philosophies change society?

Themes:

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

WHII.3a The student will apply history and social science skills to understand the Renaissance and Reformation in terms of its their impacts on Western civilization by explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I; [Moved to WHII.3b] describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, and the role of the printing press in spreading these changes.

Understandings

- ~~Disputes over biblical interpretation and papal authority led Protestant Reformers to leave the Catholic Church and establish Protestant churches. [Moved to WHII.3b]~~

- The ideas of the Renaissance contributed to the Reformation.
- The Reformation divided the countries of Europe on religious principles, leading to religious intolerance.
- The printing press was instrumental in spreading cultural ideas.
- The growth of individualism, secularism, and humanism led to changing cultural values, traditions, and philosophies.

Supporting Questions

- How did the ideas of the Renaissance contribute to the Reformation?
- How did the Reformation directly lead to religious intolerance in Europe?
- How did the invention of the printing press increase the spread of the ideas of the Renaissance and Reformation?

Knowledge and Learning Experiences

- Determine how the ideas of the Renaissance impacted the ideas of the Reformation
- Evaluate the impact of the Bible printed in languages other than Latin (*vernacular*).
- Examine how the growth of individualism, secularism, and humanism lead to changing cultural values, traditions, and philosophies.
- Use information sources to determine the impact of technological advancements on everyday life.

Content, Sources, and Resources for Consideration

WHII.3a

WHII.3b The student will apply history and social science skills to understand the Renaissance and Reformation in terms of its their impacts on Western society by describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; [Moved to WHII.3c] examining the causes of theological differences and religious conflict within Europe.

Understandings

- Disputes over biblical interpretation and papal authority led Protestant Reformers to leave the Catholic Church and establish Protestant churches.
- Although the Reformation was rooted in theological disagreements, it led to wider and significant economic and political changes. ~~Religious differences and hatreds caused war and destruction. [Deleted]~~

Supporting Questions

- How did Martin Luther's 95 Theses impact Europe?
- What was the conflict surrounding biblical interpretation and papal authority within the Catholic Church?
- What roles did dissenters play in leading efforts to reform the Catholic Church?
- How did theological disagreements provoke economic and political changes?

Knowledge and Learning Experiences

- Using information sources, examine how Martin Luther's initiation of the Protestant Reformation splintered Catholic Europe.
- Evaluate and explain the impact of the conflict within the church on its ability to retain its power throughout Europe.
- Evaluate to what extent influential people such as King Henry VIII, Queen Elizabeth I, and John Calvin contributed to the spread of the Reformation.

Content, Sources, and Resources for Consideration

WHII.3b

WHII.3c The student will apply history and social science skills to understand the Renaissance and Reformation in terms of its their impacts on Western society by describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press. [Moved to WHII.3a]
describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions.

Understandings

- ~~At first, the Reformation divided countries of Europe on religious principles, leading to religious intolerance.~~ [Moved to WHII.3a]
- ~~Gradually, religious toleration emerged as the result of changing cultural values.~~ [Deleted]
- ~~The printing press was instrumental in spreading cultural ideas.~~ [Moved to WHII.3a]
- The Protestant Reformation increased religious intolerance and conflict in Europe, but would eventually lead to greater economic, political, and social change.
- Although the Hapsburgs and the Catholic Church responded to the Protestant Reformation through various means, the schism was irreparable.

Supporting Questions

- How did conflict over religious differences lead to economic and political changes within Europe?
- What motivated the Hapsburgs to attempt to restore Catholicism in Europe?
- What reforms did the Catholic Church institute as a result of the Protestant Reformation?
- What was the impact of the violence that religious conflict, including but not limited to the inquisition and the Thirty Years' War, caused within Europe?

Knowledge and Learning Experiences

- Evaluate to what extent did the effects of the Reformation lead to conflict within Europe.
- Using information sources, analyze how religious conflicts allowed for the abuse of power within the Catholic Church.
- Analyze the Catholic response to the Protestant Reformation and the impact it had on Europe.
- Explain the political outcome of the religious conflicts such as the Inquisition and Thirty Years' War.

Content, Sources, and Resources for Consideration

WHII.3c

- WHII.4** The student will apply history and social science skills to understand the impact of the European Age of Exploration ~~European exploration, expansion, and the responses of indigenous peoples by~~
- ~~explaining the political, social, cultural, and economic goals of European exploration and colonization;~~
 - ~~describing the geographic expansion into Africa, Asia, and the Americas;~~ [Moved to WHII.4a] comparing and contrasting the social, political, economic and cultural impact of European colonization and indigenous responses in Africa, Asia, and the Americas; and
 - ~~comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas~~ [Moved to WHII.4b] analyzing how competition for colonies changed the economic system of Europe.
 - ~~analyzing how competition for colonies changed the economic system of Europe;~~ [Moved to WHII.4c]
 - ~~defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.~~ [Moved to WHII.5c]

Overarching Inquiry

What are the consequences of exploration and expansionism?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.
Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.

WHII.4a The student will apply history and social science skills to understand the impact of the European Age of Exploration ~~European exploration, expansion, and the responses of Indigenous peoples~~ by explaining the political, social, cultural, and economic goals of European exploration and colonization.

Understandings

- The expanding economies of European states stimulated trade with markets in Asia.
- The economic expansion that came from the Columbian Exchange created new global trading opportunities.
- The competition between European states to be the most powerful nation led to political, cultural, social, and economic conflict.
- Technological innovations promoted exploration, expansionism, and empire building.

Supporting Questions

- Where did major European empires focus their expansion efforts?
- What were the economic and political motivations behind European competition and colonization?
- What were the factors contributing to European exploration?

Knowledge and Learning Experiences

- Using a map and other information sources, identify the location and establishment of European empires.
- Analyze documents to evaluate the context of why exploration, expansionism, and empire building occurred during this century as opposed to earlier centuries.
- Analyze the short and long-term impacts of early colonial expansion of European empires.
- Determine the benefits and consequences of technological advancement during European exploration.

Content, Sources, and Resources for Consideration

WHII.4a

WHII.4b The student will apply history and social science skills to understand the impact of the European Age of Exploration ~~European exploration, expansion, and the responses of indigenous peoples~~ by describing the geographic expansion into Africa, Asia, and the Americas; [Moved to WHII.4a] comparing and contrasting the social, political, economic and cultural impact of European colonization and indigenous responses in Africa,

Asia, and the Americas.

Understandings

- Europeans established colonies in the Americas, Africa, and Asia.
- The interaction between Indigenous and European peoples created both new cultural, political, economic, and social systems, beliefs, and actions as well as lead to conflict.
- European powers sought to establish empires in North, South, and Central America. [Moved to Knowledge and Learning Experiences]
- European powers sought to establish economic relationships with Africa and Asia. [Moved to Knowledge and Learning Experiences]

Supporting Questions

- How did European colonization impact the established society, politics, economics, and culture of Africa, Asia, and Americas?
- What was the impact of the Transatlantic Slave Trade's forced migration?
- How did Indigenous peoples of Asia, Africa, and the Americans respond to European exploration and colonization?
- What facilitated the establishment of trading posts in Africa, Asia, and the Americans?
- How did interactions between Europeans and Indigenous Peoples fluctuate between cooperation, coexistence, and conflict?

Knowledge and Learning Experiences

- Using a map and other information sources, construct a map to identify the locations and establishment of European empires and the resources traded (natural, human, and capital).
- Examine the consequences of European colonization of the Americas
- Analyze and explain the role of religion in European exploration and expansion in the Americas and Asia.
- Using information sources, analyze and describe the impact and outcome of Indigenous resistance to European colonization in areas such as Angola, the Andes, and the Caribbean.
- Explain the relationship between European exploration and African society and culture.
- Describe the motivations and outcomes of establishing trading ports in South and Southeast Asia.

Content, Sources, and Resources for Consideration

WHII.4b

WHII.4c The student will apply history and social science skills to understand the impact of the European Age of Exploration European exploration, expansion, and the responses of indigenous peoples by comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas [Moved to WHII.4b] **analyzing how competition for colonies changed the economic system of Europe.**

Understandings

- The European exploration of the Americas resulted in an exchange of products and resources between the Eastern and Western Hemispheres.
- Interaction between European explorers and Indigenous people often created conflict.
- Europeans migrated to new colonies in the Americas, creating new cultural and social patterns.[Moved to WHII.4b]

Supporting Questions

- What impact did European exploration and expansion have on the Indigenous population?
- How did European focus shift after European exploration and expansion?
- How were the Columbian Exchange and the Triangular trade similar and different from one another?

- What is the mercantile system and how does it impact the imperial nation and its colonies?
- What was the significance of the goods that Europe acquired during the exploration and expansion period?
- What were the consequences of the Triangular Trade?

Knowledge and Learning Experiences

- Use a map and other information sources to identify goods traded and analyze how the Columbian Exchange changed European lifestyles.
- Use a map and other information sources to trace the exportation of precious metals between Europe and Asia and compare the impact on Indigenous empires of the Americas and on Spanish international trade.
- Construct a map based on trends and patterns of the triangular trade and analyze its impact on the global economy.

Content, Sources, and Resources for Consideration

WHII.4c

~~WHII.4d The student will apply social science skills to understand the impact of the European Age of Exploration by analyzing how competition for colonies changed the economic system of Europe;~~ [Moved to WHII.4c]

Understandings:

- The discovery of the Americas by Europeans resulted in an exchange of products and resources between the Eastern and Western Hemispheres. [Moved to WHII.4c]

~~WHII.4e The student will apply social science skills to understand the impact of the European Age of Exploration by (Removed) defining and describing how the Scientific Revolution led to social and technological changes that influenced the European view of the world.~~ [Moved to WHII.5c]

Understandings:

- European exploration of new lands and cultures raised new questions about nature and society and encouraged a new emphasis on experimental technology.
- With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it. [Moved to WHII.5c]

Age of Revolutions

~~WHII.5 The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolution from about approximately 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by~~

- ~~locating European nations and their empires in time and place and identifying major geographic features of Europe;~~ describing the development of France, with emphasis on the Age of Absolutism;
- ~~describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V;~~ describing the development of Russia;
- ~~describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period;~~ [Moved to WHII.5a, except Enlightenment] defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world;
- ~~describing the development of constitutional monarchy-social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy.~~
- ~~explaining the influence of the American Revolution on the causes and effects of the American and French Revolutions; and~~
- ~~describing the development of social and cultural patterns in the German states~~ [Moved to WHII.9a].; assessing the impact of Napoleon and the Congress of Vienna on political power in Europe
- ~~describing the development of social and cultural patterns in the Italian states~~ [Moved to WHII.9a] explaining the causes and effects of the Latin American Revolutions.

Overarching Inquiry

What defines a revolution?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Colonization – the practice of domination through the conquest of one people by another.
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

WHII.5a The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolution from about approximately 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by locating European nations and their empires in time and place and identifying major geographic features of Europe; describing the development of France, with emphasis on the Age of Absolutism, and the Enlightenment period.

Understandings

- The Age of Absolutism is characterized by the centralization of governmental power controlled by Western European monarchs.
- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), European nations developed empires that extended throughout Europe and the world. [Moved to WHII.4b]
- Major geographic features of Europe helped to shape these empires and included land and water features.

Supporting Questions

- What is the premise of Absolutism?
- How did Louis XIV and his advisors centralize power in France?
- How did absolute monarchs use Divine Rights of Kings to consolidate their governing power?
- How was the expansion of the Palace of Versailles an indicator of Louis XIV's governing power?
- What was the purpose of Louis XIV's use of censorship in France?

Knowledge and Learning Experiences

- Apply geographic skills to analyze the location and immensity of Versailles to further analyze its impact on France.
- Use information sources to analyze the effects of Louis XIV's censorship.
- Determine cause and effect between the Divine Right of Kings theory and unquestionable authority of monarchs.
- Use information sources to explain the financial impact of Louis XIV on France.

Content, Sources, and Resources for Consideration

WHII.5a

WHII.5b The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolutions from about approximately 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by describing the development of Russia.

Understandings

- From ~~about~~ approximately 1500 A.D. (C.E.) to about approximately 1800 A.D. (C.E.), Russia was shaped by distinctive social and cultural patterns.
- Peter the Great ~~tried~~ aspired to modernize Russia through his policy of “westernization.”
- The efforts of Hapsburg rulers failed to restore Catholic unity across Europe. [Moved to WHII.3c]

Supporting Questions

- What traditions hampered progress in Russia?
- What were the motivations and strategies Peter the Great used to help westernize and expand Russia?
- To what extent was Peter the Great successful in his endeavor to westernize Russia?
- What were the origins of antisemitism in Europe?

Knowledge and Learning Experiences

- Apply geographic skills to evaluate Russia’s geographical challenges.
- Use information sources to explain how Peter the Great attempted to westernize Russia.
- Make connections between past Russian actions regarding westernization and expansion to present actions of Russia.
- Analyze the continuity and change of antisemitism in Europe from historical origins to modern day examples.

Content, Sources, and Resources for Consideration

WHII.5b

WHII.5c The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolution from about approximately 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period; [Moved to WHII.5a, expect Enlightenment] defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world.

Understandings

- The Scientific Revolution’s emphasis on reason, observation, and systematic measurement changed the way people viewed the world and their place in it.
- Enlightenment thinkers applied scientific discoveries and methodologies to study the human condition as it relates to law and government.
- ~~Enlightenment thinkers believed that human progress was possible through the application of scientific knowledge and reason to issues of law and government. [Reworded]~~
- Enlightenment ideas influenced the leaders of the American Revolution and the writing of the Declaration of Independence. [Moved to Knowledge and Learning Experiences]
- The Age of Absolutism takes its name from a series of European monarchs who increased the power of their central governments. [Moved to WHII.5a]

Supporting Questions

- What were major discoveries during the Scientific Revolution and how did they change the way people viewed the world?
- How did the Enlightenment and Scientific Revolution challenge the authority of absolute monarchs?

Knowledge and Learning Experiences

- Compare and contrast how the Scientific Revolution happened and spread throughout Europe to how the Enlightenment happened and spread throughout Europe.
- Use information sources to sequence and analyze the influence of the ideals developed by the Enlightenment thinkers, including but not limited to, Thomas Hobbes, John Locke, Montesquieu, Jean-Jacques Rousseau, and Voltaire.
- Analyze the risks involved in spreading the ideas of the Enlightenment and Scientific Revolution.
- Compare the ideologies of Enlightenment thinkers and the absolute monarchs.

Content, Sources, and Resources for Consideration

WHII.5c

WHII.5d The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolutions from about approximately 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by describing the development of constitutional monarchy social and cultural patterns in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy.

Understandings

- Political democracy rests on the principle that government derives power from the consent of the governed. The foundations of English rights include the Magna Carta and common law. [Moved to Knowledge and Learning Experiences]
- The English Civil War and the Glorious Revolution prompted further development of constitutional monarchy. the rights of Englishmen.

Supporting Questions

- What were the sources of conflict that led to the English Civil War?
- Why did England decide to restore the monarchy?
- What was the purpose and impact of the English Bill of Rights?

Knowledge and Learning Experiences

- Use information sources to describe the fundamental issues with absolute monarchies.
- Use a map to identify, sequence, and annotate the major events of the English Civil War including but not limited to the trial and execution of Charles I, the victory of Oliver Cromwell, the decision to restore the monarchy, and the invitation for William of Orange to Invade England and take power.
- Use the English Bill of Rights and other information sources to analyze England's new form of government.
- Use previous knowledge and understanding to draw conclusions about the lasting effects of England's decision to establish a new form of government.

Content, Sources, and Resources for Consideration

WHII.5d

WHII.5e The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolutions from about approximately 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by explaining the influence of the American Revolution on the causes and effects of the American and French Revolutions.

Understandings

- The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways.
- The French overthrew the absolute monarchy but struggled to establish an effective new government founded

on Enlightenment ideals, and established a new government.

Supporting Questions

- How did French involvement in the American Revolution influence their own revolution?
- How did the ideas of the Enlightenment inspire the French Revolution?
- What were the major outcomes of the French Revolution?
- To what extent were Enlightenment ideals implemented in France during the Revolutionary Era?

Knowledge and Learning Experiences

- Use information sources to sequence and explain the motives that led France to provide America with assistance during the American Revolution.
- Use information sources to identify and describe political, economic, and social conditions in France that contributed to the French Revolution.
- Describe and analyze the major events of the French Revolution, with emphasis on the storming of the Bastille, the first French Republic, and the Reign of Terror.

Content, Sources, and Resources for Consideration

WHII.5e

WHII.5f The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolution from about approximately 1500 A.D.-(C.E.) to about 1800 A.D.-(C.E.) by describing the development of social and cultural patterns in the German states; [Moved to WHII.9a] assessing the impact of Napoleon and the Congress of Vienna on political power in Europe.

Understandings

- The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.
- Napoleon's attempt to unify Europe under French domination was unsuccessful.
- The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.
- The Protestant Reformation and the Thirty Years' War had a major impact on the development of social and cultural patterns in the German states.[Moved to WHII.9a]

Supporting Questions

- How do the actions of Napoleon create sentiments of nationalism in Europe?
- To what extent does Napoleon's reign lead to the restoration of pre-revolution Europe?
- What was the significance and impact of the Congress of Vienna?

Knowledge and Learning Experiences

- Use various information sources to evaluate Napoleon's attempt to unify Europe.
- Use the Napoleonic Code to analyze the intentions and principles of Napoleon.
- Determine the cause and effect of Napoleon's reign of Europe including, but not limited to the Napoleonic Wars, Concert of Europe, and The Battle of Waterloo.
- Use a map to compare and describe pre to post Napoleonic Europe.
- Analyze and describe the correlation between the Congress of Vienna, revolutions in 1848, and rising nationalism.

Content, Sources, and Resources for Consideration

WHII.5f

WHII.5g The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Europe, and Russia, and the Americas that led to political unrest and revolution from about approximately 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by describing the development of social and cultural patterns in the Italian states [Moved to WHII.9a]; explaining the causes and effects of the Latin American Revolutions.

Understandings

- Inspired by the American and French Revolutions of the late 1700s, the people of Latin America, most notably in Haiti and Mexico, sought to establish independent nations free of European colonization.
- In the wake of gaining independence, nations in Latin America encountered difficulties in establishing effective political and social systems.
- Classical civilizations and foreign influence contributed to the development of cultural and social patterns in the Italian states. [Moved to WHII.9a]

Supporting Questions

- What factors inspired individuals such as L’Ouverture, Hidalgo, and Bolivar to secure change in Latin America?
- What strategies were used to gain independence in Latin America?
- What political and social challenges emerged as a result of independence?
- What motivated the United States to issue the Monroe Doctrine and how did that doctrine impact the areas of Latin America?

Knowledge and Learning Experiences

- Use a map to locate countries involved in the Latin American Revolutions and analyze the proximity of the revolutions in Latin America to determine how these ideals spread through this area.
- Use information sources to compare and contrast the impact of L’Ouverture, Hidalgo, and Bolivar on Latin America.
- Describe and analyze the changes in Latin America that resulted from the independence movements.
- Connect and explain the significance of the Monroe Doctrine and the impact on Europe’s influence and expansion into the Americas

Content, Sources, and Resources for Consideration

WHII.5g

WHII.5h The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by describing the development of social and cultural patterns in Russia, with emphasis on Peter the Great. [Moved to WHII.5b]

Essential Understandings

- From about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.), Russia was shaped by distinctive social and cultural patterns. [Moved to WHII.5b]
- Peter the Great tried to modernize Russia through his policy of “westernization.” [Moved to WHII.5b]

Global Interactions

WHII.6 The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia from about approximately 1500 A.D. (C.E.) to about approximately 1800 A.D. (C.E.) by

- locating Asian empires in time and place and identifying major geographic features; describing the location and development of the Ottoman Empire;
- describing the location and development of social and cultural patterns in the Ottoman Empire; [Moved to

- WHII.6a] describing the location and development of India;
 c) ~~describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade;~~ [Moved to WHII.6b] describing the location and development of China; and
 d) ~~describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty;~~ [Moved to WHII.6c] describing the location and development of Japan.
 e) ~~describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate;~~[Standard removed, Japan moved to WHII.6d]
 f) ~~comparing and contrasting the political and economic systems of Asian empires.~~ [Moved to WHII.6a-6d]

Overarching Inquiry

How do economic philosophies influence the development of empires?

Themes

Culture - the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation - the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.

WHII.6a The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia from about approximately 1500 A.D.-(C.E.) to about approximately 1800 A.D.-(C.E.) by locating Asian empires in time and place and identifying major geographic features; describing the location and development of the Ottoman Empire.

Understandings

- The geographic features of Asia contributed to the development of regional empires.
- The Ottomans evolved into a major world power which consolidated the areas of Southwest Asia, North Africa, and Southeastern Europe under their rule.

- The Ottomans developed significant social and cultural achievements which contributed to the longevity of the empire.
- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), Asian nations developed empires that extended throughout Asia and the world.[Moved to Knowledge and Learning Experiences]
- Major geographic features of Asia helped to shape these empires and included land and water features. [Moved to Knowledge and Learning Experiences]

Supporting Questions

- What areas encompassed the Ottoman Empire in and around 1500 C.E.?
- How did geography impact the economic systems and trade routes of the Ottoman Empire?
- To what extent did religion impact the emergence and development of the Ottoman Empire?
- What factors contributed to the longevity of the Ottoman Empire's influence and power?

Knowledge and Learning Experiences

- Use a map to analyze and explain the origin and expansion of the Ottoman Empire.
- Use information sources to examine the role of previously established trade routes in the economic success of the Ottoman Empire.
- Evaluate the Ottoman practice of the Devshirme system.
- Analyze and interpret information sources to track and explain the impact of Ottoman developments in architecture, calligraphy, manuscript painting, textiles, ceramics and other areas.

Content, Sources, and Resources for Consideration

WHII.6a

WHII.6b The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia from about approximately 1500 A.D. (C.E.) to about approximately 1800 A.D. (C.E.) by describing the location and development of social and cultural patterns in the Ottoman Empire;[Moved to WHII.6a] describing the location and development of India.

Understandings

- Muslim Mughal rulers established an empire in northern India and traded with European nations.
- Sikhism grew in northern India and challenged Mughal authority.
- Empires developed in southern India that remained independent from Mughal control and continued international trade.
- The Ottoman Empire emerged as a political and economic power following the conquest of Constantinople.[Moved to WHII.6a]
- The Ottomans brought much of Muslim territory in Southwest Asia and North Africa under their rule.[Moved to WHII.6a]

Supporting Questions

- How did the achievements of empires and dynasties in India influence trade with European nations?
- How was Southern India impacted by economic interactions with Europe?
- How did the emergence of Sikhism impact India?
- What were the economic and cultural developments of India between 1500 C.E. and 1800 C.E.?

Knowledge and Learning Experiences

- Use a map to locate and identify Indian dynasties between 1500 C.E. and 1800 C.E. in place and time.
- Use a map and other information sources to describe the development of the northern and southern empires in India.

- Use information sources to analyze how the growth of Sikhism challenged the Mughal Empire.
- Use a map and other information sources to locate major European trading posts in India.
- Compare Indian culture prior to and after European trade interactions.
- Analyze information sources which focus on Indian cultural developments.

Content, Sources, and Resources for Consideration

WHII.6b

WHII.6c The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia from about approximately 1500 A.D. (C.E.) to about approximately 1800 A.D. (C.E.) by describing the location and development of social and cultural patterns in India, with emphasis on the Mughal Empire and coastal trade; [Moved to WHII.6b] describing the location and development of China.

Understandings

- China sought to limit the influence and activities of European merchants.
- The various Golden Ages in China led to stability and prosperity.
- Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India. [Moved to WHII.6b]
- The Mughal Empire traded with European nations. [Moved to WHII.6b]
- Much of southern India remained independent and continued international trade. [Moved to WHII.6b]

Supporting Questions

- How did the Ming and Qing (Manchu) dynasties differ in their approach to trade?
- How did the Ming and Qing Golden Ages compare?
- How did the Mandate of Heaven impact political changes over time?

Knowledge and Learning Experiences

- Use a map to analyze the origin and expansion of the Ming and Qing (Manchu) dynasties.
- Analyze and interpret information sources to compare and contrast the expansion, development, and social and cultural patterns within the Ming and Qing (Manchu) dynasties.
- Make connections across time and place to explain the impact of Ming and Qing developments.

Content, Sources, and Resources for Consideration

WHII.6c

WHII.6d The student will apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in Asia from about approximately 1500 A.D. (C.E.) to about approximately 1800 A.D. (C.E.) by describing the location and development of social and cultural patterns in China, with emphasis on the Qing (Manchu) dynasty; [Moved to WHII.6c] describing the location and development of Japan.

Understandings

- The geographic features of Japan contributed to the development of a distinct culture.
- The reunification of Japan established the Tokugawa shogunate, which governed for more than 250 years.
- The reunification of Japan brought with it an emphasis on the reestablishment of order in social, political, and international relations following a century of civil war and turmoil.
- China sought to limit the influence and activities of European merchants. [Moved to WHII.6c]

Supporting Questions

- What is a shogunate and how does it compare with other forms of government?
- What were the impacts of the Tokugawa shogunate's closed country policy?
- What were the social and cultural patterns in Japan during the Tokugawa era?

- How did the development of Japan’s culture compare with other regions of the world?

Knowledge and Learning Experiences

- Use a decision-making model to analyze and explain the incentives and consequences of the Tokugawa shogunate’s closed country policy.
- Explain the difference in the roles of important figures in Japanese society such as the Emperor and the Shogun.
- Use information sources to examine the importance of religion in Japanese society.
- Explain cultural, economic, social, and political connections between Japan and other regions of the world.

Content, Sources, and Resources for Consideration

WHII.6d

~~WHII.6e 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 describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate;~~ [Standard removed, Japan moved to WHII.6d]

Understandings

- The reunification of Japan established the Tokugawa shogunate, which governed for more than 250 years. [Moved to WHII.6d]
- The reunification of Japan brought with it an emphasis on the reestablishment of order in social, political, and international relations following a century of civil war and turmoil. [Moved to WHII.6d]

~~WHII.6f 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 comparing and contrasting the political and economic systems of Asian empires.~~ [Standard removed, content restructured under WHII.6a-6d]

Understandings

- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the major Asian empires had a variety of political and economic systems. [Moved to WHII.6a-6d]

~~WHII.7 The student will demonstrate an understanding of apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in sub-Saharan Africa from about approximately 1500 A.D. (C.E.) to about approximately 1800 A.D. (C.E.) by~~

- ~~locating major societies in Africa in time and place and identifying major geographic features; comparing and contrasting the development of Eastern and Western Africa; and~~
- ~~comparing and contrasting the development of social and cultural patterns in East Africa and West Africa;~~ [Moved to WHII.7a] ~~comparing and contrasting the development of Central and Southern Africa.~~
- ~~comparing and contrasting the development of social and cultural patterns in Central and Southern Africa;~~ [Moved to WHII.7b]
- ~~explaining the development of political and economic systems in African societies.~~ [Moved to WHII.7a and WHII.7b]

Overarching Inquiry

How is traditional cultural expression maintained over time?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences,

and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

WHII.7a The student will demonstrate an understanding of apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in sub-Saharan Africa from about approximately 1500 A.D. (C.E.) to about approximately 1800 A.D. (C.E.) by locating major societies in Africa in time and place and identifying major geographic features; comparing the development of Eastern and Western Africa.

Understandings

- Africans of the eastern and western nations developed political, social and cultural patterns that influenced the development of cities and regional states.
- The empires reflected not only the indigenous traditions, but also the interactions with groups beyond Africa.
- Following the collapse of the Songhai Empire in 1591, a number of smaller states arose across West Africa, including the Bambara Empire of Ségou, before European traders came to the region.
- The Bambara Empire emerged as a regional power along the Niger River and the city of Ségou as a political model.
- The East African Swahili coast was a wealthy and advanced region with merchant cities trading with Indian, Persian, Arab, Indonesian, Malaysian, African, and Chinese merchants.
- The decline came in the 16th century with the arrival of the Portuguese to the Swahili coast.
- The development of the trade of enslaved people and its eventual abolition affected colonization of both East and West Africa.
- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), African societies maintained empires throughout West Africa, East Africa, and South Africa. [Moved to Knowledge and Learning Experiences]
- Major geographic features of Africa helped to shape these empires and included land and water features. [Moved to Knowledge and Learning Experiences]

Supporting Questions

- What unique insights can be gained from oral histories?
- How did trade routes make Songhai the cultural center of Africa?
- How was the development of the Ségou State reflective of the culture of West Africa?
- To what extent did the fall of the Songhai Empire connect to political fragmentation and use of the Trans-Atlantic Slave Trade?
- What motivations contributed to African Empires participation in the Trans-Atlantic Slave Trade?

- What factors led to the abolition of the Trans-Atlantic Slave Trade?

Knowledge and Learning Experiences

- Use geographic information to locate major societies and identify major geographic features in Africa between 1500 C.E. and 1800 C.E.
- Use critical thinking skills to compare Askia Muhammad to other world leaders from 1500 C.E. to 1800 C.E.
- Use geographic information to determine the impact of African kingdoms and empires on culture and trade.
- Use information sources to analyze the role of religion in Eastern and Western Africa, including Islam in Songhai, Coptic Christianity in Ethiopia, and Animism in the Songhai and Asante (Ashanti) Empires.
- Analyze the role of Ashanti and other powerful Western African Empires in the Trans-Atlantic Slave Trade.
- Use information sources to create a map locating trading partners with major African empires and identifying what was traded.
- Examine the Swahili trade network and its impacts on Eastern Africa.

Content, Sources, and Resources for Consideration

- [WHII.7a](#)

WHII.7b ~~The student will demonstrate an understanding of~~ **apply history and social science skills to understand the political, socio-cultural, geographic, and economic conditions in sub-Saharan Africa from about approximately 1500 C.E. to about approximately 1800 C.E. by comparing and contrasting the development of social and cultural patterns in East Africa and West Africa; **[Moved to WHII.7a] comparing and contrasting the development of Central and Southern Africa;****

Understandings

- Through indigenous traditions and interactions with foreign nations, the empires of Central and Southern Africa developed distinct social and cultural patterns.
- African societies practiced a rich tradition of oral history.
- Both the development of the trade of enslaved people and its eventual abolition impacted colonization.
- Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations. [Moved to WHII.7a]

Supporting Questions

- What were the artistic contributions of the Kongo Empire?
- What motivations contributed to the Zulu Empire's participation in the Trans-Atlantic Slave Trade?
- To what extent did the abolition of the slave trade relate to the colonization of Africa?

Knowledge and Learning Experiences

- Use information sources to analyze the adoption of African Christianity in Kongo and compare it to the practice of Indigenous religions in the Zulu Empire.
- Analyze the impact of pro-European reforms in Kongo.
- Compare the political systems of the Songhai, Asante (Ashanti), Kongo, and Zulu empires.
- Compare the economic systems of the Songhai, Asante (Ashanti), Kongo, and Zulu empires.
- Use information sources to construct a map locating trading partners with major Central and Southern African empires and identify the resources and products exchanged.

Content, Sources, and Resources for Consideration

[WHII.7b](#)

~~WHII.7c The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; [Moved to WHII.7b]~~

Understandings

- ~~Between about 1500 A.D. (C.E.) and about 1800 A.D. (C.E.), the empires of Africa developed social and cultural patterns as a result of indigenous traditions and interactions with foreign nations. [Moved to WHII.7b]~~

~~WHII.7d The student will demonstrate an understanding of the political, cultural, social, geographic, and economic conditions in sub-Saharan Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by explaining the development of political and economic systems in African societies. [Moved to WHII.7a and WHII.7b]~~

Understandings

- ~~The major African empires had a variety of political and economic systems. [Moved to WHII.7a and WHII.7b]~~

WHII.8 The student will apply history and social science skills to understand the global impact and interactions changes in European nations between 1800 and 1900 by

- explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy; explaining the impact of the First and Second Industrial Revolutions;**
- analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children;** [Moved to WHII.8a] **assessing the impact of colonization and imperialism by industrial nations on Asia, Africa, and Oceania; and**
- describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement;** [Moved to WHII.8a] **evaluating responses to imperialism.**
- ~~**assessing the impact of Napoleon and the Congress of Vienna on political power in Europe**~~ [Moved to WHII.5f];
- ~~**explaining the events related to the unification of Italy and the role of Italian nationalism; and**~~ [Moved to WHII.9a]
- ~~**explaining the events related to the unification of Germany and the role of Bismarck.**~~ [Moved to WHII.9a].

Overarching Inquiry:

How does industrialization impact foreign policy?

Themes:

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Colonization – the practice of domination through the conquest of one people by another.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?

- What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

WHII.8a The student will apply history and social science skills to understand the global impact and interactions changes in European nations between 1800 and 1900 by explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy; explaining the impact of the First and Second Industrial Revolutions.

Understandings

- The First Industrial Revolution, originating in England’s textile industry then expanding throughout Western Europe and the United States, was fueled by access to abundant resources, capital, technological innovations, colonization, and the development of entrepreneurship.
- Advancements in technology influenced the start of the Industrial Revolution. [Reworded]
- The growing demand for labor during the Industrial Revolutions led to significant social and economic impacts.
- Competing economic ideologies resulted in response to capitalism as the sustaining economic force of the Industrial Revolution.
- The demand for resources and markets from regions across Africa, Asia, and the Americas led to imperialism in a new era of expansion
- The Industrial Revolution began in England because of its abundant resources, available capital, and development of entrepreneurs [Reworded]
- The process of improving steel sparked the Second Industrial Revolution.

Supporting Questions

- What specific resources (land, labor, capital, and entrepreneurship) allowed the Industrial Revolution to originate in England?
- How was the British populace impacted by the Industrial Revolutions?
- What were the global effects of the First and Second Industrial Revolutions?
- What was the impact of the inventions and innovations that were developed during the Industrial Revolutions?
- To what extent was the use of steel important to the Industrial Revolutions?

Knowledge and Learning Experiences

- Use information sources to describe and evaluate the conditions that made the Industrial Revolution flourish in Great Britain.
- Use a map and data from information sources to explain the importance and spread of the inventions and new ideas such as, but not limited to the coke-fueled furnace, steam engine, and the Spinning Jenny.
- Explain the social, political, and environmental impact of the Industrial Revolutions, including rapid urbanization, population growth, changes in the workforce, and an expanding middle class.

Content, Sources, and Resources for Consideration

WHII.8a

WHII.8b The student will apply history and social science skills to understand the global impact and interactions changes in European nations between 1800 and 1900 by analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children; [Moved to WHII.8a] assessing the impact of

colonization and imperialism by industrial nations on Asia, Africa, and Oceania.

Understandings

- Industrialized nations, needing to acquire natural resources and markets to expand and their economies, competed to control Africa, Asia, Australia, and Oceania in their quest for economic and political success.
- As a result of imperialism, the economic, political, and social philosophies and customs of Europe and the United States spread throughout the world.
- Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family. [Moved to WHII.8a]
- The Industrial Revolution placed new demands on the labor of men, women, and children. [Moved to WHII.8a]
- The Industrial Revolution impacted society through advancements in science and medicine. [Moved to WHII.8a]
- There were many social effects of the Industrial Revolution. [Moved to WHII.8a]

Supporting Questions

- How did the need for resources impact national foreign policies?
- Why was the construction of the Suez Canal significant during the Age of Imperialism?
- What was the role of commodification in the growth of imperialism?

Knowledge and Learning Experiences

- Compare and contrast imperialism and colonialism.
- Use a map to identify and describe the changes in Asia and Oceania before, during, and after colonization and imperialism.
- Use a map of Africa before and after the Berlin Conference to evaluate and explain the “Scramble for Africa.”
- Use information sources to explain the motivation for European control on various areas in Asia, Africa, and Oceania during imperialism and colonization.
- Use information sources to analyze and explain the lasting effects of colonialism and imperialism of this period on contemporary nations of Africa today.

Content, Sources, and Resources for Consideration

WHII.8b

WHII.8c The student will apply history and social science skills to understand the global impact and interactions changes in European nations between 1800 and 1900 by describing how industrialization affected economic and political systems in Europe, with emphasis on the slave trade and the labor union movement; [Moved to WHII.8a] evaluating responses to imperialism.

Understandings

- Inhabitants of areas under imperial rule were subjugated and were denied the full rights of citizenship.
- Responses to imperialism included various forms of resistance, including intellectual movements and armed conflict.
- Technology developed during the Industrial Revolution. The development of new products created a higher demand for labor. [Moved to WHII.8a]
- Later reforms would try to improve working conditions and to eliminate the practice of slavery. [Moved to WHII.8a]
- Workers organized labor unions to fight for improved working conditions and workers’ rights [Moved to WHII.8a]
- Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some. [Moved to WHII.8a]

Supporting Questions

- How did Asia and Africa respond to imperialism?
- To what extent were people of imperialized nations granted citizenship rights?
- What strategies were employed by colonized areas to resist colonial rule?

Knowledge and Learning Experiences

- Use information sources to compare and contrast reasons for uprisings and armed conflicts from various perspectives regarding imperialism.
- Make connections across time and place by evaluating imperialist claims of racial superiority, the impact of colonial subjects treated as racially inferior, and the responses to imperialism.

Content, Sources, and Resources for Consideration

WHII.8c

~~WHII.8d The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by assessing the impact of Napoleon and the Congress of Vienna on political power in Europe.~~ [Moved to WHII.5f]

Understandings-

- ~~The French Revolution left a powerful legacy for world history: secular society, nationalism, and democratic ideas.~~ [Moved to WHII.5f]
- ~~Napoleon's attempt to unify Europe under French domination was unsuccessful.~~ [Moved to WHII.5f]
- ~~The Congress of Vienna attempted to restore Europe as it had been before the French Revolution and Napoleonic conquests.~~ [Moved to WHII.5f]

~~WHII.8e, f The student will apply social science skills to understand the changes in European nations between 1800 and 1900 by~~ [Moved to WHII.9a]

~~e) explaining the events related to the unification of Italy and the role of Italian nationalism; and~~

~~f) explaining the events related to the unification of Germany and the role of Bismarck.~~

Understandings-

- ~~The national unification of Italy and Germany altered the balance of power in Europe and touched off new rivalries with other European states.~~ [Moved to WHII.9a]

Era of Global Wars

~~WHII.9 The student will apply history and social science skills to understand global interactions between 1800 to about 1900 World War I and its worldwide impacts by~~

- ~~locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world; describing the development of social and cultural patterns in the German states and Italian States and the impact on nationalism in Europe.~~
- ~~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 to WHII.5g] explaining economic and political causes and identifying major leaders of the war;
- ~~describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine;~~ [Moved to WHII.5g] examining the changes to modern warfare used in battles along the Eastern and Western fronts;
- ~~assessing the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia;~~ [Moved to WHII.8b] analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;
- ~~analyzing the relationship between industrialization, imperialism, and nationalism.~~ [Moved to WHII.8b] citing causes and consequences of the Russian Revolution;

- f) explaining the causes and effects of worldwide depression in the 1930s; and
g) examining the rise of totalitarianism.

Overarching Inquiry

Why wasn't World War I the "War to End all Wars"?

Themes

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- **Global interdependence** – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

WHII.9a The student will apply history and social science skills to understand global interactions between 1800 to about 1900 World War I and its worldwide impacts by locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world; describing the development of social and cultural patterns in the German states and Italian States and the impact on nationalism in Europe.

Understandings

- The Protestant Reformation and the Thirty Years' War had a major impact on the development of social and cultural patterns in the German states.
- The national unifications of Italy and Germany altered the balance of power in Europe, sparking new rivalries with other European states.
- Classical societies and foreign influence contributed to the development of cultural and social patterns in the Italian states.
- Between 1776 and 1900, the United States went through a period of major territorial expansion to extend from the Atlantic to the Pacific.
- The Industrial Revolution led to economic prosperity, which facilitated the entrance of the United States into global politics.[Moved to WHII.8b]

Supporting Questions

- What role did nationalism in Europe have in influencing the unifications of Italy and Germany?
- What strategies did Otto Von Bismarck use to unify Germany?
- How did statesmanship and military power result in the unification of Italy?
- How did the unification of Italy and Germany impact European dynamics?
- Why were the unifications of Italy and Germany concerning to other European nations?

Knowledge and Learning Experiences

- Use information sources to sequence and analyze what motivated Germany and Italy to unify.
- Using a map, apply geographic skills to compare Germany's and Italy's borders before and after unification.
- Explain the importance of the strategies that Bismarck, Cavour, and Garibaldi used to unite Italy and Germany.
- Compare the methodologies and outcomes of the Italian and German unifications.

Content, Sources, and Resources for Consideration

WHII.9a

WHII.9b The student will apply history and social science skills to understand global interactions between 1800 to about 1900 World War I and its worldwide impacts by 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 to WHII.5g] explaining the causes of the war.

Understandings

- Factors that contributed to World War I included imperialism, militarism, the alliance system, and a failure of diplomacy.
- The American and French Revolutions took place in the late 1700s. Within 20 years, the ideas and examples of these revolutions influenced the people of Latin America to establish independent nations, most notably in Haiti and Mexico. [Moved to WHII.5g]

Supporting Questions

- What were the causes of World War I?
- To what extent did international conflicts in Europe and Asia contribute to the outbreak of World War I?
- Why did nations get involved in World War I?

Knowledge and Learning Experiences

- Using information sources determine and evaluate the relationship among the causes of World War I.
- Use various information sources to annotate a timeline of conflicts prior to World War I and substantiate with evidence how they contributed to the causes of World War I.
- Analyze domestic events that limited or prohibited other nations' involvement in World War I.

Content, Sources, and Resources for Consideration

WHII.9b

WHII.9c The student will apply history and social science skills to understand global interactions between 1800 to about 1900 World War I and its worldwide impacts by describing the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine; [Moved to WHII.5g] examining the changes to modern warfare used in battles along the Eastern and Western fronts.

Understandings

- World War I was waged across Eastern and Western fronts employing new technologies associated with modern warfare.
- Although new technologies were employed in fighting World War I, traditional battle tactics continued, resulting in catastrophic numbers of casualties.
- The Monroe Doctrine was issued in 1823, alerting European powers that the American continents should not be considered for any future colonization. [Moved to WHII.5g]
- Newly independent nations in Latin America had the challenge of coordinating their political and social systems. [Moved to WHII.5g]

Supporting Questions

- What factors made World War I battles different from those of previous conflicts?
- Which battles proved to be most consequential in determining the outcome of the war and why?

Knowledge and Learning Experiences

- Use a map to identify and describe major battles during World War I.
- Analyze multiple connections across time and place to explain changes to warfare in World War I that contributed to mass casualties.
- Use information sources to evaluate the impact of propaganda during World War I.
- Interpret charts, graphs, diagrams, and pictures to determine the characteristics of World War I and use this information to draw conclusions and make claims about the nature of World War I supported by evidence.
- Analyze information sources to determine lived experiences during World War I.

Content, Sources, and Resources for Consideration

WHII.9c

WHII.9d The student will apply history and social science skills to understand global interactions between 1800 to about 1900 World War I and its worldwide impacts by analyzing and explaining the effects of the war, the terms of the Treaty of Versailles, and the actions of the League of Nations, with emphasis on the mandate system.

Understandings

- The war's global effects transformed lives around the world, wrecked the economies of Europe, and planted the seeds for a second world war.
- Issues with the Treaty of Versailles contributed to Germany's rise to power.
- The League of Nations was intended to provide a forum for resolving international disputes.
- The mandate system gave broad authority to the mandate powers regarding preparation for self-rule.
- ~~Industrial nations in Europe needed natural resources and markets to expand their economies.[Moved to WHII.8b]~~
- ~~These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success.[Moved to WHII.8b]~~
- ~~Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world.[Moved to WHII.8b]~~
- ~~Resistance to imperialism took many forms, including armed conflict and intellectual movements.[Moved to WHII.8c]~~

Supporting Questions

- What were the motives and outcomes of the Paris Peace Conference?
- What was the global impact of the Treaty of Versailles?
- To what extent was the Weimar Republic successful in addressing social, economic, and political challenges in post-World War I Germany?
- What predictions can be made about the future after analyzing a map of the world after World War I?

Knowledge and Learning Experiences

- Use information sources to examine the motivations behind the terms of the Treaty of Versailles.
- Use excerpts from speeches and other information sources to describe the purpose of the League of Nations.
- Use information sources to analyze the intended and unintended outcomes of decisions made at the end of World War I.
- Use critical thinking skills and analyze information sources to make evidence-supported claims about the impact of the fall of the Austro-Hungarian and Ottoman empires.
- Explain indirect cause-and-effect relationships that motivated the creation of the Mandate System.
- Analyze the impact of colonial participation in World War I and explain why it empowered calls for independence.
- Use information sources to analyze and describe the origins, events, and aftermath of the Armenian genocide.

Content, Sources, and Resources for Consideration

WHII.9d

WHII.9e The student will apply history and social science skills to understand global interactions between 1800 to about 1900 World War I and its worldwide impacts by analyzing the relationship between industrialization, imperialism, and nationalism. [Moved to WHII.8b] citing causes and consequences of the Russian Revolution.

Understandings

- Russia entered World War under the governance of an absolute monarch, a striated social structure, and unresolved grievances of the working class.
- The impact of World War I on Russia led to a series of revolutions ultimately leading to the formation of the Union of Soviet Socialist Republics (Soviet Union).
- Industrialization in European nations was a driving force behind the competition for overseas colonies. [Moved to WHII.8b]
- This colonization resulted in rising nationalism among colonies and increased the drive for independence. [Moved to WHII.8b]

Supporting Questions

- What were the grievances that led workers and peasants to call for revolution in Russia?
- How did revolutionary events in Russia unfold and transition the country to a communist state?
- To what extent did the U.S.S.R represent the goals of the Bolsheviks?

Knowledge and Learning Experiences

- Identify the rights and responsibilities of citizenship that weren't guaranteed to Russians in 1917 and explain the extent to which that led to revolution.
- Use maps, charts, and graphs to compare and contrast the economic policies of Russia under the Romanovs and the Soviet Union.
- Distinguish between the February and the October/November Revolutions of 1917 by describing the leaders, goals, and outcomes.
- Use information sources to construct a chart that describes the rise of Communism in the Soviet Union.

Content, Sources, and Resources for Consideration

WHII.9e

WHII.9f The student will apply history and social science skills to understand World War I and its worldwide impacts by explaining the causes and effects of worldwide depression in the 1930s.

Understandings

- A global depression in the 1930s was preceded by a period of uneven prosperity throughout the decade following World War I.

Supporting Questions

- What were the causes of the worldwide depression?
- What impacts does economic hardship have on politics and governance?
- How was the Great Depression a worldwide phenomenon?

Knowledge and Learning Experiences

- Interpret charts, graphs, diagrams, and pictures to draw conclusions about the causes of the worldwide depression in the 1930s.
- Interpret charts, graphs, diagrams, and pictures to determine characteristics and assess impacts of the

worldwide depression in the 1930s.

- Use various information sources to gain an understanding of varying global perspectives of the worldwide depression of the 1930s.

Content, Sources, and Resources for Consideration

WHII.9f

WHII.9g The student will apply history and social science skills to understand World War I and its worldwide impacts by examining the rise of totalitarianism.

Understandings

- A communist dictatorship was continued by Joseph Stalin in the Soviet Union while fascist dictatorships were established in Italy, Japan, and Germany.
- Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.

Supporting Questions

- How did Mussolini and Hitler use democratic institutions to install fascist dictatorships in Italy and Germany?
- What led Japan to form a fascist regime?
- How did isolationism contribute to the rise of totalitarianism?
- How did internal policies in the Soviet Union cause fear, destruction, and famine?

Knowledge and Learning Experiences

- Compare and contrast the totalitarian governments in Japan, Germany, Italy, and the Soviet Union.
- Use critical thinking to explain the conditions that led to the rise of totalitarian governments in Europe between World War I and World War II.
- Use information sources to examine how industrialization in Japan contributed to a drive for raw materials.

Content, Sources, and Resources for Consideration

WHII.9g

WHII.10 The student will apply history and social science skills to understand World War II and its worldwide impacts by

- ~~explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;~~ [Moved to WHII.9b] **explaining the major causes of the war;**
- ~~describing the location of major battles and the role of new technologies;~~ [Moved to WHII.9c] **describing the major events;**
- ~~analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;~~ [Moved to WHII.9d] **examining the Holocaust;**
- ~~citing causes and consequences of the Russian Revolution;~~ [Moved to WHII.9e] **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).**
- ~~explaining the causes and assessing the impact of worldwide depression in the 1930s;~~ [Moved WHII.9f]
- ~~examining the rise of totalitarianism.~~ [Moved to new WHII.9g]

Overarching Inquiry

What were the lasting impacts of the events of World War II?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

WHII.10a The student will apply history and social science skills to understand World War II and its worldwide impacts by explaining economic and political causes and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; [Moved to WHII.9b] explaining the major causes of the war.

Understandings

- Severe economic conditions, political developments, failed diplomatic measures, and international fascist aggression led to World War II.
- World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy. [Moved to WHII.9b]

Supporting Questions

- How did economic challenges contribute to the outbreak of World War II?
- How did Western European democracies respond to international aggression perpetrated by Italy and Germany?
- Why did diplomatic measures of the 1930s fail to achieve peace?
- To what extent did the Nazi-Soviet Non-Aggression Pact weaken the military position of Western democracies?
- To what extent did the United States remain neutral during the first years of the war?

Knowledge and Learning Experiences

- Analyze evidence from primary and secondary sources to explain the causes of World War II.
- Explain the perspective of world leaders at the onset of World War II and use a decision-making model to explain the incentives and consequences of isolationism.
- Using information sources, analyze the conditions that resulted in the Nanking Massacre.
- Use maps to locate areas of global fascist aggression and determine why those areas were valuable to the Axis Powers.

Content, Sources, and Resources for Consideration

WHII.10a

WHII.10b The student will apply history and social science skills to understand World War II and its worldwide impacts by describing the location of major battles and the role of new technologies; [Moved to WHII.9c] describing the major events.

Understandings

- Wartime decisions made by key political and military leaders of the Axis and Allied Powers impacted the outcome of World War II, which was primarily fought in Africa, Asia, Europe, and the Pacific Islands.
- Battles of World War I extended across the Eastern and Western fronts. [Moved to WHII.9c]

- ~~These battles employed many deadly technological advancements.~~[Moved to WHII.9c]

Supporting Questions

- How did political leadership impact the course of the war?
- What events and policies shaped the outcome of the war?
- How did access to material and human resources impact the outcomes of the war?
- To what extent was World War II a global conflict?
- What was the impact of new technology during World War II?
- What factors ultimately lead to President Truman's decision to use atomic bombs?

Knowledge and Learning Experiences

- Using information sources, examine major political, diplomatic, and military leaders during World War II and the impact they had before, during, and after the war.
- Using maps and other information sources, identify and locate the Allied and Axis powers and the locations of major turning points throughout the war.
- Sequence and explain the major events of World War II, including turning points, theaters of conflict, and key decisions, with emphasis on important geographic features.

Content, Sources, and Resources for Consideration

WHII.10b

WHII.10c The student will apply history and social science skills to understand World War II and its worldwide impacts by ~~analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system;~~ [Moved to WHII.9d] examining the Holocaust;

Understandings

- The climate of hatred against Jews existed for centuries and was a significant factor contributing to the Holocaust during the 1930s and 1940s.
- The Holocaust was an example of a genocide, a state sponsored systematic and purposeful destruction of a racial, political, religious, or cultural group.
- ~~The war transformed European and American life, wrecked the economies of Europe, and planted the seeds for a second world war.~~[Moved to WHII.9]
- ~~The League of Nations was intended to provide a forum for resolving international disputes.~~[Moved to WHII.9d]
- ~~The mandate system gave broad authority to the mandate powers regarding preparation for self-rule.~~[Moved to WHII.9d]

Supporting Questions

- How did appeasement, isolationism, and antisemitism contribute to the Holocaust?
- To what extent did other countries know about the events of the Holocaust?

Knowledge and Learning Experiences

- Explain cause-and-effect relationships that created the conditions for the Holocaust.
- Using information sources, investigate the Evian Conference and describe the justifications countries used for refusing to admit Jewish refugees.
- Evaluate Nazi propaganda for accuracy, credibility, and bias and analyze how it was used to advance the political agenda.
- Analyze connections across time and place to explain what is necessary to prevent genocide.
- Examine various responses and examples of nonconformity to Nazi policies.

Content, Sources, and Resources for Consideration

WHII.10c

~~WHII.10d The student will apply history and social science skills to understand World War II and its worldwide impacts by citing causes and consequences of the Russian Revolution; [Moved to WHII.9e] examining the effects of the war.~~

Understandings

- The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.
- The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and...the equal and inalienable rights of all members of the human family...”
- ~~Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R. (Union of Soviet Socialist Republics).~~ [Moved to WHII.9e]

Supporting Questions

- To what extent did war conferences and political resolutions bring about an end to World War II?
- How did war crime trials held after World War II attempt to hold people accountable for their actions?
- What were the costs and benefits of the Marshall Plan?

Knowledge and Learning Experiences

- Analyze the division of Europe, with special emphasis on post-World War II maps and creation of the Iron Curtain.
- Using a map and other information sources, analyze the loss of empires by European powers and the impact of those losses on the new world map.
- Evaluate the phrase “grave responsibility of justice” in relation to war crime trials held after World War II.
- Using information sources to describe the efforts for the reconstruction of Germany and compare those to the efforts to reconstruct Japan.
- Using information sources to examine the purpose of the creation of international cooperative organizations, such as the United Nations, North Atlantic Treaty Organization, and the Warsaw Pact post-World War II.
- Analyze the need for the creation and impact of the Universal Declaration of Human Rights.
- Analyze information sources to draw conclusions on how the aftermath of the war set the stage for future conflict between the Soviet Union and western nations.

Content, Sources, and Resources for Consideration

WHII.10d

~~WHII.10e The student will apply social science skills to understand World War I and its worldwide impact by explaining the causes and assessing the impact of worldwide depression in the 1930s; [Moved to WHII.9f]~~

Understandings

- A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s that had an impact on many European societies. [Moved to WHII.9f]

~~WHII.10f The student will apply social science skills to understand World War I and its worldwide impact by examining the rise of totalitarianism. [Moved to WHII.9g]~~

Understandings

- A communist dictatorship was continued by Joseph Stalin in the Soviet Union. [Moved to WHII.9g]
- Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism. [Moved to WHII.9g]

WHII.11 The student will apply history and social science skills to understand World War II and its worldwide impact the Cold War during the second half of the twentieth century by

- explaining the major causes of the war; [Moved to WHII.10a] explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems;
- describing the major events, including major battles and the role of new technologies; [Moved to WHII.10b] describing conflicts and revolutionary movements in Asia;
- 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; [Removed, some restructured into WHII.10b] describing the major events of the Cold War;
- examining the Holocaust and other examples of genocide in the twentieth century; [Holocaust moved to WHII.10c, other genocides moved to WHII.13a] examining the political and economic shifts that led to the end of the Cold War.
- 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 to WHII.10d]

Overarching Inquiry

Can powerful nations peaceably coexist?

Themes:

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

WHII.11a The student will apply history and social science skills to understand World War II and its worldwide impact the Cold War during the second half of the twentieth century by explaining the major causes of the war; [Moved to WHII.10a] explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems;

Understandings

- Competition between the United States and the Soviet Union laid the foundation for the Cold War.
- The Cold War influenced the policies of the United States and the Soviet Union and impacted international relations throughout the era.

- The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945.
- ~~Many economic and political causes led to World War II.~~ [Moved to WHII.10a]

Supporting Questions

- What were the major causes of the Cold War?
- What were the underlying causes of the rivalry between the Soviet Union and the United States?
- How did nuclear capability impact domestic and foreign policies?

Knowledge and Learning Experiences

- Using prior knowledge of war conferences post-World War II, compare and contrast their impacts with those of the Yalta Conference.
- Compare and contrast the political and economic differences between the United States and the Soviet Union that led to the Cold War.
- Use information sources to examine the lived experiences of people living in areas most directly impacted by the Cold War.

Content, Sources, and Resources for Consideration

WHII.11a

~~WHII.11b The student will apply history and social science skills to understand World War II and its worldwide impact the Cold War during the second half of the twentieth century by 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 to WHII.10b] describing conflicts and revolutionary movements during the Cold War;

Understandings

- After World War II, the United States pursued a policy of containment against the expansion of communism which resulted in the development of regional alliances against Soviet and Chinese aggression.
- Although the Cold War led to armed conflict in Asia, communism continues to influence the nations of China, North Korea, and Vietnam.
- Leadership was essential to the Allied victory. [Moved to WHII.10b]

Supporting Questions

- What governing and economic philosophies are embedded in Maoism?
- How did Deng Xiaoping's approach to governing China differ from that of Mao Tse-tung (Zedong)?
- What were the major causes and outcomes of the Korean War?
- What were the major causes and outcomes of the conflicts and revolutionary movements in Vietnam?
- To what extent were the containment efforts of the West effective?

Knowledge and Learning Experiences

- Use information sources, including primary and secondary sources, to compare and contrast the philosophies and approaches of the communist revolutions in China, Vietnam, and the Soviet Union.
- Use a decision-making model to assess the costs and benefits of the United States policy of containment.
- Use information sources to analyze the lasting impact of the Vietnam Conflict on United States foreign policy and the American public's perception of their government.
- Explain the impact of the Tiananmen Square protest inside and outside of China.
- Use information sources to sequence and analyze the major events of the Cold War.
- Use information sources to explain the theory of deterrence and analyze how it impacted conflict and cooperation patterns.

Content, Sources, and Resources for Consideration

WHII.11b

~~WHII.11c The student will apply history and social science skills to understand World War II and its worldwide impact the Cold War during the second half of the twentieth century by describing the major events, including major battles and the role of new technologies; [Moved to WHII.10b] examining the political and economic shifts that led to the end of the Cold War.~~

Understandings

- The decline of Soviet domination in Eastern and Central Europe was hastened by internal problems, economic woes, social reforms, and international pressure.
- ~~There had been a climate of hatred against Jews in Europe and Russia for centuries.~~[Moved to WHII.10c]
- ~~Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth century and into the twenty-first century.~~[Moved to WHII.13a]

Supporting Questions

- In what ways did the arms race put pressure on the Soviet Union?
- Why did glasnost and perestroika fail to prevent the fall of the Soviet Union?
- What events highlighted the declining power of the Soviet Union?

Knowledge and Learning Experiences

- Analyze connections across time and place to compare and contrast the fall of the Soviet Union with the fall of other empires/nations/governments since 1500 CE.
- Explain the direct and indirect cause and effect relationships that ultimately led to the fall of the Soviet Union.
- Use information sources to analyze the lived experiences of people who were impacted by the collapse of the Soviet Union.

Content, Sources, and Resources for Consideration

WHII.11c

~~WHII.11d The student will apply social science skills to understand World War II and its worldwide impact by examining the Holocaust and other examples of genocide in the twentieth century;~~[Holocaust moved to WHII.10c, other genocide moved to WHII.13a]

Understandings

- ~~There had been a climate of hatred against Jews in Europe and Russia for centuries.~~[Moved to WHII.10c]
- ~~Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth century and into the twenty-first century.~~[Moved to WHII.13a]

~~WHII.11e The student will apply social science skills to understand World War II and its worldwide impact by 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 to WHII.10d]

Understandings

- ~~The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations.~~ [Moved to WHII.10d]
- ~~The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and...the equal and inalienable rights of all members of the human family....”~~[Moved to WHII.10d]

~~WHII.12 The student will apply history and social science skills to understand the conflicts during the second half of the twentieth century political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by~~

- a) ~~explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;~~[Moved to WHII.11a,c] describing the struggles for self-rule and the development of democracy in India;
- b) ~~describing the major leaders and events of the Cold War, including the location of major conflicts;~~[Moved to WHII.11b] describing Africa's independence movements in Ghana, Algeria, Kenya, and South Africa;
- c) ~~describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse tung (Zedong), Chiang Kai shek, Deng Xiaoping, and Ho Chi Minh;~~ [Moved to WHII.11b] describing the end of the mandate system and the creation of states in the Middle East.
- 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 to WHII.11c]

Overarching Inquiry

What drives a nation to fight for independence?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.

WHII.12a ~~The student will apply history and social science skills to understand the conflicts during the second half of the twentieth century~~ political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by explaining the causes of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; [Moved to WHII.11a, d] describing the struggles for self-rule and the development of democracy in India;

Understandings

- British policies and India's demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian subcontinent.
- The Republic of India, a democratic nation, developed after the country gained independence.
- Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.[Moved to WHII.11a]
- The Cold War influenced the policies of the United States and the U.S.S.R. toward other nations and conflicts around the world.[Moved to WHII.11a]
- The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945.[Moved to WHII.11a]
- Communism failed as an economic system in the Soviet Union and elsewhere.[Moved to WHII.11c]

Supporting Questions

- What factors led to the success of the Indian independence movements?
- Why did political divisions develop following Indian independence?

Knowledge and Learning Experiences

- Synthesize evidence from primary and secondary sources to explain civil disobedience and the way in which it influenced other independence and civil rights movements.
- Examine the factors that led to the partition of India and explain the long-term impacts.

Content, Sources, and Resources for Consideration

WHII.12a

WHII.12b The student will apply history and social science skills to understand the conflicts during the second half of the twentieth century political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by describing the major leaders and events of the Cold War, including the location of major conflicts;[Moved to WHII.11b] describing Africa's independence movements in Ghana, Algeria, Kenya, and South Africa;

Understandings

- The charter of the United Nations guaranteed colonial populations the right to self-determination.
- Independence movements in Africa challenged European imperialism.
- Competition between the United States and the U.S.S.R. laid the foundation for the Cold War.[Moved to WHII.11a]
- The Cold War influenced the policies of the United States and the U.S.S.R. toward other nations and conflicts around the world.[Moved to WHII.11a]
- The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945.[Moved to WHII.11a]
- Communism failed as an economic system in the Soviet Union and elsewhere.[Moved to WHII.11c]

Supporting Questions

- How did the aftermath of World War II encourage areas of Africa to pursue independence?
- How did the approaches of Kwame Nkrumah, Ahmed Ben Bella, Jomo Kenyatta, and Nelson Mandela in advocating for independence compare to one another?
- What was the role of the African National Congress in the movement against apartheid?

Knowledge and Learning Experiences

- Use various information sources and map tools to construct and annotate a map of African nations who gained independence.
- Synthesize evidence from primary and secondary sources including speeches from significant leaders to explain how African independence movements challenged European imperialism including, but not limited to nations of West Africa, Algeria, Kenya, and South Africa.
- Explain the civic rights and responsibilities that were demanded by leaders of the African independence movements.
- Examine the policy of apartheid over time and explain the political and social factors that led to its end.
- Use various information sources to examine and explain the contributions and challenges many African nations seeking self-rule.

Content, Sources, and Resources for Consideration

WHII.12b

WHII.12c The student will apply history and social science skills to understand the conflicts during the second half of the twentieth century political, economic, and socio-cultural aspects of independence movements, decolonization, and development efforts by describing conflicts and revolutionary movements in Asia and their major leaders, including Mao Tse-tung (Zedong), Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh. [Moved to WHII.11b] describing the end of the mandate system and the creation of states in the Middle East.

Understandings

- As a result of World War II, new states were created in the Middle East thus ending the Mandate System that was established in 1919.
- After World War II, the United States pursued a policy of containment against communism. This policy included the development of regional alliances against Soviet and Chinese aggression. The Cold War led to armed conflict in Korea and Vietnam.[Moved to WHII.11b]
- Communism continues to influence China and Vietnam today.[Moved to WHII.11b]

Supporting Questions

- Why was the Mandate System abandoned after World War II?
- How did the legacy of the mandate system contribute to conflict in the Middle East?
- How did the Suez Canal crisis reflect the end of European imperialism in the Middle East?
- How did the creation of Israel impact cultural and political relationships in the Middle East?
- How has terrorism impacted the global community?

Knowledge and Learning Experiences

- Compare and contrast historical, cultural, and political perspectives on the legacy of imperialism in the Middle East.
- Evaluate historical, cultural, and political perspectives on how to achieve long-term peace in the Middle East.
- Use maps to locate the areas of the Middle East, including the Suez Canal, and determine the geographic advantages and disadvantages of that region.
- Use information sources to examine different viewpoints concerning the creation of Israel.

Content, Sources, and Resources for Consideration

WHII.12c

WHII.12d The student will apply social science skills to understand the conflicts during the second half of the twentieth century by 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 to WHII.11c]

Understandings

- World leaders made major contributions to events in the second half of the twentieth century. [Moved to WHII.11c]

WHII.13 The student will apply history and social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts global changes during the early twenty-first century by

- describing the struggles for self rule, including Gandhi's leadership in India and the development of India's democracy; [Moved to WHII.12a] identifying contemporary genocides;
- describing Africa's independence movements, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa; [Moved to WHII.12b] identifying contemporary political, social, cultural, and economic processes.
- describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser. [Moved to WHII.12c]

Overarching Inquiry

Why does learning about the past help shape our understanding of the future?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.

WHII.13a The student will apply history and social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts-global changes during the early twenty-first century by describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy; [Moved to WHII.12a] identifying contemporary genocides;

Understandings

- Despite the lessons learned from the Armenian genocide and the Holocaust, other instances of genocide have occurred in the second half of the twentieth century and into the twenty-first century.
- British policies and India's demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian subcontinent.[Moved to WHII.12a]
- The Republic of India, a democratic nation, developed after the country gained independence.[Moved to WHII.12a]

Supporting Questions

- What are the conditions that allow for a genocide to take place?
- What are the tenets of the Universal Declaration of Human Rights?
- To what extent is the United Nations responsible for addressing genocides?
- Why does the study of genocide help guide our choices today?

Knowledge and Learning Experiences

- Using and map, locate where the modern genocides took place.
- Using information sources, analyze the late 20th century genocides that took place in countries such as Cambodia, Yugoslavia, Rwanda, and Darfur.

Content, Sources, and Resources for Consideration

WHII.13a

~~WHII.13b The student will apply **history and social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts** global changes during the early twenty-first century by describing Africa’s independence movements, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa; [Moved to WHII.12b] **identifying contemporary political, social, cultural, and economic processes.**~~

Understandings

- A global society increases the exchange of technology and cultural practices around the world.
- The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, leading to both cooperation and conflict.
- ~~The charter of the United Nations guaranteed colonial populations the right to self-determination. [Moved to WHII.12b]~~
- ~~Independence movements in Africa challenged European imperialism. [Moved to WHII.12b]~~

Supporting Questions

- Why have nations across the world grown increasingly interdependent?
- How have nations cooperated in accessing resources to promote economic stability?
- What has led to conflict between nations in accessing resources and markets?

Knowledge and Learning Experiences

- Investigate and research to develop products orally and in writing that reflect understanding of a contemporary global issue.
- Use a decision-making model to analyze and explain the costs and benefits of the creation of a global society.

Content, Sources, and Resources for Consideration

WHII.13b

~~WHII.13c The student will apply **social science skills to understand the political, economic, social, and cultural aspects of independence movements and development efforts** by describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser. [Moved to WHII.12c]~~

Understandings

- ~~The mandate system established after World War I was phased out after World War II. With the end of the mandates, new states were created in the Middle East. [Moved to WHII.12c]~~

~~WHII.14a The student will apply **social science skills to understand the global changes during the early twenty-first century** by **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;** [Moved to WHII.13b]~~

<p>Understandings</p> <ul style="list-style-type: none"> Developed and developing nations face many challenges. These challenges include migrations, ethnic and religious conflicts, and the impact of new technologies. [Moved to WHII.13b]
<p>WHII.14b The student will apply social science skills to understand the global changes during the early twenty-first century by assessing the link between economic and political freedom; [Moved to WHII.13b]</p>
<p>Understandings</p> <ul style="list-style-type: none"> Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions. [Moved to WHII.13b] Economic development and the rapid growth of population are having an impact on the environment. [Moved to WHII.13b] Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development. [Moved to WHII.13b]
<p>WHII.14c The student will apply social science skills to understand the global changes during the early twenty-first century by describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; [Moved to WHII.13b]</p>
<p>Understandings</p> <ul style="list-style-type: none"> The countries of the world are increasingly dependent on each other for raw materials, markets, and financial resources, although there is still a difference between the developed and developing nations. [Moved to WHII.13b]
<p>WHII.14d The student will apply social science skills to understand the global changes during the early twenty-first century by analyzing the increasing impact of terrorism. [Moved to WHII.13b]</p>
<p>Understandings</p> <ul style="list-style-type: none"> Both developed and developing nations of the world have faced challenges brought about by increased terrorism. [Moved to WHII.13b] Terrorism is the use of illegal violence to achieve political ends. [Moved to WHII.13b]
<p>WHII.15a The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by describing their beliefs, sacred writings, traditions, and customs; [Moved to WHII.2a]</p>
<p>Understandings</p> <ul style="list-style-type: none"> Five world religions have had a profound impact on culture and civilization. [Moved to WHII.2a]
<p>WHII.15b The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by locating the geographic distribution of religions in the contemporary world. [Moved to WHII.2b]</p>
<p>Understandings</p> <ul style="list-style-type: none"> Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas. [Moved to WHII.2b]

Virginia and United States History

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

The Standards for Virginia and United States History continue to expand on the knowledge and skills introduced from previous History and Social Science Standards to study the development of the United States from the Indigenous Peoples who first inhabited the North American continent to the role of Virginia and the United States in the 21st Century. Students will incorporate concepts of civics, economics, and geography to explore the key issues, movements, people, and events in Virginia and United States history with an emphasis on multiple and diverse perspectives. Students will investigate and evaluate the fundamental political principles and ideas that developed and fostered our American identity and led to our country's prominence in world affairs. Throughout the course of study, students will have the opportunity to collaborate and think critically to communicate their understanding of the history of Virginia and the United States.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge from previous History and Social Science Standards of Learning to study the development and growth of Virginia and the United States. Each standard, introduced with an **Overarching Inquiry** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences**, integrated to help students to use geographic evidence to identify patterns and trends, analyze and synthesize evidence from primary and secondary sources, compare and contrast ideas and perspectives and analyze connections across time and place. Students will continue to develop Workplace Readiness Skills of **RESPECT FOR DIVERSITY, TEAMWORK and INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM-SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. Through the continuous application of reading, writing, and communication skills, students have opportunities to integrate the knowledge, skills, and values to inform actions with others; to engage in historical thinking, raise questions, and marshal evidence in support of their answers about the development of Virginia and the United States.

Skills and Content

VUS.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to obtain and understand information about events in Virginia and United States history.

Understandings

- Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.
- Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.
- An artifact is an object or tool that tells us about the people from the past.
- A primary source is an artifact, document, image, or other source of information that was created during the time under study.
- A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

VUS.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~using geographic information to determine patterns and trends~~ contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda to determine patterns and trends in Virginia and United States history.

Understandings

- ~~Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.~~
- ~~Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.~~
- ~~The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.~~
- Interpreting involves the process of explaining or translating information.
- Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.
- To help determine characteristics of people, places, or events, students should adopt the definition of *characteristic* as being a distinguishing quality.

VUS.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~interpreting graphs, and pictures to determine characteristics~~ applying geographic skills to determine and/or predict patterns and trends of people, places, or events in Virginia and United States history.

Understandings

- ~~Interpreting involves the process of explaining or translating information.~~
- ~~Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.~~
- ~~To help determine characteristics of people, places, or events, students should adopt the definition of *characteristic* as being a distinguishing quality.~~
- Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.
- Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.
- The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.

VUS.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~constructing arguments, using evidence from multiple sources~~ questioning and using critical thinking skills to construct arguments using evidence from multiple sources.

Understandings

- It is critical to examine multiple sources when constructing arguments.
- Exposure to multiple points of view allows one to come to an informed decision.
- Constructing arguments involves breaking apart information in order to build a better understanding of a specific

topic, ultimately adopting and crafting reasoning from a specific point of view.

VUS.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.

Understandings

- The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.

VUS.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~explaining how indirect cause and effect relationships~~ determining cause and effect to analyze multiple connections between past and present and how they impacted people, places, and events in Virginia and United States history.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.
- An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.
- Explaining includes justifying why the evidence credibly supports the claim.
- Diversity creates a variety of perspectives, contributions, and challenges.
- Events that lead to conflict often have multiple causes and effects.

VUS.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~analyzing multiple connections across time and place.~~

Understandings

- ~~Analyzing includes identifying the important elements of a topic.~~
- ~~Analytical thinking is further strengthened when connections are made between two or more topics.~~
- ~~Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.~~

VUS.1hg The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

Understandings

- Decision-making models serve several purposes. They can help us
 - make decisions for the future
 - better understand the choices people faced in the past
 - analyze the outcomes of the decisions that people already made.
- Decision making involves determining relevant and irrelevant information.
- Effective decision-making models
 - compare the expected costs and benefits of alternative choices
 - identify the costs and benefits of specific choices made.
- Incentives are actions or rewards that encourage people to act.
- When incentives change, behavior changes in predictable ways.

VUS.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property~~ engaging and communicating as informed community members to examine the tensions between personal interests and the common good.

Understandings

- Plagiarism is the unauthorized use or theft of intellectual property.
- There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.

VUS.1j The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products orally, and in writing to demonstrate learning.

Understandings

- The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.
- The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
- Students take more ownership over investigating and researching when they are able to choose the type of product to produce while asking the question: How can a person mirror the work of historians, geographers, political scientists, and economists?
- ~~Student inquiry drives the design process. Specifically, students~~
 - ~~formulate a question to investigate~~
 - ~~create a goal/hypothesis~~
 - ~~conduct research and collaborate with teacher and peers~~
 - ~~revisit and revise the goal/hypothesis, if necessary~~
 - ~~create a product~~
 - ~~write a reflection on the process involved to arrive at the product.~~

Early America Through the Founding of the New Nation

VUS.2 ~~The student will apply social science skills to understand the impact of the Age of Exploration by~~
a) ~~describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; [Moved to VUS.3a]~~
b) ~~analyzing the cultural interactions among American Indians, Europeans, and Africans.~~

VUS.2 The student will apply history and social science skills to describe the culture of the Indigenous people of North America by
a) describing the diversity of the language, skills, perspective and how they interacted with their respective environments;
b) explaining how various tribal groups responded to initial contact with European explorers and colonists; and
c) explaining the impact of European colonization and the ongoing quest to protect and sustain their way of life.

Overarching Inquiry

How do resources available to a culture affect its means of survival?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments – The study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

~~VUS.2a The student will apply social science skills to understand the impact of the Age of Exploration by describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas. [Moved to VUS.3a]~~

VUS.2a The student will history and apply social science skills to describe the culture of the Indigenous people of North America by describing the diversity of the language, skills, perspective and how they interacted with their respective environments.

Understandings

- ~~Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe. [Moved to VUS.3a]~~
- For thousands of years, indigenous people have studied, managed, honored, and thrived in their homelands.
- These foundations continue to influence relationships and interactions with the land today.
- In the Americas, there is vast cultural diversity among more than 2,000 tribal groups.
- Tribes have unique cultures and ways of life that span history from time immemorial to the present day.

Supporting Questions

- Who were the indigenous people of North America?
- What were the cultural practices, beliefs, and traditions of the indigenous people of North America?
- How did the indigenous people of North America interact with the diverse geographic and climate conditions of the continent?

Knowledge and Learning Experiences

- Use various information sources and maps to identify and compare and contrast how the Indigenous people of North America used available resources to develop their culture, language, skills and perspectives including but not limited to the tribes in the Northeast, Mississippi River Valley, along the Atlantic Seaboard, the Pacific coast and the Southwest regions of North America.
- Use various information sources to describe the systems of trails and pathways developed by indigenous people of North America that made possible the exchange of foods and other goods.
- Use various information sources to describe how values, traditions, and beliefs have continued through time to maintain tribal culture.

Content, Sources, and Resources for Consideration

VUS.2

~~VUS.2b The student will apply social science skills to understand the impact of the Age of Exploration by analyzing the cultural interactions among American Indians, Europeans, and Africans. [Moved to VUS.4]~~

VUS.2b The student will apply history and social science skills to describe the culture of the Indigenous people of North America by explaining how various tribal groups responded to initial contact with European explorers and colonists.

Understandings

- ~~Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe. [Moved to VUS.3a]~~
- Interactions with Europeans and Americans brought accelerated and often devastating changes to Indigenous cultures.
- European contact resulted in devastating loss of life, disruption of tradition, and enormous loss of lands for Indigenous Peoples.

Supporting Questions

- Why were the European settlers interested in the regions where they settled?
- What were the geographic or economic benefits of the areas the Europeans chose as settlements?

Knowledge and Learning Experiences

- Use various information sources and maps to identify and describe the areas of European contact and the European settlements that resulted including but not limited to the settlements of the French, English, and Dutch.
- Use various information sources to compare and contrast the different views and perspectives held by Europeans and Indigenous groups.

Content, Sources, and Resources for Consideration

VUS.2

VUS.2c The student will apply history and social science skills to describe the culture of the Indigenous people of North America by explaining the impact of European colonization and the ongoing quest to protect and sustain their way of life.

Understandings

- For thousands of years American Indigenous groups developed and operated vast trade networks throughout the Western Hemisphere.
- Indigenous groups traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another.
- Indigenous groups played influential and powerful roles in trade and exchange economies with partners in Europe during the colonial period. These activities also supported the development and growth of the United States.

Supporting Questions

- How did European contact impact indigenous cultures in America?
- How did various views regarding the use of land and resources lead to conflict?

Knowledge and Learning Experiences

- Use various information sources to investigate and explain the relationship between Europeans and the indigenous peoples during the colonial period due to the political, economic, legal, military, and social policies.

Content, Sources, and Resources for Consideration

VUS.2

- VUS.3** The student will apply history and social science skills to understand early European colonization by:
- ~~a) evaluating the economic characteristics of the colonies;~~ [Moved to VUS.3b] describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas;
 - ~~ab) evaluating the economic characteristics of the colonies;~~
 - ~~bc) analyzing how social and political factors impacted the culture of the colonies; and~~
 - ~~ed) explaining the impact of the development of indentured servitude and slavery in the colonies.~~ [Moved to VUS.4] analyzing the political life in the colonies.

Overarching Inquiry

What factors contribute to the development of a culture?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Physical Systems – examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations.
- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

VUS.3a The student will apply history and social science skills to understand early European colonization by evaluating the economic characteristics of the colonies; [Moved to VUS3.b] describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas.

Understandings

- Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region. [Moved to VUS.3b]
- Early European exploration, colonization, and the system of enslavement resulted in the redistribution of the world’s population as millions of people from Europe and Africa voluntarily and involuntarily came to the New World.

Supporting Questions

- What were the motivations of the colonists who settled Jamestown and Plymouth?
- What were the distinguishing characteristics of the early colonies in English North America?
- How did early colonial legislatures codify the institution of race-based slavery and restrict the rights of free

Blacks?

Knowledge and Learning Experiences

- Use various information sources to compare and contrast the Jamestown and Plymouth colonies.
- Interpret charts, graphs, diagrams, and pictures to identify and understand the unique characteristics of the early colonies in English North America.

Content, Sources, and Resources for Consideration

VUS.3

VUS.3ab) The student will apply history and social science skills to understand early European colonization by evaluating the economic characteristics of the colonies.

Understandings

- Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region.

Supporting Questions

- How and why did economic practices vary between the New England, Middle, and Southern colonies?
- What were the benefits and costs of the mercantile economic system?

Knowledge and Learning Experiences

- Use various information sources to compare and contrast the economic practices in the New England, Middle, and Southern colonies.
- Use geographic information to determine patterns and trends in how the environment affected the economic practices in the New England, Middle, and Southern colonies.

Content, Sources, and Resources for Consideration

VUS.3

VUS.3bc The student will apply history and social science skills to understand early European colonization by analyzing how social and political [Moved to VUS.3d] factors impacted the culture of the colonies.

Understandings

- Social and political institutions in the colonies developed as a result of regional migration patterns, geography, and climate.
- Although the emerging democracy was limited to European, property-owning men and women, colonization led to ideas of representative government and religious tolerance. Over several centuries, these ideas would inspire similar transformations in other parts of the world. [Moved to Knowledge and Learning Experiences]

Supporting Questions

- How did social norms compare within the New England, Middle, and Southern colonies?
- How did the Great Awakening influence religious beliefs and practices in the colonies?

Knowledge and Learning Experiences

- Use various information sources to compare and contrast social customs of the New England, Middle, and Southern colonies.
- Compare and contrast ideas and perspectives by evaluating the impact of the Great Awakening.

Content, Sources, and Resources for Consideration

VUS.3

VUS.3d The student will apply history and social science skills to understand early European colonization by explaining the impact of the development of indentured servitude and slavery in the colonies, analyzing how political factors impacted the culture of the colonies.

Understandings

- Political institutions in the colonies developed as a result of regional migration patterns, geography, and climate.

Supporting Questions

- How did political institutions compare within the New England, Middle, and Southern colonies?
- In what ways did the political institutions in the colonies create a limited democracy?
- How did the social and political structure in the Southern colonies influence the relationship with Great Britain?

Knowledge and Learning Experiences

- Use various information sources to compare political institutions and practices in the New England, Middle, and Southern colonies.

Content, Sources, and Resources for Consideration

VUS.3

VUS.4 The student will apply history and social science skills to explain the development of African American culture and the impact of the institution of slavery by

- describing the diverse cultures, languages, skills, and perspectives of Africans who were enslaved in the Americas;
- evaluating the Middle Passage and the Transatlantic Slave Trade;
- analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and the shift to the race-based enslavement of Africans; and
- examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom.

Overarching Inquiry

How is culture impacted by lived experiences?

Themes

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.
- Contributions and innovations – the creation, development and implementation of a new product, process or service, with the aim of improving efficiency, effectiveness or competitive advantage

Power, Authority, and Governance – understanding the foundations of political thought and systems of government,

and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Colonization – the practice of domination through the conquest of one people by another.
- Servitude – a condition in which one lacks liberty, especially to determine one's course of action or way of life, which includes compulsory service or labor.
- Enslavement – The forced process of positioning a person as the legal property of another forever.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VUS.4a The student will apply history and social science skills to explain the development of African American culture and the impact of the institution of slavery by describing the diverse cultures, languages, skills, and perspectives of Africans who were enslaved in the Americas.

Understandings:

- The people of West Africa thrived in various tribal communities with distinct languages, beliefs, and cultural traditions.
- The diaspora and legacy of West African culture is evident in African American traditions that develop in the Americas.

Supporting Questions:

- Who were the people of West Africa?
- What were the various cultures, beliefs, traditions, and trading practices of the West African region?

Knowledge and Learning Experiences :

- Use various information sources to critically examine the communities with distinct languages, beliefs, and cultural traditions of kingdoms in the West African region prior to European exploration.
- Use various information sources to explore how values, traditions, and beliefs have continued through time and influenced the African American culture that developed in the Americas.

Content, Sources, and Resources for Consideration

VUS.4

VUS.4b The student will apply history and social science skills to explain the development of African American culture and the impact of the institution of slavery by evaluating the Middle Passage and the Transatlantic Slave Trade

Understandings:

- There were various motivations and conditions that led to the development and perpetuation of the Transatlantic Slave Trade.
- The development of African American culture, beliefs, and identity emerged despite of the inhumanity of the Middle Passage and the Transatlantic Slave Trade.

Supporting Questions:

- What were the motivations and conditions that led to the development and perpetuation of the Transatlantic Slave Trade?
- How did the participants in the Transatlantic Slave Trade exploit the people of West Africa who were transported via the Middle Passage?
- How did African American culture develop and thrive despite of the conditions of enslavement?

Knowledge and Learning Experiences :

- Use various information sources to understand the human impact of the Middle Passage.

- Use various information sources to explore the perspectives and lived experiences of enslaved African Americans.
- Make connections across time and place by exploring the agency, resilience, and the ongoing persistence for freedom as enduring elements of African American culture and identity.

Content, Sources, and Resources for Consideration

VUS.4

VUS.4c The student will apply history and social science skills to explain the development of African American culture and the impact of the institution of slavery by analyzing the growth of the colonial economy that maximized profits through the use of indentured servitude and the shift to the race-based enslavement of Africans;

Understandings:

- American colonies relied on enslaved labor force transported from Africa and the Caribbean.

Supporting Questions

- What was indentured servitude and how did it differ from enslavement?
- How did the plantation-based agriculture system greatly expand and perpetuate the practice of indentured servitude and enslavement?
- What factors led to the development of a system of race-based slavery in the American colonies?

Knowledge and Learning Experiences

- Use information sources to describe the events leading to the arrival of the first Africans to Old Point Comfort (Fort Monroe).
- Gather data from various information sources to investigate and explain the total number of Africans brought to British North America in comparison to other countries and continents in the century after 1619.
- Use information sources to evaluate the laws that supported expansion and reliance on a chattel slavery and the growth of a plantation-based agricultural and mercantile economy.

Content, Sources, and Resources for Consideration

VUS.4

VUS.4d The student will apply history and social science skills to explain the development of African American culture and the impact of the institution of slavery by examining the various ways they struggled toward freedom.

Understandings

- African American culture and the struggle toward freedom persisted despite of the system of enslavement.

Supporting Questions

- What were the perspectives and lived experiences of those who were enslaved?
- How did enslaved African Americans resist the institution of slavery?

Knowledge and Learning Experiences

- Use various information sources to explore the human impact of enslavement.
- Make connections across time and place by exploring the social, political, and economic impact of enslavement and its ongoing legacy.

Content, Sources, and Resources for Consideration

VUS.4

VUS.45 The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by

- a) describing the results of the French and Indian War;
- b) evaluating how political ideas of the Enlightenment helped shape American politics;
- c) explaining how conflicting loyalties ~~created political differences among the colonists concerning separation from~~ existed concerning independence from Great Britain;
- d) analyzing the competing factors that led to colonial victory in the Revolutionary War; and
- e) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.

Overarching Inquiry

What constitutes a revolution?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

VUS.45a The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by describing the results of the French and Indian War.

Understandings

- The French and Indian War was a component of a wider struggle between European powers. It resulted in British dominance of North America and increased tensions between Britain and its North American colonies.

Supporting Questions

- What factors led to the outbreak of the French and Indian War?
- How did the French and Indian War set the stage for British and North American colonial conflicts?

Knowledge and Learning Experiences :

- Use various information sources, narratives, and prior knowledge to determine the reasons why the French and Indian War was fought.
- Use various information sources, narratives, and prior knowledge to determine the reasons why the French and Indian War was the first step towards the American Revolution.

Content, Sources, and Resources for Consideration

VUS.5

VUS.45b The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by evaluating how political ideas of the Enlightenment helped shape American politics.

Understandings

- The foundations of American government lie in seventeenth- and eighteenth-century English Common Law, the parliamentary systems, and the European Enlightenment movement.
- The Founding Fathers blended the colonial governmental system with Enlightenment political philosophies to shape the new nation.

Supporting Questions

- How did the principles of the Enlightenment influence colonial resistance to British authority?
- How did the views of the Enlightenment lay the foundation for democratic government based upon republican principles?

Knowledge and Learning Experiences :

- Analyze and synthesize evidence from various information sources to determine the key political ideas of the Enlightenment.

Content, Sources, and Resources for Consideration

VUS.5

VUS.45c The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by explaining how conflicting loyalties created political differences among the colonists concerning separation from existed concerning independence from Great Britain.

Understandings

- The ideas of the Enlightenment and the perceived unfairness of British policies by some Americans provoked debate and resistance by the American colonists.

Supporting Questions

- What were the causes of the American Revolution?
- How did the increased enforcement of British authority impact the colonial view of the role of government?
- How did the American Revolution begin?

Knowledge and Learning Experiences

- Use various information sources to investigate and explain the government authority of Great Britain over the colonies.
- Use various information sources to examine the events leading up to the American Revolution including but not limited to the Boston Massacre, the Boston Tea Party, the First and Second Continental Congress, and Lexington and Concord.
- Use various information sources to examine and interrogate the competing perspectives of various colonial groups including but not limited to political leaders, Loyalists, Patriots, Neutrals, Free and Enslaved Blacks, and Indigenous People.

Content, Sources, and Resources for Consideration

VUS.5

VUS.45d The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by analyzing the competing factors that led to colonial victory in the Revolutionary War.

Understandings

- Competing factors in Europe led to the American victory over the British.
- Despite Britain’s military superiority, the colonists achieved victory in the American Revolution through the efforts of colonial citizenry, military commanders, political leaders, and foreign assistance.

Supporting Questions

- What factors in Europe led to the American victory over the British?
- How did the role of the military and political leaders influence the victory of the colonies?
- What were the motives for, and impact of, foreign intervention in the Revolutionary War?
- How did the victory in the Battle of Yorktown create monumental change for the Americans domestically and abroad?

Knowledge and Learning Experiences

- Use various information sources to determine the cause-and-effect relationship between colonial advantages and colonial victory.
- Use various information sources to interpret the impact of George Washington’s leadership, establishment of alliances, and the colonial victory on the birth of a new nation.

Content, Sources, and Resources for Consideration

VUS.5

VUS.45e The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.

Understandings

- The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.
- The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which Americans live.
- New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.

Supporting Questions

- What components of the writings of John Locke and Thomas Paine influenced the Declaration of Independence?
- How does the Declaration of Independence establish the relationship between people and the government?
- How are the ideas of “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness,” and “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,” reflect the ideals of the Enlightenment?

Knowledge and Learning Experiences

- Analyze and synthesize evidence from various primary sources to explain the incentives and consequences of the key political ideas of the Declaration of Independence and how the document was influenced by previous colonial and European political thought.
- Use various information sources and previous knowledge to determine how political rhetoric surrounding the

victory at Yorktown helped to strengthen the resolve of the colonies and solidify the need for a united nation.

Content, Sources, and Resources for Consideration

VUS.5

VUS.56 The student will apply history and social science skills to understand the development of the American political system by

- a) examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- b) describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington.
- c) ~~assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties~~ [Reworded] analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era.
- d) ~~evaluating the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.~~ [Moved to VUS.6c]

Overarching Inquiry

How does the Constitution of the United States provide for consistency, continuity, and change?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

VUS.56a The student will apply history and social science skills to understand the development of the American political system by examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.

Understandings

- American political leaders wrote a series of documents intended to provide an effective system of government based on republican principles.

Supporting Questions

- How did the weakness of the Articles of Confederation expose the need for a stronger central government?
- What elements of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom influenced the creation of the Bill of Rights?

Knowledge and Learning Experiences

- Analyze the various weaknesses of the Articles of Confederation and explain how they established the need for a

stronger centralized government under the Constitution.

- Evaluate the extent to which the Bill of Rights protects the rights and liberties of citizens within a stronger centralized government.

Content, Sources, and Resources for Consideration

VUS.6

VUS.56b The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by evaluating how political ideas of the Enlightenment helped shape American politics.

Understandings

- The Constitution of the United States was created in a spirit of compromise in order to establish an effective form of government, with notable contributions by individuals such as Virginians George Washington and James Madison.

Supporting Questions

- What motivates compromise?
- How did compromises during the Constitutional Convention reinforce the necessity of checks and balances?
- How did the debates regarding ratification reveal a political divide regarding the scope of the federal government?

Knowledge and Learning Experiences

- Analyze the various compromises that framed the United States Constitution and evaluate how they reflected principles of the Enlightenment such as separation of powers and checks and balances.
- Identify the principles of federalism within the U.S. Constitution and explain how powers were divided between state and national levels of government.
- Evaluate the influence of key leaders during the Constitutional Convention including, but not limited to, James Madison and George Washington

Content, Sources, and Resources for Consideration

VUS.6

VUS.56c The student will apply history and social science skills by assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties. [Reworded] analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era.

Understandings

- The debates over the role of federal government and political developments of the 1790s led to a two-party system. between the Federalists and Anti-Federalists set the stage for the development of political parties in the United States.[Reworded]
- The Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.

Supporting Questions:

- What issues and events led to the establishment of political parties?
- How did domestic and foreign policies established in the Washington and Adams' Administrations change the political landscape of the United States?
- How does Judicial Review further expand the system of Constitutional checks and balances?

Knowledge and Learning Experiences

- Compare the historical, cultural, and political perspectives of the Federalists and Democratic Republican parties.
- Evaluate the significance of *Marbury v. Madison* and the role of Chief Justice John Marshall in strengthening the role of the Judicial Branch

Content, Sources, and Resources for Consideration

VUS.6

~~VUS.5d The student will apply social science skills to understand the development of the American political system by evaluating the impact of John Marshall's precedent setting decisions that established the Supreme Court as an independent and equal branch of the national government. [Moved to VUS.6c]~~

Understandings:

- ~~Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government. [Moved to VUS.6c]~~

Expansion, Civil War, and Reconstruction

VUS.67 The student will apply history and social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

- ~~explaining territorial expansion and its impact on the American Indians; [Moved to VUS.7c]~~ assessing the political and economic changes that occurred during this period, with emphasis on the War of 1812;
- describing the political results of territorial expansion;
- ~~assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812; [Moved to VUS.7a]~~ explaining territorial expansion and its impact on Indigenous Peoples
- analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);
- evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;
- ~~explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation; and~~
- ~~evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of~~ [Moved to VUS.7e, Reworded] role of slavery in the conflicts that led to the Civil War.

Overarching Inquiry

How does nationalism impact society?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions

in an organization.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VUS.67a The student will apply history and social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by explaining territorial expansion and its impact on the American Indians; [Moved to VUS.7c] assessing the political and economic changes that occurred during this period, with emphasis on the War of 1812.

Understandings

- The second war with Britain had lasting political and economic consequences as American nationalism and economic production greatly increased.

Supporting Questions:

- How did international events during the Jefferson Administration lead to increased tension between Great Britain and the United States?
- What factors led the United States to declare war on Great Britain during the Madison Administration?
- What were the lasting effects of the War of 1812?
- What was the significance of the Market Revolution on American society?

Knowledge and Learning Experiences

- Evaluate the political and economic impact of the War of 1812, including the establishment of a more secure northern border at the 49th parallel.
- Describe the transportation, communication, industrial, and agricultural improvements of the Market Revolution.
- Examine how the Market Revolution impacted the expansion of the United States politically and economically.

Content, Sources, and Resources for Consideration

VUS.7

VUS.67b The student will apply history and social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by describing the political results of territorial expansion.

Understandings

- The continental United States was established through international diplomacy and warfare.
- America wanted to acquire land from the Indigenous Peoples of North America, as well as from Mexico to expand from the Atlantic to the Pacific.
- The acquisition of land led to conflict between the North and the South as both slavery and free settlers moved

west.

- The Monroe Doctrine instituted the United States' political presence on the world stage.

Supporting Questions

- What diplomatic efforts led to the acquisition of Florida and Oregon?
- How did the Monroe Doctrine fundamentally change United States foreign policy during the early 19th century?
- What factors led to the United States' acquisition of Texas?
- How did the American quest for California and Southwestern lands lead to conflict with Mexico?

Knowledge and Learning Experiences

- Evaluate the immediate and long term impacts of the Monroe Doctrine.
- Analyze multiple connections across time and place by examining the Texas Revolution and how it led to wider conflict between the United States and Mexico.
- Research multiple information sources to examine and explain different tactics used in the acquisition of new territories in the first half of the 19th Century.
- Use various information sources to compare multiple perspectives of the causes, events, and impact of the Texan War for Independence and the Mexican War.

Content, Sources, and Resources for Consideration

VUS.7

VUS.67c The student will apply history and social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by ~~assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;~~ [Moved to VUS.7a] explaining territorial expansion and its impact on Indigenous Peoples.

Understandings

- The second war with Britain had lasting political and economic consequences as American nationalism and economic production greatly increased.[Moved to VUS.7a]
- Resulting from conflict over westward expansion, Indigenous Peoples were subject to broken treaties, forced relocations, and confinement to reservations.

Supporting Questions

- How did conflicts increase between settlers and Indigenous Peoples?
- Why did the forced removal and relocation of Indigenous People intensify during Jackson's Administration?
- What impact did westward expansion have on Indigenous People?

Knowledge and Learning Experiences

- Examine multiple primary sources of propaganda that influenced the forced removal and relocation of Indigenous Peoples to compare perspectives, identify bias, and to determine how propaganda may influence public policy.
- Use and interpret charts, graphs, and maps to investigate and compare the removal of Indigenous People on both historic and contemporary populations and locations of Indigenous Tribes.
- Compare the various ways Indigenous Tribes resisted removal.

Content, Sources, and Resources for Consideration

VUS.7

VUS.67d The student will apply history and social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);

Understandings

- Although the Age of Jackson led to an increase in democracy for white men, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists. [Moved to VUS.7c]
- Although the Jacksonian Era led to substantial, yet limited, expansion of democratic freedoms it is referred to as the “Age of the Common Man.”
- New political parties emerged in opposition to the policies of the Democratic Party.

Supporting Questions

- What were the political changes that took place during the Jacksonian Era?
- What were the characteristics of “the common man”?
- To what extent did the Jacksonian Era expand democracy?
- What factors led to the rise of the Whig Party and the American (Know-Nothing) Parties?

Knowledge and Learning Experiences

- Use various information sources to evaluate the impact of democratic initiatives, including the spoils system, of the 1820s and 1830s.
- Compare the issues that divided the political parties that emerged during the Jacksonian Era.

Content, Sources, and Resources for Consideration

VUS.7

VUS.67e The student will apply history and social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by 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.

Understandings

- The Market Revolution and the acquisition of western lands significantly increased the economic and political divisions between the North and the South.
- As the nation struggled to resolve sectional issues over the future of slavery, compromises were developed to defuse a series of political crises.
- The emergence of the Second Great Awakening motivated some Americans to participate in reform movements, which they perceived as critical to improving American society.

Supporting Questions

- How did the North and the South become increasingly divided during the mid-19th Century?
- In what ways did westward expansion create the need for various compromises between the North and South?
- How did sectional tensions lead to debates over the scope of governmental power?
- Why was the Second Great Awakening instrumental in the formation of reform movements?
- What various tactics abolitionists employ to oppose the institution of slavery?
- How did the women’s suffrage movement challenge traditional gender roles?

Knowledge and Learning Experiences

- Use various information sources to analyze the sectional issues that divided the North and South, including but not limited to tensions due to westward expansion, expansion of slavery, the Nullification Crisis, and the Suffrage Movement and explain the federal government’s response to the tension.

- Interpret multiple information sources such as, charts, graphs, diagrams to examine the connection between the growth of the United States and the expansion of slavery.
- Investigate, using various information sources the affect that slave revolts in Virginia (Gabriel and Turner), work of abolitionist (Garrison and Douglass) and the aide of the Underground Railroad had on the growing tension leading up to the war.
- Use and interpret charts, graphs, and maps to identify and evaluate various political compromises during the mid-19th Century.
- Compare the goals, tactics, and perspectives of the abolitionist and the women’s rights movement.

Content, Sources, and Resources for Consideration

VUS.7

~~VUS.6f~~ The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation.

Understandings

- ~~America wanted to take land from American Indians and Mexico to expand from the Atlantic to the Pacific, leading to conflict between the North and the South as both slavery and free settlers moved west.~~

~~VUS.6f~~^g 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 evaluating and explaining the ~~multiple causes and compromises leading to the Civil War, including the role of the institution of~~ role of slavery in the conflicts that led to the Civil War.

Understandings

- Cultural, economic, and constitutional differences between the North and the South—all based in slavery, and eventually resulted in the Civil War.
- The events of the 1850s, combined with the lack of strong presidential leadership, and the rise of the Republican Party, led to the secession of Southern states. Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.

Supporting Questions

- In what ways was the institution of slavery the central cause of the Civil War?
- How did the institution of slavery lead to social, political, and economic divisions within the United States?

Knowledge and Learning Experiences

- Use various information sources to analyze and evaluate the causes of the Civil War.
- Use information sources to create and annotate a map to distinguish between the remaining states of the United States of America and those that joined the Confederate States of America at the outbreak of the Civil War.

Content, Sources, and Resources for Consideration

VUS.7

VUS.7a The student will apply history and social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by

- describing major events and the roles of key leaders of the Civil War Era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
- evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
- evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans,

- the common soldier, and the home front;
- d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War;
 - e) evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

Overarching Inquiry

Why are civil wars particularly devastating to a nation?

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

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Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VUS.78a The student will apply history and social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by describing major events and the roles of key leaders of the Civil War Era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

Understandings

- Major political and military leaders impacted the course of the Civil War and its aftermath.

Supporting Questions

- How did political and military leaders of the United States and the Confederacy impact the events of the Civil War?

- What were the most pivotal events and how did they impact the course and meaning of the Civil War?

Knowledge and Learning Experiences

- Use various information sources to identify and understand the various factors that made the Civil War such a consequential conflict.
- Compare the various perspectives and strategies used by military, political, social leaders including but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

Content, Sources, and Resources for Consideration

VUS.8

VUS.78b The student will apply history and social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.

Understandings

- Abraham Lincoln’s vision of the United States as a nation and democratic society was evident in his speeches and political decrees.

Supporting Questions

- What was Lincoln’s principal objective and why did he believe that the Union cause was justified?
- How did the Emancipation Proclamation fundamentally change the United States’ strategy during the Civil War?

Knowledge and Learning Experiences

- Use a variety of information sources such as diary entries, letters, speeches, cartoons, including but not limited to the First Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address to analyze and explain how and why Lincoln’s views changed during the course of the Civil War.
- Analyze multiple connections across time and place by evaluating the impact of the United States’ victory on the country.

Content, Sources, and Resources for Consideration

VUS.8

VUS.78c The student will apply history and social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.

Understandings

- The Civil War had a profound impact on the whole of American society.

Supporting Questions

- What was the impact of the Civil War on the daily lives of Americans?
- What were the unique sacrifices of African Americans, women, and the common soldier?
- How did the location of Civil War Battles impact local communities?

Knowledge and Learning Experiences

- Use a variety of information sources, such as diary entries, letters, speeches, cartoons, etc. to analyze and examine multiple perspectives held by African Americans, common soldiers, and women during the Civil War.

Content, Sources, and Resources for Consideration

VUS.8

VUS.78d The student will apply history and social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by evaluating postwar Reconstruction plans presented by key leaders of the Civil War.

Understandings

- The differing objectives of key leaders of the Civil War led to the development of competing plans for Reconstruction.

Supporting Questions

- What was “Reconstruction” and how did this process cause political divisions in the years following the Civil War?
- Why were the newly elected members of the Republican Party labeled “Radicals”?

Knowledge and Learning Experiences

- Use various information sources to explain the 10 Percent Plan, Johnson’s Reconstruction plan, and the Plan of the Radical Republicans.
- Compare the differing objectives of the Reconstruction plans of Abraham Lincoln, Andrew Johnson, and the Radical Republicans.

Content, Sources, and Resources for Consideration

VUS.8

VUS.78e The student will apply history and social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by 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.

Understandings

- The United States Constitution was permanently altered as a result of the Civil War era.
- A new wave of economic expansion and migration in the North and West resulted from the Civil War era while the South maintained an agricultural economy.

Supporting Questions

- What were the “Civil War Amendments” to the Constitution and how were they intended to ensure freedom and civil rights to African Americans?
- In what various ways did some White Southerners resist Reconstruction efforts?
- To what extent was Reconstruction successful?
- How did the Civil War economically affect the different regions of the nation?

Knowledge and Learning Experiences

- Analyze multiple connections across time and place to evaluate the Reconstruction Amendments and explain how various states obstructed their implementation through the establishment of “Jim Crow” laws.
- Synthesize evidence from primary and secondary sources in order to evaluate and explain the impact of various Reconstruction policies.
- Construct an argument to support or challenge Reconstruction policies regarding Northern presence in the South and taxation.

Content, Sources, and Resources for Consideration

VUS.8

Industrialization, Emergence of Modern America, and World Conflicts

VUS.89 The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a) explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on ~~American Indians~~ **Indigenous Peoples**;
- b) analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
- c) examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
- d) analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror and the practice of eugenics in Virginia;
- e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization.
- f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

Overarching Inquiry

In what ways does change lead to conflict?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race.

VUS.89a The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on ~~American-Indians~~ Indigenous Peoples.

Understandings

- New technologies, innovations, and government policies led to a new wave of internal and international migration and growth.
- This growth, while positive for some, destroyed ways of life that ~~American-Indians~~ Indigenous Peoples had practiced for centuries and dispossessed them from their homes.

Supporting Questions

- How and why did the American West continue to change in the years following the Civil War?
- In what ways did new technology of the time transform the United States, particularly lands west of the Mississippi River to the Pacific Ocean?
- How did legislative measures attract settlers to the West, and continue to force indigenous people from their ancestral homelands?

Knowledge and Learning Experiences

- Analyze multiple connections across time and place by evaluating the impact of technology and westward expansion on indigenous peoples.
- Use geographic information to determine patterns and trends in westward expansion to the Pacific Ocean.
- Use a variety of resources to examine the diverse perspectives concerning westward migration and forced relocation.

Content, Sources, and Resources for Consideration

VUS.9

VUS.89b The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by 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;

Understandings

- Economic growth at the turn of the century laid the foundation for modern America.

Supporting Questions

- How did inventors and innovators play a pivotal role in shaping America at the turn of the century?
- What were the causes of the industrial revolution of the United States?
- How did industrialization affect the lives of Americans?

Knowledge and Learning Experiences

- Use a decision-making model to evaluate the costs and benefits of industrialization of the U.S. economy.
- Synthesize evidence from primary and secondary sources to evaluate how technological change spurred growth of industry.
- Explore various cause and effect relationships in order to evaluate the impact of key inventions and innovations to the U.S economy.
- Use a variety of resources to determine the types of popular leisure activities that emerged by the turn of the century.

Content, Sources, and Resources for Consideration

VUS.9

VUS.89c The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation.

Understandings:

- A new wave of immigration at the turn of the twentieth century transformed American society.

Supporting Questions:

- What are some similarities and differences between immigrants prior to 1871 and subsequent waves of immigration?
- How did various immigrant groups contribute to the development of the United States after 1871?
- How did “new immigrants” assimilate into American society while preserving their ethnic and cultural identities?
- What events led to the passage of the Chinese Exclusion Act of 1882 and what was the impact on the immigrant population?
- What issues led to the rise in nativism and how did nativism impact the immigrants of the era?

Knowledge and Learning Experiences

- Gather data from various sources to investigate the origins of various immigrant groups that came to the United States prior to 1871 compared to those arriving between 1871 and 1921 to explain the challenges, they faced.
- Make connections across time and place by comparing the experiences of “new” immigrants during the late 19th and early 20th century, including but not limited to the work of the Chinese and the Transcontinental Railroad, textile and steel mills in the Northeast, coal mines of the East, and the clothing industry.
- Use excerpts from the *U.S. v Wong Kim Ark* (1898) case to explain the how the Citizenship Clause of the 14th Amendment was interpreted by the U.S. Supreme Court.
- Investigate the connections between the urban political machines and the exploitation of immigrants.
- Use various information sources in order to explore the culture, perspectives, and contributions made by immigrants.

Content, Sources, and Resources for Consideration

VUS.9

VUS.89d The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, and the practice of eugenics in Virginia.

Understandings:

- During the early twentieth century, Supreme Court rulings limited the civil liberties of Americans.
- Newly formed organizations began to address segregation and discrimination issues.
- Due to the Supreme Court rulings during the early twentieth century, which limited the civil liberties of large populations of Americans, new organizations formed to address segregation and discrimination issues while advocating for increased opportunities.
- Lynching was a form of racial terror occurring in all parts of the United States to intimidate African Americans and those who supported their advancement and active participation as citizens.
- The enactment of eugenic laws violated the rights of Virginia’s Indigenous Peoples, African Americans, and other marginalized groups.

Supporting Questions

- Following Reconstruction, how did new policies and laws further infringe upon the civil rights and liberties of African Americans?
- In what ways did African Americans challenge “Jim Crow” inequalities in America?
- What is lynching and how was it used to terrorize people during the early twentieth century?
- What are the causes of prejudice and injustice and how do the consequences impact the growth of a community?
- What impact did Historically Black Colleges and Universities (HBCUs) have on the African American community?
- What is eugenics and how did Eugenics laws violate the rights of Virginia’s indigenous peoples, African Americans, and other marginalized groups?

Knowledge and Learning Experiences

- Use various information sources to explore the experiences and perspectives of African Americans during the “Jim Crow” era.
- Use various information sources to analyze the various forms of African American resistance to “Jim Crow” policies.
- Use information sources such as tables, charts and graphs to analyze and explain the connection between the use of “Jim Crow” policies and the significant numbers of lynchings and racial terror in the 1890s and beyond including but not limited to 1919 Red Summer, sundown towns, and riots such as in Tulsa, Oklahoma (1921).
- Construct an argument that supports or challenges the passage of federal anti-lynching legislation pioneered by Ida B. Wells-Barnett and championed by the NAACP.
- Use various information sources to investigate Virginia’s Eugenics laws and how it impacted various groups.

Content, Sources, and Resources for Consideration

VUS.9

VUS.89e The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization;

Understandings

- During the early twentieth century, America shifted from a primarily rural to an urban society.

Supporting Questions:

- How did the nation’s industrial growth lead to rapid development of urban centers, and what were the social and cultural effects?
- At the turn of the 20th century, what were some key aspects and themes related to the industrial leaders and their lifestyles?
- What were the working conditions of the era and how did workers respond to those conditions
- What were the causes of the Great Migration?

Knowledge and Learning Experiences

- Analyze multiple connections between time and place to examine how the United States transformed from a largely rural and agricultural economy to one that is predominantly urban and industrial.
- Use a decision-making model to determine the costs and benefits of the Second Industrial Revolution.
- Use various information sources to evaluate the lifestyles of robber barons and the overall excesses of the Gilded Age.
- Use various information sources to explore the experiences and perspectives of industrial workers and evaluate the effectiveness of their efforts to unionize.

- Use geographic information to determine patterns and trends of African American migration during the late 19th and early 20th centuries.

Content, Sources, and Resources for Consideration

VUS.9

VUS.9f The student will apply history and social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

Understandings

- The Progressive Movement sought to reform the economic, political, and social systems of the United States through government regulation and oversight

Supporting Questions

- What were the overall goals of the Progressive Movement and what methodologies were employed to exact change?
- To what extent was the Progressive Movement successful in curing the economic, political, and social ills of the Gilded Age?
- How did Progressives address civil rights and racial inequality?

Knowledge and Learning Experiences

- Determine the cause and effect relationship between various social ills and subsequent reform movements.
- Examine various information sources to determine the different resources and methodologies used by reformers to promote change.
- Synthesize evidence from a variety of sources to draw conclusions and substantiate an argument regarding the success or failure of the Progressive Movement.

Content, Sources, and Resources for Consideration

VUS.9

~~VUS.8g~~ 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 analyzing the impact of lynching and racial terror on the lives of African Americans and explain the efforts used to combat the widespread lynching of the 1890s and beyond.

[Moved to VUS.9d]

Understandings

- ~~Lynching was the illegal killing of people by gangs of violent vigilantes. It intensified following post-Reconstruction to restrain African Americans from advancing in society and from becoming active and participating citizens.~~ [Moved to VUS.9d]

VUS.910 The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by:

- explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;
- evaluating the United States' involvement in World War I, including Wilson's Fourteen Points; and
- evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

Overarching Inquiry

What motivates people to fight wars?

Themes

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy

People, Places, and Environments – the study of people, places, and environments to understand the relationship between human populations and the physical world.

- Migration – examine the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment.

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race.

VUS.910a The student will apply history and social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War.

Understandings

- As a result of the Spanish-American War, the United States was recognized as a world power.
- The United States assumed a role as one of the world's powers as it, too now possessed overseas colonies.

Supporting Questions

- What role did Theodore Roosevelt play in supporting a more aggressive U.S. foreign policy?
- In what ways did the United States increase its footing in Asia and the Pacific prior to the First World War?
- How did imperialism expose tensions amongst Americans concerning the disparity between a new expansive foreign policy with its longstanding traditions of republican values?

Knowledge and Learning Experiences

- Use a decision-making model to analyze and evaluate the costs and benefits of the U.S. foreign policy of imperialism.
- Conduct research to explain the socio-cultural and political challenges and impacts on the people of Hawaii, Guam, and the Philippines after U.S. acquisition.
- Use geographic information to understand the growth of American influence around the globe.
- Use various information resources to analyze the motivations and goals of U.S. foreign policy during the late 19th and early 20th century.
- Use various information sources to explore how the Spanish American War represented a shift in U.S. foreign policy.
- Compare and contrast historical, cultural, and political perspectives in order to explore how racial conflict was evident within the military and U.S. foreign policy.

Content, Sources, and Resources for Consideration

VUS.10

VUS.910b The student will apply history and 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 evaluating the United States' involvement in World War I, including Wilson's Fourteen Points;

Understandings:

- The United States fought in World War I in defense of democratic and humanitarian principles.

Supporting Questions

- How and why did the policy of the United States towards the First World War transition from the start to the end of the conflict?
- What key factors led to the Allied victory?
- How did Woodrow Wilson's Fourteen Points incorporate the United States' motives for fighting in World War I and his vision for peace?

Knowledge and Learning Experiences

- Explore various cause and effect relationships by analyzing the factors that led to U.S. involvement in the First World War.
- Analyze data and other information sources to research the African American experience during the First World War.
- Interpret charts, graphs, diagrams, and pictures to evaluate the impact of U.S. contributions to the Allied war effort.
- Explore multiple connections across time and place by comparing U.S. imperialism and Woodrow Wilson's Fourteen Points.
- Compare segments of Woodrow Wilson's war message to Congress with the Fourteen Points.

Content, Sources, and Resources for Consideration

VUS.10

VUS.910c The student will apply history and 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 evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

Understandings

- The Treaty of Versailles failed to secure a just and lasting peace.

Supporting Questions

- What were the major components of the Treaty of Versailles?
- How did the provisions of the Treaty of Versailles compare with Wilson's Fourteen Points?
- Why was there opposition to U.S. membership in the League of Nations?
- In what ways did the Treaty of Versailles lead to future conflicts?

Knowledge and Learning Experiences

- Explore multiple connections across time and place by analyzing the intended and unintended consequences of the Treaty of Versailles
- Use a decision-making model to analyze and explain the incentives and consequences of joining the League of Nations.

Content, Sources, and Resources for Consideration

VUS.10

VUS.1011 The student will apply history and social science skills to understand key events during the 1920s and 1930s by

- a) analyzing how popular culture evolved and challenged traditional values [Reworded]; analyzing why controversies developed as a result of political, social, and cultural changes;
- b) assessing and explaining the economic causes and consequences of the stock market crash of 1929;
- c) explaining the causes of the Great Depression and its impact on the American people;
- d) evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy.

Overarching Inquiry

How does a nation contend with significant political, social, cultural, and economic changes?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

Production, Distribution, and Consumption – the study of how wants often exceed the limited resources available.

- Economic systems – a means by which societies or governments organize and distribute available resources, services, and goods across a geographic region or country.
- Economic questions – a variety of ways to decide upon answers to four fundamental questions:
 - What is to be produced? and How is production to be organized?
 - How are goods and services to be distributed and to whom?
 - What is the most effective allocation of the factors of production (land, labor, capital, and

entrepreneurship)?

VUS.1011a The student will apply history and social science skills to understand key events during the 1920s and 1930s by analyzing how popular culture evolved and challenged traditional values why controversies developed as a result of political, social, and cultural changes.

Understandings

- Popular culture began to evolve into an age of Modernism that challenged traditional values.
- Populations decreased as a result of the Spanish Flu and the First World War
- Advancements in technology such as the radio and film helped to create opportunity for shared popular culture and served as an escape from Depression-era realities.
- Despite racial tension and violence throughout the United States in the early twentieth century, African Americans created vibrant and flourishing communities in the North.

Supporting Questions

- How did traditional roles of women, African Americans, and other groups change during the 1920s?
- How can global pandemics influence popular culture, values, and priorities?
- How does the media and communication influence popular culture?
- How was the Harlem Renaissance an expression of African American life and culture?
- In what ways did resistance to social change lead to increased acts of violence during the 1920s?

Knowledge and Learning Experiences

- Analyze data charts, graphs, and other sources to examine how consumerism and increased leisure time shaped popular culture during the 1920s.
- Create a body of evidence utilizing multiple sources to summarize the controversies and responses that developed as a result of the changing roles of women, African Americans, and other groups during the 1920s.
- Use information sources to explain the intended and unintended political, economic, and social impacts of Prohibition

Content, Sources, and Resources for Consideration

VUS.11

VUS.1011b The student will apply history and social science skills to understand key events during the 1920s and 1930s by assessing and explaining the economic causes and consequences of the stock market crash of 1929;

Understandings

- The stock market experienced unprecedented growth in the 1920s, but serious flaws in the economy and the market itself led to economic collapse.

Supporting Questions

- How did unsound banking practices negatively impact the economy?
- How did the Stock Market crash produce severe consequences for Americans?

Knowledge and Learning Experiences

- Use a decision-making model to identify and analyze the costs and benefits of the economic practices of the 1920s
- Interpret charts, graphs, diagrams, and pictures to evaluate the economic and social impact of the Stock Market Crash.

Content, Sources, and Resources for Consideration

VUS.11

VUS.1011c The student will apply history and social science skills to understand key events during the 1920s and 1930s by explaining the causes of the Great Depression and its impact on the American people.

Understandings

- The Great Depression was caused by severe weaknesses in the nation’s agricultural, financial, and industrial sectors, resulting in widespread hardships.

Supporting Questions

- What were the causes of the Great Depression, and why did they lead to such a severe economic crisis?
- In what ways did the Great Depression impact the lives of Americans?

Knowledge and Learning Experiences

- Explore direct cause-and-effect relationships by evaluating the various causes of the Great Depression.
- Synthesize evidence from primary and secondary sources in order to describe the experiences of Americans during the Great Depression.

Content, Sources, and Resources for Consideration

VUS.11

VUS.1011d The student will apply history and social science skills to understand key events during the 1920s and 1930s by evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy.

Understandings

- The New Deal had many long-term effects on the United States government and society. As a result of the New Deal, the role of the federal government changed, transforming American politics, the economy, and society.

Supporting Questions

- How did the New Deal fundamentally change the role of the federal government?
- To what extent did the New Deal successfully address the problems associated with the Great Depression?
- What role did women, African Americans, and others play in Franklin Roosevelt’s administration to enact change?

Knowledge and Learning Experiences

- Compare Laissez-Faire economic policies with New Deal reforms in order to analyze and explain how economic policies changed because of the Great Depression.
- Analyze multiple connections across time and place in order to evaluate how New Deal policies still influences Americans today.
- Explore various information sources in order to investigate the intended and unintended consequences of the New Deal programs and their impacts on various groups.

Content, Sources, and Resources for Consideration

VUS.11

VUS.1112 The student will apply history and social science skills to understand World War II by
a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;
b) describing and locating the evaluating the similarities and differences in strategy, major battles, and the impact of

~~key leaders of the European theater between 1941 and 1945;~~

- c) ~~describing and locating the major battles and key leaders of the Pacific theater;~~ [Moved to VUS.12b] evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort;
- d) ~~evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort~~ [Moved to VUS.12c] analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.
- e) ~~analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals~~ [Moved to VUS.12d] evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.
- f) ~~evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.~~ [Moved to VUS.12e]

Overarching Inquiry

How is a nation’s prestige affected by warfare?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Culture – the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people encompassing other attributes and products, such as language, literature, music, arts and artifacts, and foods.

- Cultural Expressionism – valuing and conveying culture through the creation and communication through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
- Individual Development and Identity – shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Movement – organized effort by a group of people to achieve a particular goal, typically a social or political one.
- Motivation – the following of factors or a position that compel an individual or group to carry out specific actions in an organization.
- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another

- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VUS.1112a The student will apply social science skills to understand World War II by analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.

Understandings

- The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.
- China was the first country to enter World War II, and it was the ally of the United States and the British Empire from just after Pearl Harbor in 1941, to the Japanese surrender in 1945.

Supporting Questions

- In what ways did the Treaty of Versailles produce future conflict in Europe?
- How did Japanese conquests throughout Asia and the Pacific lead to increased tensions with the United States?
- What developments during the initial years of World War II led the United States to modify its foreign policy?
- How did the United States respond after the Japanese attack on Pearl Harbor?

Knowledge and Learning Experiences

- Evaluate sources for accuracy, credibility, bias, and propaganda in order to understand the various factors that led to the rise of fascism and totalitarianism in Europe and Asia.
- Analyze cause and effect relationships in order to understand the factors that led the United States to abandon its commitment to isolationism.
- Use geographic information to determine patterns and trends of various acts of conquests by the Axis Powers.

Content, Sources, and Resources for Consideration

VUS.12

VUS.1112b The student will apply history and social science skills to understand World War II by ~~describing and locating the~~ evaluating the similarities and differences in strategy, major battles, and the impact of key leaders of the European theater between 1941 and 1945.

Understandings

- ~~Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II.~~ [Reworded]
- Allied victory in World War II was achieved through effective military strategies employed by the military and political leadership of the Allies, along with significant military miscalculations by the leadership of the Axis Powers.

Supporting Questions

- What various factors led to an Allied victory in the Second World War?
- What were the key military strategies employed by the Allied Powers?
- How did the key leaders impact the outcome of the Second World War?

Knowledge and Learning Experiences

- Use geographic information to determine patterns and trends in order to analyze the events that led to Allied victory in the Second World War, including but not limited to Stalingrad, Normandy landings: D-Day, Battle of the Bulge in Europe; the battles of Midway, Iwo Jima, and Okinawa, and the use of the atomic bomb on

Hiroshima and Nagasaki in the Pacific.

- Use various information sources to explain the critical role that China held in the Pacific theater during the war as a key ally for the United States.
- Synthesize evidence from primary and secondary sources in order to evaluate the impact of key leaders during the Second World War.

Content, Sources, and Resources for Consideration

VUS.12

~~VUS.11c The student will apply social science skills to understand World War II by describing and locating the major battles and key leaders of the Pacific theater;~~ [Moved to VUS.12b]

~~VUS.112d~~ **VUS.12c** The student will apply history and social science skills to understand World War II by evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.

Understandings

- World War II was a total war in which all of America's economic and human resources had to be mobilized to their greatest capacity.

Supporting Questions

- In what ways did the American home front contribute to the overall war effort and help ensure military success abroad?
- How did the American labor force change in order to contribute to the war effort on the home front?
- How did the American populace contribute to the war effort within the United States military?
- How did the media influence the domestic war effort?
-

Knowledge and Learning Experiences

- Identify the rights and responsibilities of citizenship by exploring how the American home front contributed to the overall war effort.
- Evaluate sources for accuracy, credibility, bias, and propaganda in order to explore the influence of the media on the American home front specific to censorship, public morale, and advertising campaigns.
- Make a connection between a key event and a key immigration policy, such as the repeal of the Chinese Exclusion Act (1943) and China as a United States ally in World War II.
- Use various information sources to explore and describe the experiences, perspectives, contributions of American women and minorities during World War II, including but not limited to Tuskegee Airmen, the Navajo, and the Nisei regiments.

Content, Sources, and Resources for Consideration

VUS.12

~~VUS.112ed~~ **VUS.12d** The student will apply history and social science skills to understand World War II by analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals;

Understandings

- The Nazis targeted specific groups for genocide to create a "master race."

Supporting Questions

- How did the Holocaust further the Nazi's goals to create a "master race?"
- To what extent were the perpetrators of the Holocaust held accountable for their war crimes?
- In what ways did the Holocaust affect the world's view of genocide?

Knowledge and Learning Experiences

- Use various information to describe Germany's decision to commit genocide by annihilating the Jewish population during the "Final Solution" and target other groups including Poles, Slavs, Roma/Sinti, homosexuals, the mentally ill, and the physically handicapped, political dissidents etc.
- Use various information sources to learn about the perpetrators of the Holocaust, the use of the "superior orders" defense and efforts to hold them accountable during the Nuremberg trials.
- Analyze multiple connections across time and place in order to evaluate how the Holocaust affected subsequent world events and increased demand for a Jewish homeland.
- Explore local and national media of the era to contextualize and describe the public's opinion and perspective of the world's attempt at accountability during the Nuremberg trials.

Content, Sources, and Resources for Consideration

VUS.12

VUS.12ef The student will apply history and social science skills to understand World War II by evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.

Understandings

- The savagery of war and indecencies against humanity were prevalent during World War II.

Supporting Questions

- What actions and events during World War II illustrated the need for the Geneva Convention of 1949?
- How were Japanese American civilians mistreated and discriminated against during World War II?

Knowledge and Learning Experiences

- Analyze multiple connections across time and place by exploring how the mistreatment of civilians and Prisoners of War led to the Geneva Convention of 1949.
- Evaluate the American government's internment of Japanese Americans across the country and Korematsu v. U.S. (1943) and explain the changing perspectives that led to the passage of the Civil Liberties Act of 1988.

Content, Sources, and Resources for Consideration

VUS.12

The United States since World War II

VUS.1213 The student will apply history and social science skills to understand the United States' foreign policy during the Cold War era by

- ~~locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan [Reworded]; explaining the results of changing international relationships following World War II;~~
- ~~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 [Reworded]; international events of the Cold War to 1964;~~
- ~~analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO) [Reworded]; analyzing the impact of domestic Cold War events through the 1960s;~~
- ~~analyzing the changing role of the United States in Asia, including Korea [Moved to VUS.13b]; explaining the impact of the Vietnam War on American Society; and China [Moved to VUS.13b];~~
- ~~evaluating and explaining how policy changes impacted the United States' relationships in Latin America [Moved to VUS.13b]-the factors which led to the end of the Cold War;~~
- ~~analyzing the domestic impact of the Cold War;-[Moved to VUS.13c]~~

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 to VUS.13e]

Overarching Inquiry

Why do ideologies cause conflict?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Imperialism – The extension or imposition of power, authority, or influence by one nation over another
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups

Global Connections – the study of connections among nations and regions of the world to provide opportunities.

- Global interdependence – the mutual dependence between countries where one nation depends on another for something and that country also depends on another for either the same thing or something else.
- Specialization – a method of production whereby an entity focuses on the production of a limited scope of goods to gain a greater degree of efficiency. Many countries, for example, specialize in producing the goods and services that are native to their part of the world, and they trade them for other goods and services.

VUS.1213a The student will apply history and social science skills to understand the United States' foreign policy during the Cold War era by ~~locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan~~ [Reworded]; explaining the results of changing international relationships following World War II.

Understandings

- World War II led to the reshaping of political boundaries and international relationships.

Supporting Questions

- How did World War II reshape political boundaries and international relationships?
- How did the formation of postwar alliances and international organizations illustrate the growing conflict between the United States and the Soviet Union?

Knowledge and Learning Experiences

- Use various information sources to compare political and economic values of the United States and the Soviet Union.
- Use geographic information to determine patterns and trends in geopolitical division and spheres of influence during the Cold War.
- Make connections across time and place by exploring the formation of alliances and international organizations during the Cold War.

Content, Sources, and Resources for Consideration

VUS.13

VUS.1213b The student will apply history and social science skills to understand the United States' foreign policy during the Cold War era by 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~~ [Reworded]; international events of the Cold War to 1964;

Understandings

- The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.
- The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism
- The expansion of communism into Latin America challenged American interests in the region

Supporting Questions

- What were the primary goals of the Marshall Plan and what impact did it have on postwar Europe?
- How was the Truman Doctrine and "containment of communism" a guiding principle U.S. foreign policy during the Cold War?
- How did leaders of the United States connect containing communism to the ideals and principles of democracy?
- Why was the communist takeover in China shortly after World War II an issue for the United States?

Knowledge and Learning Experiences

- Construct arguments using evidence from multiple sources to explain how the containment policy led American involvement in various conflicts during the Cold War.
- Use a decision-making model to analyze and explain the incentives and consequences of U.S. involvement in the Korean.
- Explain cause-and-effect relationships by exploring how United States and Soviet involvement in Cuba nearly led to the outbreak of nuclear war.
- Use various information sources to examine and explain the use of diplomacy by various presidents during the post-World War II era.

Content, Sources, and Resources for Consideration

VUS.13

VUS.1213c The student will apply history and social science skills to understand the United States' foreign policy during the Cold War era by analyzing ~~the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO)~~ [Reworded]; analyzing the impact of domestic Cold War events through the 1960s;

Understandings

- Millions of Americans served in the military during the Cold War, and their contributions were often at significant personal, professional, and political sacrifice in service to the United States. [Moved to Knowledge

and Learning Experiences]

- The fight against communism abroad impacted the daily life of Americans.

Supporting Questions

- How did the fear of nuclear war impact the lives of Americans during the Cold War?
- In what ways did the fear of communism cause public hysteria within the United States?
- How was the U.S. economy impacted by the events of the Cold War?
- To what extent did domestic economic policies of the 1950 and 1960s expand the middle class and attempt to alleviate poverty in America?

Knowledge and Learning Experiences

- Analyze multiple connections across time and place by evaluating the various factors that intensified the Red Scare and intensified fears of communism during the 1950s.
- Evaluate sources for accuracy, credibility, bias, and propaganda by examining the motives and tactics of the House Un-American Affairs Committee (HUAC) and Senator Joseph McCarthy and the Rosenberg's trial.
- Interpret charts, graphs, diagrams, and pictures to evaluate the economic impact of "Great Society" programs and the "War on Poverty."
- Explore local and national media of the era to contextualize and describe the public's opinion and perspective of the foreign and domestic policies for the economy and international security.

Content, Sources, and Resources for Consideration

VUS.13

VUS.1213d The student will apply history and social science skills to understand the United States' foreign policy during the Cold War era by analyzing the changing role of the United States in Asia, including Korea [Moved to VUS.13b], ~~explaining the impact of the Vietnam War on American society; and China~~ [Moved to VUS.13b];

Understandings

- The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism. [moved to VUS.13b]
- U.S. military involvement in Vietnam revealed the difficulty in fully containing the spread of communism around the globe

Supporting Questions

- How and why did U.S. involvement in Vietnam change over time?
- Why were Americans divided over the Vietnam War?
- What were the outcomes of the Vietnam War?
- How and why were Vietnam veterans mistreated when they returned home?
- What were the events and outcomes of the Watergate Scandal?

Knowledge and Learning Experiences

- Interpret charts, graphs, diagrams, and pictures to explore the challenges and controversies associated with the Vietnam War and the impact of the military draft.
- Use various information sources to understand the perspectives and lived experiences of Vietnam veterans.
- Compare ideas and perspectives of those who supported the war vs. those who protested against it.
- Use a decision-making model to evaluate the policy of "Vietnamization" and the gradual withdrawal of U.S. forces.
- Analyze multiple connections across time and place by evaluating the impact of the Watergate scandal on American politics.

- Explore local and national media of the era to contextualize and describe the public’s opinion and perspective of the issues surrounding Vietnam.

Content, Sources, and Resources for Consideration

VUS.13

~~VUS.1213e The student will apply history and social science skills to understand the United States’ foreign policy during the Cold War era by evaluating and explaining how policy changes impacted the United States’ relationships in Latin America [Moved to VUS.13b]; the factors which led to the end of the Cold War;~~

Understandings

- ~~The expansion of communism into Latin America challenged American interests in the region. [moved to VUS.13b]~~
- Both internal problems and external pressures caused the collapse of communism in the Soviet Union.
- The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America.

Supporting Questions

- What factors led to the collapse of the Soviet Union?
- What was President Reagan's role in the collapse of the Soviet Union?
- How did the Reagan Administration represent a resurgence in conservative ideology and policies?

Knowledge and Learning Experiences

- Interpret charts, graphs, diagrams, and pictures to evaluate the various internal problems that led to a collapse of the Soviet Union.
- Use various information sources to analyze and explain the impact of Reagan administration’s foreign policies on the Soviet Union.
- Contextualize the supporting and opposing points of view by identifying and explaining the conservative policies of the Reagan administration.

Content, Sources, and Resources for Consideration

VUS.13

~~VUS.12f The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by analyzing the domestic impact of the Cold War;~~ [Moved to VUS.13c]

Understandings

- ~~The expansion of communism into Latin America challenged American interests in the region.~~
- ~~The fight against communism abroad impacted the daily life of Americans. [Moved to VUS.13c]~~

~~VUS.12g The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by 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 to VUS.13e]

Understandings

- ~~Both internal problems and external pressures caused the collapse of communism in the Soviet Union. [Moved to VUS.13e]~~

~~VUS.13a The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by explaining the factors that led to United States expansion;~~ [Moved to VUS.13c]

Understandings

- ~~The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts. [Moved to VUS.13c]~~

VUS.1314 The student will apply history and social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

- a) ~~explaining the factors that led to United States expansion;~~ [Moved to VUS.12c] evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;
- b) ~~evaluating and explaining the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision~~ [Moved to VUS.14a]; 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 had an impact on all Americans;
- c) analyzing the impact of the Black Power Movement.~~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,~~ [Moved to VUS.14b]~~and the Americans with Disabilities Act (ADA)~~ [Moved to VUS.15a] had an impact on all Americans;

Overarching Inquiry

How can people effectively pursue and achieve policy changes to rectify injustices?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one’s community and developing the combination of knowledge, skills, values and motivation to make that difference.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time.

Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VUS.1314ba The student will apply history and social science skills to understand the causes and effects of the Civil Rights Movement by explaining the factors that led to United States expansion; [Moved to VUS.12c] evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.

Understanding

- The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts. [Moved to VUS.12c]
- By interpreting its powers broadly, the United States Supreme Court can reshape American society.
- The *Brown v. Board of Education* (1954) decision had intended and unintended consequences for Virginia and the entire nation.
- The Equal Protection Clause of the 14th Amendment serves as a basis of support for ongoing struggles to advance equal rights for all Americans.

Supporting Questions

- How did Virginians play a pivotal role in *Brown v. Board of Education* case?
- What tactics were used in an attempt to prevent desegregation of schools in Virginia?

Knowledge and Learning Experiences

- Use various information sources to understand the perspectives and lived experiences of Virginians who resisted Jim Crow segregation.
- Use various information sources to explain and connect the actions of Barbara Johns and the students of Prince Edward County, Thurgood Marshall and Oliver W. Hill, Sr., and Chief Justice Earl Warren to the Equal Protection Clause of the 14th Amendment.
- Construct arguments using evidence from multiple sources to evaluate the impact of Massive Resistance to integration in Virginia, including but not limited to closing schools, establishing private academies, and White flight from urban school divisions.

Content, Sources, and Resources for Consideration

VUS.14

VUS.1314cb The student will history and apply social science skills to understand the causes and effects of the Civil Rights Movement by evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision; [Moved to VUS.14a] explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 had an impact on all Americans.

Understandings

- By interpreting its powers broadly, the United States Supreme Court can reshape American society. [Moved to VUS.14a]
- The *Brown v. Board of Education* decision had intended and unintended consequences for Virginia and the entire nation. [Moved to VUS.14a]
- Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights legislation.

Supporting Questions

- Who were the key leaders and organizations of the Modern Civil Rights Movement?
- What tactics were used to gain public attention and garner support for civil rights legislation?
- In what ways did the Civil Rights Act of 1964 and the Voting Rights Act 1965 provide greater protections against discrimination?

Knowledge and Learning Experiences

- Contextualize sources to understand points of view and historical perspective by investigating the lynching of Emmett Till and explain how it sparked an increase in civil rights activism.
- Use various information sources to understand the perspectives and lived experiences of those who fought for equal treatment and civil rights at the local, state and federal levels such as Fannie Lou Hamer, Evelyn T. Butts, and Richard and Mildred Loving (*Loving v. Virginia* (1967)).
- Analyze multiple connections across time and place by evaluating the various strategies employed by civil rights organizations, including but not limited to the actions of the NAACP, Southern Christian Leadership Conference (SCLC) and Student Non-Violent Coordinating Committee (SNCC).
- Investigate pivotal events during the Civil Rights Movement, including, but not limited to the Birmingham Campaign, the March on Washington, and the March from Selma to Montgomery to determine the effectiveness of the strategies used during the movement.
- Explore local media of the era to contextualize and describe the public's opinion and perspective of the Civil Rights Movement.
- Make connections the between the legacy of the Civil Rights Movement and the election of Barack Obama to the Office of the President.

Content, Sources, and Resources for Consideration

VUS.14

VUS.1314c The student will apply history and social science skills to understand the causes and effects of the Civil Rights Movement by analyzing the impact of the Black Power Movement, 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, [Moved to VUS.14b] and the Americans with Disabilities Act (ADA) [Moved to VUS.15a] had an impact on all Americans;

Understandings

- ~~Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights. [Moved to VUS.14b]~~
- The Black Power Movement evolved out of ideological and tactical debates among civil rights activists regarding the effectiveness of nonviolence and the pace of social and political change.

Supporting Questions

- What were the foundations of the Black Power Movement?
- In what ways was the Black Power Movement an extension as well as a departure from the early Civil Rights Movement?
- In what ways did the Black Power Movement reveal divisions within the Student Non-Violent Coordinating Committee (SNCC)?

Knowledge and Learning Experiences

- Use various information sources to compare the strategies and philosophies of Dr. Martin Luther King, Jr. and Malcolm X.
- Use information sources to examine the importance of various cultural symbols and expressions of identity and independence within the Black Power Movement.
- Explore local and national media of the era to contextualize and describe the public's opinion and perspective of the Black Power Movement.
- Explore how the Civil Rights Movement and the expression of Black Power Movement influenced subsequent movements for equal rights.

Content, Sources, and Resources for Consideration

VUS.14

~~VUS.13d 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 analyzing changes in immigration policy and the impact of increased immigration;~~

Understandings

- ~~Rising immigration to the United States has increased American diversity. It has promoted changes in public policy and has altered the economic and cultural landscape of the United States. [Moved to VUS.15c]~~

~~VUS.13e 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 evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War; equal protection clause of the 14th Amendment and the ongoing struggle to advance equal rights for all Americans by analyzing the impact of the disability rights movement; [Moved to VUS.15a]~~

Understandings

- ~~The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America. Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism.~~

~~VUS.13f 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 explaining how scientific and technological advances altered American lives. [Moved to VUS.15c]~~

Understandings

- ~~Scientific and technological advances in the United States increased opportunities for communications and global interactions. [Moved to VUS.15c]~~

~~VUS.13g 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 evaluating and explaining the changes that occurred in American culture.~~

Understandings

- ~~During the second half of the twentieth century, American society experienced a variety of cultural changes.~~

VUS.15 The student will apply history and social science skills to understand social, political, and cultural issues in contemporary American history

- a) **analyzing the need for and effect of various movements for equal rights;**
- b) **evaluating international and domestic challenges in the 21st century;**
- c) **analyzing benefits and challenges of innovations**

Overarching Inquiry

How are people inspired by others who evoke change?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share

political ideals and institutions while also regularly disagreeing about their meaning and efficacy.

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen
- Engagement – working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference.

Time, Continuity, and Change – learning and understanding the past to understand the human story across time. Through the historical experiences of societies, peoples and nations, patterns of continuity and change are revealed.

- Conflict – the struggle or clash between opposing forces, ideas, interests, etc.; disagreement or controversy
- Cooperation – the process of working with another in order to achieve something.
- Innovation – the act or process of introducing new ideas, devices, or methods

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.
- Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
- Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race

VUS.15a The student will apply history and social science skills to understand social, political, and cultural issues in contemporary American history by analyzing the need for and affect various movements for equal rights.

Understandings

- Following the groundwork laid by individuals of early reform movements such as the suffrage and abolitionist, the struggle, agency and resiliency of others has resulted in significant contributions and change to the civil rights landscape.
- Changes in legislation have occurred through the courts and the use of the 14th Amendment's "equality under the law" clause by various groups engaging in evolving American democracy.

Supporting Questions

- What was the impact of the Civil Rights Movement on historically marginalized groups in their fight for equal rights, including but not limited to Indigenous people, women, Latinx, Asian Americans and Pacific Islanders, LGBTQ+, and individuals with disabilities?
- How did various groups use state legislatures, Congress, the Supreme Court, and strategies to advance their goals for equal treatment, opportunity, and protections?

Knowledge and Learning Experiences

- Gather information from various information sources to analyze and explain how various groups used the strategies of the Civil Rights Movement to express the needs, goals, reasons for movements for equal rights.
- Use previous knowledge and historical data to examine actions such as the Indian Reorganization Act of 1934, American Indian Movement (AIM), Indian Civil Rights Act of 1968, the "Never Again Apology" by the Bureau of Indian Affairs and their impact on the perspectives and lived experiences of Indigenous Peoples.
- Use previous knowledge and various information sources to understand the perspectives and lived experiences of women by explaining significant legislation, Supreme Court rulings, and data to determine impact of actions and activities such as the Women's Liberation Movement, Title IX, Equal Rights Amendment and *Roe v. Wade* on

efforts to obtain equal rights, opportunities and protections.

- Analyze significant legislation, Supreme Court rulings, and other data to explain the impact of Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA) of 1990 on opportunities and protections for individuals with disabilities.
- Analyze significant legislation, Supreme Court rulings, and other data to explain the impact of activities and actions such as the Development, Relief, and Education for Alien Minors (DREAM) Act, League of United Latin American Citizens (LULAC), *Mendez v. Westminster*, the United Farm Workers Association and the Brown Berets on Latinx community's efforts to obtain equal rights, opportunities and protections.
- Contextualize various information sources and data to understand the perspectives, lived experiences of Asian Americans and Pacific Islanders to explain significant work, legislation and Supreme Court rulings such as *United States vs. Wong Kim Ark* (1898), The Yellow Power Movement, the Japanese American Citizens' League and *Lau v. Nichols*.
- Analyze significant legislation, Supreme Court rulings, and other data to explain the impact of actions such as the Stonewall Uprising, Gay Pride Movement, "Don't Ask, Don't Tell" as U.S. military policy, the Marriage Equality Act, and *Obergefell v. Hodges* (2015) on the LGBTQ+ community's efforts to obtain equal rights, opportunities and protections.
- Use various information sources to investigate and evaluate various actions taken to support and oppose these groups achieving their goals such as state legislation, use of social media, protests, and legislation.
- Explore local media of the era to contextualize and describe the impact of bias and propaganda on the public's opinion and perspective of their fight for equal rights.

Content, Sources, and Resources for Consideration

VUS.15

VUS.15b The student will apply history and social science skills to understand social, political, and cultural issues in contemporary American history by evaluating international and domestic challenges in the 21st century.

Understandings

- Changes in U.S. domestic and foreign policy during the early 21st century were in response to international disputes.
- As the demographic landscape of the United States continuously changes, individuals, groups and organizations, and government agencies have used a multitude of strategies to give voice and visibility in support of and opposition to contemporary issues of the 21st century.
- Rising immigration to the United States has increased American diversity. It has promoted changes in public policy and has altered the economic and cultural landscape of the United States.

Supporting Questions

- What is America's role as a global leader in the 21st Century?
- How have international disputes led to military conflicts around the world and increased security measures at home?
- What various factors have fed into a rise in political extremism and acts of domestic terrorism in the United States?
- How have local, state, and national governments tried to address the gaps in opportunities and access in areas such as education, employment, housing, and equal rights and protections during the 21st century?
- To what extent can immigration laws and policies impact the United States?

Knowledge and Learning Experiences

- Evaluate the role of international organizations such as NATO and the United Nations in responding to international disputes and crises around the world.

- Use geographic information to determine patterns and trends in international disputes during the late 20th and early 21st centuries.
- Investigate and analyze multiple connections across time and place by comparing the impact of U.S. involvement in areas such as Eastern Europe, Middle East, and various African and Asian nations during the late 20th and early 21st century.
- Use various information sources to explore the debate between the protection of civil liberties and the need to ensure domestic security, including but not limited to changes in immigration policies, identification measures, and profiling.
- Using the fundamental political principles of American constitutional government, assess the impact of domestic terrorism on the national security of the United States.
- Analyze multiple connections across time and place by exploring various barriers to upward mobility and economic advancement.
- Synthesize data from charts, graphs, diagrams, and valid sources to evaluate and form an informed position about the costs and benefits of United States policies and actions in areas such as immigration, education, climate change, economic and employment opportunities, and equal rights and protections.

VUS.15c The student will apply history and social science skills to understand United States contemporary domestic and foreign, social, political, and cultural issues and changes by analyzing benefits and challenges of innovations.

Understandings

- Contemporary America has experienced a wide variety of changes that have significantly impacted American life.
- Scientific and technological advances in the United States increased opportunities for communications and global interactions.

Supporting Questions

- In what ways have contemporary medical advancements affected American life?
- How have innovative solutions to agriculture, technology, and sources for energy changed and challenged traditional ideologies and practices.

Knowledge and Learning Experiences

- Use a decision making model, such as a cost benefit analysis, to examine the intended and unintended consequences of innovations in the late twentieth and early twenty-first centuries.

Content, Sources, and Resources for Consideration

VUS.15

~~VUS.14c The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by evaluating the evolving and changing role of government, including its role in the American economy;~~

Understandings

- ~~The federal government has the ability to influence the United States economy.~~

~~VUS.14d The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by explaining scientific and technological changes and evaluating their impact on American culture. [Moved to VUS.15c]~~

Understandings

- ~~Contemporary America has experienced a wide variety of technological advancements that have significantly impacted American life.[Moved to VUS.15c]~~

Virginia and United States Government

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

Civic education, the provision of information and learning experiences to equip and empower citizens to participate in democratic processes, must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding through the utilization of the Knowledge and Learning Experiences defined by the standards for Virginia and United States Government.

The standards for Virginia and United States Government build the foundation of knowledge that enables citizens to participate effectively in civics and economic life. Students will examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the characteristics of the United States economy. The standards emphasize an understanding of the duties and responsibilities that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society. The standards also reflect the evolving political and economic roles of Virginia and the United States in the global community. Civic education, the provision of information and learning experiences to equip and empower citizens to participate in democratic processes, must emphasize the intellectual skills required for responsible citizenship. Students will apply these skills as they extend their understanding through the utilization of the Knowledge and Learning Experiences defined by the standards for Virginia and United States Government. Throughout the course of study, students will have the opportunity to collaborate and think critically to communicate their understanding of their role in the government and economy of Virginia and the United States.

Looking Back, Looking Ahead, and Literacy Connections

Students will apply foundational knowledge and civic skills from previous History and Social Science Standards of Learning to study the Government and Economic Systems of Virginia and the United States. Each standard, introduced with an **Overarching Inquiry** is to encourage student exploration of concepts and themes. **Key Knowledge and Learning Experiences** integrated to help students analyze and synthesize evidence from primary and secondary sources, compare and contrast civic ideas and practices, use decision-making models to analyze incentives and consequences, analyze political perspectives and analyze multiple connections across time and place. Students will continue to develop Workplace Readiness Skills **RESPECT FOR DIVERSITY, TEAMWORK** and **INITIATIVE AND SELF-DIRECTION**. Building upon those skills, students will have opportunities to refine their skills of **LISTENING AND SPEAKING** by attentively listening to ask questions to clarify meaning and responding appropriately for the setting and audience. Students will also gain knowledge to support **CRITICAL THINKING AND PROBLEM-SOLVING** by using sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action. The student will apply reading, writing, and communication skills to engage in historical thinking experiences and make connections to their own **CIVIC RESPONSIBILITY AND CIVIC ENGAGEMENT**, and raise questions and marshal evidence in support of their answers. The concepts and themes within this course support and prepare students to enter the world of college, career, and civic life with content knowledge and social science skills that emphasize becoming and participating as an informed citizen.

Skills and Content

GOVT.1a The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by planning inquiries by synthesizing evidence from information sources including, but not limited to artifacts and primary and secondary sources, charts, graphs, and diagrams to understand government and politics.

Understandings

- Inquiries result in the development of questions in response to identified issues.
- Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.
- Evidence is evaluated, analyzed, and organized to support the development of a response to an identified issue.
- Proposed responses to identified issues and problems are developed based upon evidence found in a variety of sources.
- Historical information may be acquired from a variety of sources:
 - Diaries, Interviews and Letters
 - Raw data
 - Court records and transcripts
 - Photographs
 - Journal articles that report the findings of original research
 - Newspaper articles reporting on current events
 - Autobiographies
 - Speeches
 - Creative works (novels, plays, poems, music, art)

GOVT.1b The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by planning inquiries by analyzing how political and economic trends influence public policy, using demographic information and other data sources contextualizing sources to understand the past and present and corroborating and evaluating for accuracy, credibility, bias, and propaganda in .

Understandings

- Analyzing includes identifying important trends based on demographic information from data sources.
- Demographic information comes in a variety of forms.
- Demographic information is often used by governments and businesses in the development of policies and decisions.
- Demographic information can be used to identify trends and patterns over time.
- Demographic information is presented in a variety of forms, including
 - election data
 - economic data
 - census data

GOVT.1c The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by comparing and contrasting historical, cultural, economic, and political perspectives applying geographic skills to determine and/or predict patterns and trends.

Understandings

- Close examination and interpretation of various data and images are essential to making informed decisions.
- The context of the time period influences a person's perspective about an event or issue.
- Public perspectives on an issue evolve over time.

GOVT.1d The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by critically evaluating the quality, accuracy, and validity of information to determine misconceptions, fact and opinion, and bias questioning and using critical thinking skills to construct arguments using evidence from multiple sources.

Understandings

- Not all primary and secondary sources are reliable and accurate.
- The context from the time period of the primary or secondary source can influence the information included.
- It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.
- Facts can be verified with evidence while opinions cannot.
- Bias is partiality in favor of or against one thing, person, or group compared with another.

GOVT.1e The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~constructing informed, analytic arguments, using evidence from multiple sources to introduce and support substantive and significant claims~~ comparing and contrasting historical, cultural, and political perspectives in government and politics.

Understandings

- Critical evaluation and analysis of multiple resources impact what we know and how opinions are formed.
- Citing evidence to support a claim or stance about a topic increases the credibility of the author.
- Constructing an informed argument involves questioning the sources:
 - How is credibility of a source determined?
 - What is the context surrounding the source cited?
 - What evidence from the source supports the argument or claim being made?
 - Does evidence from more than one source support the argument or claim being made?
- Analyzing various types of sources with multiple points of view produces a complete understanding of ideas, concepts, and actions of individuals or groups.
- Recognizing the challenges presented by digital information and social media.

GOVT.1f The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~explaining how cause and effect relationships~~ determining cause and effect to analyze the multiple connections between past and present and how they impact political and economic events.

Understandings

- A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.
- Relationships can have multiple causes and effects.
- Determining relationships involves drawing conclusions about the causes and effects.
- The relationships (interactions) between people, places, and ideas have an enduring influence on political and economic decision making and events.
- Diversity creates a variety of perspectives, contributions, and challenges.
- Explaining includes justifying why the evidence credibly supports the claim.

GOVT.1g The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by ~~taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues.~~

Understandings

- ~~Taking informed action includes implementing steps to influence change.~~
- ~~Individuals and groups can influence the actions of others.~~
- ~~Individual and/or group actions can make a difference in the community at all levels.~~

GOVT.1h The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by using a decision-making model to analyze and explain the ~~costs and benefits~~ incentives and consequences of a specific choice, ~~considering incentives and possible consequences.~~

Understandings

- Decision-making models serve several purposes. They can help us
 - make decisions for the future

- better understand the choices people faced in the past
- analyze the outcomes of the decisions that people already made.
- Effective decision making requires comparing the expected costs and benefits of alternative choices.
- Choices have consequences, unintended and intended, to be considered when making a final decision.

GOVT.1*h* ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making and responsible citizenship by identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property~~ engaging and communicating as informed community members to examine the tensions between personal interests and the common good.

Understandings

- Civic virtue is the cultivation of habits of personal living that are viewed as important for the success of the community. Examples include but are not limited to the following:
 - Voting
 - Volunteering
 - Organizing a community group
 - Attending a city or school board meeting
- Collaboration is necessary in order to be an effective learner and citizen.
- An effective and participatory democracy requires consideration of differing opinions, and collaboration and compromise among its participants.

GOVT.1*j* ~~The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by investigating and researching to develop products orally, and in writing to demonstrate learning.~~

Understandings

- Experiences in the classroom provide opportunities for students to read, think, speak, and write about social science content.
- The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try to answer them.
- The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.
- Students take more ownership over investigating and researching when they are able to choose the type of product to produce.
- Student inquiry drives the design process. Specifically, students
 - formulate a question to investigate
 - create a goal/hypothesis
 - conduct research and collaborate with teacher and peers
 - revisit and revise the goal/hypothesis, if necessary
 - create a product
 - write a reflection on the process involved to arrive at the product.

Foundations of American Constitutional Government

GOVT.2 ~~The student will apply history and social science skills to understand the political philosophies that shaped the development of Virginia and United States~~ foundations of American constitutional government by

- a) ~~describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic~~ [Reworded]; the features of a democratic republic as influenced by Athenian democracy and the Roman Republic;
- b) ~~explaining the influence of the Magna Carta, the English Petition of Rights, the English Bill of Rights~~ [Reworded] analyzing the foundational principles found in historical writings and prior governing documents;
- c) ~~evaluating the writings of Hobbes, Locke, and Montesquieu;~~ [Moved to GOVT.2b] evaluating the foundational

principles expressed in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States.

- d) ~~explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;~~ [Moved to GOVT.2b] analyzing and 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.
- e) ~~analyzing the natural rights philosophies expressed in the Declaration of Independence;~~ [Moved to GOVT.2c] 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.~~ [Moved to GOVT.2d]

Overarching Inquiry

How have ideas shaped and continue to shape the development of American constitutional government?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.2a The student will apply history and social science skills to understand the political philosophies that shaped the development of Virginia and United States foundations of American constitutional government by describing the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic [Reworded]; the features of a democratic republic as influenced by Athenian democracy and the Roman Republic.

Understandings

- ~~The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.~~ [Reworded]
- The government of the United States is a democratic republic in which citizens govern through elected officeholders.

Supporting Questions

- How did the ideas of the ancient world shape the development of American constitutional government?

Knowledge and Learning Experiences

- Use information sources to describe the features of democratic republic as influenced by other ancient societies.
- Compare and contrast the origins of democracy, various elements of a democratic republic, and influences on American constitutional government.

Content, Sources, and Resources for Consideration

GOVT.2

GOVT.2b The student will apply history and social science skills to understand the political philosophies that shaped the development of Virginia and United States foundations of American constitutional government by explaining the influence of the Magna Carta, the English Petition of Rights, the English Bill of Rights [Reworded] analyzing the foundational principles found in historical writings and prior governing documents.

Understandings

- The United States and Virginia constitutional systems of government incorporated principles of limited government, consent of the governed, popular sovereignty, natural rights, and the rule of law that were derived from historical writings and prior governing documents.
- In surveying different types of governments and ideas about government, the Founders included European philosophers like John Locke and Montesquieu; but it also included the Iroquois Confederacy and other Indigenous governments.
- The proposition that all men are created equal, articulated by Jean-Jacques Rousseau, is a goal for which this country continues to strive.
- Principles developed by leading European political thinkers Thomas Hobbes, John Locke, and Montesquieu may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States.[Moved to GOVT.2b]

Supporting Questions

- What historical writings mark the most significant shifts in political thought and philosophy?

Knowledge and Learning Experiences

- Analyze prior governing documents such as the Magna Carta, the English Petition of Rights, the English Bill of Rights, the charters of the Virginia Company of London, and the Iroquois Confederacy to contextualize the foundational principles.
- Identify and analyze how current and historical events illustrate the foundational principles.
- Analyze writings of Hobbes, Locke, Montesquieu, and Rousseau to determine the foundational principles expressed by each.

GOVT.2c The student will apply history and social science skills to understand the political philosophies that shaped the development of Virginia and United States foundations of American constitutional government by evaluating the writings of Hobbes, Locke, and Montesquieu; [moved to GOVT.2b] foundational principles expressed in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States.

Understandings

- The Declaration of Independence is an expression of natural rights philosophies. [Moved to Knowledge and Learning Experiences]
- Principles of government and law developed by leading European political thinkers Thomas Hobbes, John Locke, Rousseau, and Montesquieu may be found in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States.
- The Constitution of the United States is based on evolving fundamental principles that can be found in the writings of philosophers during the Age of Enlightenment.
- At the time of the Declaration of Independence, “natural rights” applied to white, male, property owners. The expansion of rights for other groups in society has continued to evolve.

Supporting Questions

- To what extent are the foundational principles of the American constitutional government original?
- How would the idea of a social contract protect an individual's natural rights?

- How have groups used the foundational principles expressed in these documents to expand their rights over time?

Knowledge and Learning Experiences

- Analyze and explain the level of influence of historical writings and prior governing documents on the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States.
- Analyze the Declaration of Independence to identify the concepts of natural rights and the social contract theory
- Use various information sources to gather information about John Locke and Jean-Jacques Rousseau to define the concepts of natural rights and the proposition that “all men are created equal”.
- Use various events in history where groups, with emphasis on those who have been historically marginalized, have used the ideas of Locke and Rousseau to gain equal protection under the law.

Content, Sources, and Resources for Consideration

GOVT.2

GOVT.2d The student will apply history and social science skills to understand the political philosophies that shaped the development of Virginia and United States foundations of American constitutional government by explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London [Moved to GOVT.2b]; analyzing and 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.

Understandings

- Virginians played key roles in securing individual liberties for its citizens.
- These individuals, while playing a key role in securing individual liberties, owned human beings and profited off their labor at this time.
- These documents did not include all people at the time such as Free Black people, the enslaved, women, and people indigenous to the land.

Supporting Questions

- What are the principle ideas expressed in the Virginia Declaration of Rights, Virginia Statute of Religious Freedom, and the Bill of Rights?
- How do the founding documents reflect the leadership of George Mason, Thomas Jefferson, and James Madison?

Knowledge and Learning Experiences

- Use information sources to define individual liberties and explain how they are expressed in Virginia Declaration of Rights, Virginia Statute of Religious Freedom, and the Bill of Rights.
- Analyze the Virginia Declaration of Rights, Virginia Statute of Religious Freedom, and the Bill of Rights to determine their influence on American constitutional government.
- Use various events in history where Indigenous Peoples, enslaved and free Blacks, and women have used the concepts expressed in Virginia Declaration of Rights, Virginia Statute of Religious Freedom, and the Bill of Rights to secure individual liberties.

Content, Sources, and Resources for Consideration

GOVT.2

~~GOVT.2e The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by analyzing the natural rights philosophies expressed in the Declaration of Independence. [Moved to GOVT.2c]~~

Understandings

- ~~• The Declaration of Independence is an expression of natural rights philosophies. [Moved to GOVT.2c]~~

~~GOVT.2f The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by 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. [Moved to GOVT.2d]~~

Understandings

- ~~• Virginians played key roles in securing individual liberties. [Moved to GOVT.2d]~~

GOVT.3 The student will apply history and social science skills to understand the aspirational and evolving concepts of democracy by

- recognizing the fundamental worth and dignity of the individual;
- recognizing the equality of all citizens under the law;
- ~~recognizing what defines a citizen and how noncitizens can become citizens;~~ recognizing majority rule and minority rights;
- ~~recognizing majority rule and minority rights;~~ [Moved to GOVT.3c] recognizing the necessity of compromise; and
- ~~recognizing the necessity of compromise;~~ [Moved to GOVT.3d] and recognizing the freedom of the individual.
- ~~recognizing the freedom of the individual.~~ [Moved to GOVT.3e]

Overarching Inquiry

What happens when belief systems of societies and individuals conflict?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

Understandings

- Concepts of democracy define and shape the meaning of United States citizenship.
- The concepts of democracy are aspirational and evolving and remain elusive for some members in society.

Supporting Questions

- Why are the fundamental concepts of democracy aspirational and evolving?
- How do we reconcile majority rule and minority rights?
- What is the premise of compromise?
- What makes compromise so challenging in today's political system?

Knowledge and Learning Experiences

- Use various information sources to define the fundamental concepts of democracy: fundamental worth and dignity, equality, citizenship, minority rights and majority rule, and compromise and individual freedom.
- Analyze various events in history to connect to actions taken by individuals, groups, or organizations to express or ensure that the fundamental concepts of democracy were protected.
- Identify institutional barriers to compromise such as Winner Take All and Gerrymandering and evaluate potential solutions.
- Use various events in history to defend or disprove the quote “Democracy is not a state, it is an act.”- Congressman John Lewis

Content, Sources, and Resources for Consideration

GOVT.3

GOVT.4 The student will apply history and social science skills to understand the Constitution of the United States by

- examining the ratification debates and The Federalist;
- evaluating the purposes for government stated in the Preamble;
- ~~examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;~~ [Moved to Understandings for GOVT.4c] defining fundamental principles and analyzing the structure and relationships among the three branches of government in a system of checks and balances and separation of powers
- defining the structure of the national government and balance of power between the state and national government outlined in Article I, Article II, and Article III; and
- analyzing and explaining the amendment process.

Overarching Inquiry

How are liberty and order balanced with stability and flexibility in American constitutional government?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.4a The student will apply history and social science skills to understand the Constitution of the United States by examining the ratification debates and *The Federalist*.

Understandings

- The debates over ratification of the Constitution of the United States focused on powers given to the national government and the protection of individual and states’ rights.
- The Framers built a system designed to evolve overtime.
- In 2005, the federal government designated September 17th as a holiday, Constitution Day, also known as Citizenship Day that recognizes the adoption of the United States Constitution and those who have become U.S.

citizens.

Supporting Questions

- How did the Federalists and the Anti-Federalists address the balance between order and liberty?
- How did the ratification of the Bill of Rights satisfy the concerns of the Anti-Federalists?
- What components of the United States Constitution were designed to allow the evolution of American political thought and civic values?
- Why is it important to acknowledge and reflect on the ideals put forth in the Constitution of the United States civil liberties celebrated on Citizenship Day?

Knowledge and Learning Experiences

- Analyze the writings of the Federalists and Anti-Federalists to contextualize their concerns over the ratification of the Constitution of the United States.
- Use the Constitution of the United States to identify and connect to the positions of the Federalists and Anti-Federalists.
- Evaluate the Constitutional system's capacity to address concerns about liberty and order in the 21st century.
- Construct an informed argument and participate in civil discourse regarding the scope of government power.

Content, Sources, and Resources for Consideration

GOVT.4

GOVT.4b The student will apply history and social science skills to understand the Constitution of the United States by evaluating the purposes for government stated in the Preamble.

Understandings

- The purposes for government are established in the Preamble to the Constitution of the United States.

Supporting Questions

- How are the purposes of government expressed in the Preamble to the Constitution of the United States?
- Why were the specific purposes of government identified in the Preamble?
- How well does our current system reflect the purposes of government as stated in the Preamble?

Knowledge and Learning Experiences

- Analyze the Preamble to the Constitution of the United States and other information sources to explain the purpose of government.
- Use the Preamble to evaluate how the new government addressed the challenges presented by the Articles of Confederation.
- Evaluate how the current policies of American government reflect the purposes of government as stated in the Preamble.

Content, Sources, and Resources for Consideration

GOVT.4

GOVT 4c ~~The student will apply history and social science skills to understand the Constitution of the United States by 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.~~ [Moved to Understandings for GOVT.4c] defining fundamental principles and analyzing the structure and relationships among the three branches of government in a system of checks and balances and separation of powers.

Understandings

- The Constitution of the United States is based on fundamental principles that can be found in the writings of philosophers during the Age of Enlightenment.
- Power is divided in our constitutional system between the three branches of government (separation of powers).
- The structure and organization of the legislative, executive, and judicial branches reflect the different constitutional purposes of each branch.
- A system of checks and balances provides each branch of government with individual powers to check the other branches and prevent any one branch from becoming too powerful.

Supporting Questions

- How does the structure of the national government provide for a limited government?
- How do separation of powers and checks and balances seek to balance liberty and order in the constitutional system?
- How does the structure and processes of our national government provide for stability?
- To what extent can bias and propaganda persuade public opinion and perspective of the role and responsibilities of the three branches?

Knowledge and Learning Experiences

- Analyze and interpret the Constitution of the United States to describe the formal powers, structure, and selection processes of the three branches of government.
- Analyze and evaluate how separation of powers and a system of checks and balances prevents government overreach.
- Using historical and current events to evaluate and provide examples of how the system of checks and balances and separation of powers influences the process of change.

Content, Sources, and Resources for Consideration

GOVT.4

GOVT.4d The student will apply history and social science skills to understand the Constitution of the United States by defining the structure of the national government and balance of power between the state and national government. outlined in Article I, Article II, and Article III. [Moved to GOVT.4d Understandings]

Understandings

- Articles I, II, and III of the Constitution of the United States establish three branches of government.
- The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government.
- The Constitution of the United States establishes a federal form of government in which the national government is supreme (Supremacy Clause).
- Federalism is not a static relationship between levels of government.

Supporting Questions

- What is the basis of federalism?
- To what extent did the Constitution of the United States guarantee the sovereignty of states?
- Why is the Supremacy Clause necessary?
- How and why has the separation of powers between the levels of government shifted over time?

Knowledge and Learning Experiences

- Investigate and read excerpts from historical documents such as Baron de Montesquieu's *The Spirit of the Laws* to identify the key features of federalism and explain the arguments supporting federalism as a system of

government.

- Create a decision-making model to determine the costs and benefits of the Supremacy Clause.
- Use information sources to investigate a current or historical issue in which state and national power has come into conflict and determine how that conflict was resolved.
- Use information sources to research a current or historical issue to provide examples of how shifts in national and state powers have occurred.

GOVT.4e The student will apply history and social science skills to understand the Constitution of the United States by analyzing and explaining the amendment process.

Understandings

- The amendment process provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation.
- The amendment process was made intentionally laborious by the Framers.
- To date, there have been 27 amendments to the Constitution.

Supporting Questions

- Is the U.S. Constitution too difficult to change?
- Aside from the traditional amendment process, what are other methods for changing the Constitution?
- What is the process to amend the Constitution of the United States?
- How does the amendment process reflect the aspirational concepts of democracy?

Knowledge and Learning Experiences

- Defend a position using academic vocabulary and historical documents regarding the idea that the Constitution is a living document.
- Use Article V of the Constitution of the United States and other information sources to identify and describe the amendment process.
- Use the amendments Constitution of the United States and other proposed amendments throughout United States history to identify the challenges and successes of changing the Constitution of the United States.
- Use the amendment process to justify and substantiate the fundamental principles, concepts of democracy, or individual liberties.

Content, Sources, and Resources for Consideration

GOVT.4

GOVT.5 The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by

- a) ~~evaluating the relationship between the state government and the national government;~~[Moved to GOVT.4d]
- b) ~~examining the extent to which power is shared;~~[Moved to GOVT.4d]
- c) ~~identifying the powers denied state and national governments; and~~[Moved to GOVT.4d]
- d) ~~analyzing the ongoing debate that focuses on the balance of power between state and national governments.~~[Moved to GOVT.4d]

Understandings

- ~~The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government.~~[moved to GOVT.4d]
- ~~The Constitution of the United States establishes a federal form of government in which the national government is supreme (Supremacy Clause).~~[moved to GOVT.4d]
- ~~Federalism is not a static relationship between levels of government.~~ [moved to GOVT.4d]

Elections

GOVT.5 The student will apply history and social science skills to understand local, state, and national elections by

- a) describing how amendments have extended the right to vote and evaluating the degree to which suffrage is universal.
- b) analyzing voter turnout in local, state, and national elections;
- c) describing the nomination and election process, including the organization and evolving role of political parties and interest groups;
- d) by examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups;
- e) analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on the electoral process; and
- f) investigating and explaining the impact of the process of reapportionment and redistricting on elections and governance.

Overarching Inquiry

How are citizens linked to their government?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.5a The student will apply history and social science skills to understand local, state, and national elections by describing how amendments have extended the right to vote and evaluating the degree to which suffrage is universal.

Understandings

- Amendments to the Constitution of the United States have extended the right of suffrage.

Supporting Questions

- How has the right to vote been expanded over time through changes in public policy?
- What are the barriers to voting?
- To what extent is suffrage universal?

Knowledge and Learning Experiences

- Analyze amendments to the Constitution of the United States to identify and summarize those that have extended suffrage including the 15th, 19th, 23rd, 24th, and 26th Amendments.
- Describe the history of the Voting Rights Act (1965, 1975, 1982, and 1993) and explain how it expanded access to voting and the contemporary challenges today.
- Research and investigate historical and contemporary barriers to voter participation.
- Use data from valid sources to determine the causes and effects of factors such as institutional barriers that perpetuate low voter participation.

Content, Sources, and Resources for Consideration

GOVT.5

GOVT.5b The student will apply history and social science skills to understand local, state, and national elections by analyzing voter turnout in local, state, and national elections.

Understandings

- Analyzing trends among voter turnout provides data on the outcome of election results and potentially influences future campaigns. [Moved to Knowledge and Learning Experiences]
- While more citizens vote in presidential elections than in state, local, and other national contests, it is in state and local elections that voters have greater influence in determining the outcome.
- There is tension between expanding the right to vote and maintaining electoral integrity.

Supporting Questions

- What factors influence voter turnout?
- What are the current controversies regarding expanding voter access?
- How do local elections, regarding voter turnout, benefit from national contests?

Knowledge and Learning Experiences

- Identify and explain the barriers and catalysts to voter turnout.
- Conduct a cost-benefit analysis regarding the expansion of voter access.
- Evaluate to what extent national, state, and local elections influence each other.

Content, Sources, and Resources for Consideration

GOVT.5

GOVT.5c The student will apply history and social science skills to understand local, state, and national elections by describing the nomination and election process, including the organization and evolving role of political parties and interest groups.

Understandings

- Political parties link citizens to the institutions of power organized to win elections.
- Party factions can control the election process by controlling candidate selection. [Moved to Knowledge and Learning Experiences]
- At each level of government, candidates for elective office are chosen using a variety of nominating methods. [Moved to Knowledge and Learning Experiences]
- Political parties each create a party platform that states the goals of the party and appeals to like-minded individuals.
- The electoral process is complex and organized at the state and local level.

Supporting Questions

- How do the goals and motivations of interest groups and political parties differ?
- What role do political parties and interest groups play in the selection and election of candidates and how has that role changed over time?
- To what extent can third parties influence the election process?

Knowledge and Learning Experiences

- Explain how political parties influence and nominate candidates for national, state, and local elections.
- Analyze information sources to define and determine the roles of political parties and interest groups within the electoral process.

- Use data and information sources of historical elections to examine the costs and benefits of third party candidates.
- Identify and explain barriers to third parties in the election process.

Content, Sources, and Resources for Consideration

GOVT.5

GOVT.5d The student will apply history and social science skills to understand local, state, and national elections by examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups.

Understandings

- Recent laws and Supreme Court decisions have attempted to influence campaign financing. [Moved to Knowledge and Learning Experiences]
- Campaigning for political office is expensive. As a result, candidates must appeal to an increasing number of independent voters to win elections.

Supporting Questions

- How have campaign finance laws impacted the electoral process?
- How have court rulings changed the trajectory of campaign finance and contributions?
- How do Political Action Committees (PACs) interact with local, state, national candidates?

Knowledge and Learning Experiences

- Use information sources to gather details and describe laws that attempt to limit campaign contributions.
- Debate the costs and benefits of current laws regulating campaign finance.
- Analyze the decision in *Citizens United v. FEC*, as well as other relevant decisions, to deduce the impact of the Supreme Court on future campaign legislation.
- Collect data from various information sources to illustrate and describe the patterns, trends, and impact of campaign cost over time
- Evaluate the role and influence of issue groups such as PACs, special interest groups, and 501c4s on campaign funding.

Content, Sources, and Resources for Consideration

GOVT.5

GOVT.5e The student will apply history and social science skills to understand local, state, and national elections by analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on the electoral process.

Understandings

- Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign.
- It is incumbent on citizens to monitor a variety of sources, think critically about sources and debate the ideas presented about political issues to understand how media is used to influence the election process.

Supporting Questions

- What are the costs and benefits of media use and influence during the electoral process?
- How have technological advancements influenced the use and cost of media in recent campaigns?
- How reliable are public opinion polls in predicting the outcome of elections?

Knowledge and Learning Experiences

- Examine data and other information sources to determine the extent to which various types of media influence electoral processes and outcomes.
- Compare and contrast media coverage, campaign advertisements, and use of polls for opposing political candidates.
- Examine how opinion polls measure for validity and reliability based the presence of bias in the formulation of the question, on sample size, and margin of error.

Content, Sources, and Resources for Consideration

GOVT.5

GOVT.5f The student will apply history and social science skills to understand local, state, and national elections by investigating and explaining the impact of the process of reapportionment and redistricting on elections and governance.

Understandings

- Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections.
- Redistricting occurs after the completion of the United States census and may result in increased party polarization.

Supporting Questions

- How does the national census impact congressional districts?
- What are the possible intended and unintended consequences of gerrymandering?
- To what extent have the United States and Virginia been able to protect the belief in “one man, one vote?”
- What barriers exist to truly representative congressional elections?

Knowledge and Learning Experiences

- Use maps, tables, and other information sources to identify examples of reapportionment, redistricting, and gerrymandering and describe how maps can impact American politics.
- Examine census data and legislation to make observations and predictions about reapportionment and redistricting.
- Summarize the Supreme Court’s role in defining and upholding the principle of “one man, one vote.”

Content, Sources, and Resources for Consideration

GOVT.6

- ~~GOVT.6 The student will apply social science skills to understand local, state, and national elections by~~
- ~~a) describing the nomination and election process, including the organization and evolving role of political parties; [Moved to GOVT.5c]~~
 - ~~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 to GOVT.5d]~~
 - ~~c) analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections; [Moved to GOVT.5e]~~
 - ~~d) investigating and explaining the impact of reapportionment and redistricting on elections and governance; [Moved to GOVT.5f]~~
 - ~~e) describing how amendments have extended the right to vote; and [Moved to GOVT.5a]~~
 - ~~f) analyzing voter turnout in local, state, and national elections. [Moved to GOVT.5b]~~

GOVT.6 The student will apply history and social science skills to understand the national legislative branch by

- a) describing the structure organization, and selection of its members;**
- b) describing how the power of the legislative branch has changed over time; and**
- e) evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.**

Overarching Inquiry

To what extent is the legislative branch responsive to the will of the people?

Themes

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- “We the People” – explores the idea of “the people” as a political concept and members of a nation who share political ideals and institutions while also regularly disagreeing about their meaning and efficacy.
- A People with Contemporary Debates and Possibilities – investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

~~GOVT.6a The student will apply social science skills to understand local, state, and national elections by describing the nomination and election process, including the organization and evolving role of political parties; [moved to GOVT.5c]~~

GOVT.6a The student will apply history and social science skills to understand the national legislative branch by describing the structure organization, and selection of its members.

Understandings

- ~~Political parties are organized to win elections.[moved to GOVT.5c]~~
- ~~Party factions can control the election process by controlling candidate selection.[moved to GOVT.5c]~~
- ~~At each level of government, candidates for elective office are chosen using a variety of nominating methods.[moved to GOVT.5c]~~
- The legislative branch is designed to be responsive to the will of the people and also protect against the tyranny

of the majority.

Supporting Questions

- How is the legislative branch designed to be responsive to the will of the people?

Knowledge and Learning Experiences

- Analyze Article I of the Constitution and other information sources in order to compare and contrast the structure, organization and selection of the House and Senate members.
- Describe how the structure, organization and selection of Congress has changed over time.

Content, Sources, and Resources for Consideration

~~GOVT.6b The student will apply social science skills to understand local, state, and national elections by examining campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups; [moved to GOVT.5d]~~

GOVT.6b The student will apply history and social science skills to understand the national legislative branch by describing how the power of the legislative branch has changed over time.

Understandings

- ~~Candidates must appeal to an increasing number of independent voters to win elections.[moved to GOVT.5d]~~
- ~~Campaigning for political office is expensive. Recent laws and Supreme Court decisions have attempted to influence campaign financing.[moved to GOVT.5d]~~
- The Constitution articulates expressed powers for the legislative branch but also provides the basis for expanded power.

Supporting Questions

- How has the elastic clause and the commerce clause been used to expand the powers of the legislative branch?
- Has the legislative branch become too powerful?

Knowledge and Learning Experiences

- Analyze Article I to describe the expressed, denied, implied and inherent powers of the legislative branch.
- Describe and assess how the powers of congress have expanded over time through the elastic and commerce clauses using historical examples such as the creation of the national bank, New Deal and Great Society legislation, and the Affordable Care Act.

Content, Sources, and Resources for Consideration

GOVT.6

~~GOVT.6c The student will apply social science skills to understand local, state, and national elections by analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections; [Moved to GOVT.5e]~~

GOVT.6c The student will apply history and social science skills to understand the national legislative branch by evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.

Understandings

- ~~Media coverage, campaign advertising, public opinion polls, and Internet-based communications influence public opinions during a political campaign[moved to GOVT.5e]~~
- Committees are an essential part of the legislative process.
- Beyond legislating, Congress plays an important investigative and oversight function.

Supporting Questions

- What are the different types of legislative committees and what are their functions?
- Why is the legislative process so complex and slow?
- How does Congress remain responsive to the will of the people through the legislative process?
- How do lobbyists influence the legislative process?

Knowledge and Learning Experiences

- Describe the process of how bill becomes a law.
- Identify and explain the catalysts and barriers to passing legislation.
- Explain how the committee system divides up the work of congress and carries out the oversight functions of Congress.
- Evaluate the degree to which individuals and groups can influence the legislative process.
- What knowledge and skills would an individual need in order to be an effective lobbyist?

Content, Sources, and Resources for Consideration

GOVT.6

~~GOVT.6d The student will apply social science skills to understand local, state, and national elections by investigating and explaining the impact of reapportionment and redistricting on elections and governance; [moved to GOVT.5f]~~

Understandings

- ~~Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections. [moved to GOVT.5f]~~

~~GOVT.6e The student will apply social science skills to understand local, state, and national elections by describing how amendments have extended the right to vote; and [moved to GOVT.5a]~~

Understandings

- ~~Amendments to the Constitution of the United States have extended the right of suffrage [moved to GOVT.5a]~~

~~GOVT.6f The student will apply social science skills to understand local, state, and national elections by analyzing voter turnout in local, state, and national elections. [moved to GOVT.5b]~~

Understandings

- ~~Analyzing trends among voter turnout provides data on the outcome of election results and potentially influences future campaigns. [moved to GOVT.5b]~~

~~GOVT.7 The student will apply social science skills to understand the structure and organization and powers of the national government by~~

- ~~examining the legislative [Moved to GOVT.6a], executive [Moved to GOVT. 7a], and judicial branches. [Moved to GOVT.8a]~~
- ~~analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and [Moved to GOVT.4d]~~
- ~~investigating and explaining the ways individuals and groups exert influence on the national government. [Moved to GOVT. 4d]~~

~~GOVT.7 The student will apply history and social science skills to understand the executive branch by~~

- ~~describing the structure and organization of the executive branch and federal bureaucracy.~~
- ~~describing how the power of the executive branch has changed over time.~~
- ~~comparing and contrasting executive branch processes with the legislative branch.~~

Overarching Inquiry

Has the executive branch become too powerful in the American constitutional system?

Themes

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

- Organizations – the organizational embodiments of the core social values of a group who comprise them, and play a role in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- A People with Contemporary Debates and Possibilities - investigating how historical narratives shape current political, social, and economic arguments, how values and information shape policy arguments, and how the American people continue to renew or remake itself in pursuing fulfillment of the promise of our constitutional democracy

~~**GOVT.7a The student will apply social science skills to understand the structure and organization and powers of the national government by examining the legislative [Moved to GOVT.6a], executive [Moved to GOVT.7a], and judicial branches. [Moved to GOVT.8a]**~~

GOVT.7a The student will apply history and social science skills to understand the executive branch by describing the structure and organization of the executive branch and federal bureaucracy.

Understandings

- The executive branch is designed to be both insulated from and accountable to public opinion
- The executive includes the executive departments, agencies, and government corporations designed to carry out and implement policy.
- The executive branch consists of the president, vice president, and the federal bureaucracy.
- ~~The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process. [Moved to GOVT.6a]~~
- ~~The Constitution of the United States grants both expressed and implied powers to the legislative branch. [Moved to GOVT.6a]~~
- ~~The organization and powers of the judicial branch are derived from the Constitution of the United States and federal law [Moved to GOVT.8a]~~

Supporting Questions

- How is the executive branch insulated from and accountable to public opinion?
- How is the executive branch organized?

Knowledge and Learning Experiences

- Evaluate how accountable the executive branch is to public opinion.
- Create a chart of the federal bureaucracy to determine its characteristics and functions.

Content, Sources, and Resources for Consideration

GOVT.7a

~~**GOVT.7b The student will apply social science skills to understand the structure and organization and powers of the national government by analyzing the relationships among the three branches in a system of checks and balances and separation of powers. [Moved to GOVT.4d]**~~

GOVT.7b The student will apply history and social science skills to understand the executive branch by describing how the power of the executive branch has changed over time.

Understandings

- ~~A constitutional system of checks and balances and separation of powers gives each of the three branches of government ways to limit the powers of the other branches.~~[Moved to GOVT.4d]
- The size and scope of the executive branch has changed dramatically since its inception due to multiple factors.

Supporting Questions

- How has the federal bureaucracy changed to meet the increasing responsibilities of the federal government?
- To what extent are executive orders and actions legitimate ways to forge public policy?

Knowledge and Learning Experiences

- Analyze how the federal government has changed over time to meet the increasing responsibilities of the federal government.
- Identify and explain the purpose of key executive orders and actions over time.
- Construct an argument using evidence from multiple sources to evaluate whether executive orders and actions are legitimate ways to forge public policy.
- Identify and explain the role of “czars” in the Office of the President and evaluate the extent to which the use of “czars” has increased the power of the president.

Content, Sources, and Resources for Consideration

GOVT.7b

~~GOVT.7c The student will apply social science skills to understand the structure and organization and powers of the national government by investigating and explaining the ways individuals and groups exert influence on the national government.~~—[Moved to GOVT.4d]

GOVT.7c The student will apply history and social science skills to understand the executive branch by comparing and contrasting executive branch processes with the legislative branch.

Understandings

- The federal government is designed to act quickly and efficiently.
- Bureaucracies shape the meaning of laws passed by legislatures through rule making, adjudication, and help to draft new bills for lawmakers.
- The federal budget process is a shared responsibility between Congress and the president.
- Public policy is primarily implemented by bureaucracies at the national, state, and local levels.
- ~~Individuals and groups exert influence on the national government.~~[Moved to GOVT.4d]

Supporting Questions

- What are the advantages and disadvantages of the executive branch acting quickly and efficiently?
- Do executive agencies have too much power in our constitutional system?
- What is the president's role in the budgetary process?

Knowledge and Learning Experiences

- Compare executive branch processes with legislative branch processes.
- Explain how policy is made by executive agencies through rule making and adjudication.
- Evaluate how much impact the federal bureaucracy has on the way laws are carried out on the national level.
- Analyze current and historical examples of attempts and/or failures of federal bureaucratic implementation of policy through rulemaking and adjudication.

Content, Sources, and Resources for Consideration

GOVT.7

~~**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**~~

- ~~a) legislative, executive, and judicial branches; [Moved to GOVT.9a]~~
- ~~b) examining the structure and powers of local governments (county, city, and town); [Moved to GOVT.9b]~~
- ~~c) analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions; [Moved to GOVT.9c]~~
- ~~d) investigating and explaining the ways individuals and groups exert influence on state and local governments; and [Moved to GOVT.9d]~~
- ~~e) evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events. [Moved to GOVT.9e]~~

GOVT.8 The student will apply history and social science skills to understand the federal judiciary by

- a) describing the organization, jurisdiction, and proceedings of federal courts;
- b) evaluating how the Supreme Court establishes itself as an equal branch of government;
- c) describing how the Supreme Court decides cases; and
- d) comparing the philosophies of originalism and the approaches of judicial activism and restraint.

Overarching Inquiry:

How has the role and power of the Supreme Court evolved over time?

Themes:

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society.

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

~~**GOVT.8a The student will apply social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by examining the legislative, executive, and judicial branches;**~~
[Moved to GOVT.9a]

GOVT.8a The student will apply history and social science skills to understand the federal judiciary by describing the organization, jurisdiction, and proceedings of federal courts.

Understandings

- The United States has a federal court system whose jurisdiction is derived from the Constitution of the United States and federal laws.
- ~~The Constitution of Virginia provides for legislative, executive, and judicial branches. [Moved to GOVT.9a]~~
- ~~Actions taken by state and local governments have direct impact on the everyday lives of Virginians. [Moved to GOVT.9a]~~

Supporting Questions

- How is judicial power shared between federal, state, and local governments in the United States?
- What are the different types of jurisdiction in federal courts?
- What is meant by the Supreme Court being the “court of last resort”?

Knowledge and Learning Experiences

- Compare the organization of the United States Supreme Court, the United States Court of Appeals, and the United States District Court.
- Describe the differences between various types of jurisdiction and explain why certain jurisdiction is assigned to different federal courts.

Content, Sources, and Resources for Consideration

GOVT.8

~~GOVT.8b The student will apply social science skills to understand the structure, organization, and powers of the state and local governments described in the Constitution of Virginia by examining the structure and powers of local governments (county, city, and town). [Moved to GOVT.9b]~~

GOVT.8b The student will apply history and social science skills to understand the federal judiciary by evaluating how the Supreme Court establishes itself as an equal branch of government.

Understandings

- ~~Virginia local governments vary in type, form of organization, and responsibilities. [Moved to GOVT.9b]~~
- The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall’s judicial strategy.

Supporting Questions

- How did John Marshall expand the power of the Supreme Court?
- What was the impact on the establishment of judicial review?
- What are specific checks and balances involving the judicial branch?

Knowledge and Learning Experiences

- Compare significant Supreme Court decisions on federalism, such as *McCulloch v. Maryland* to explain the role of the courts in establishing American federalism as it is known today.
- Analyze primary and secondary sources across time and place to make connections and track the evolution of the power of the Supreme Court over time.
- Use primary sources to describe examples of checks and balances among the three branches of government, with emphasis on the federal judiciary.

Content, Sources, and Resources for Consideration

GOVT.8

~~GOVT.8c The student will apply social science skills to understand the structure, organization, and powers of the state and local governments described in the Constitution of Virginia by analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions. [Moved to GOVT.9c]~~

GOVT.8c The student will apply history and social science skills to understand the federal judiciary by describing how the Supreme Court decides cases.

Understandings

- The Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices.
- The Supreme Court reviews decisions of lower state courts, decides the constitutionality of laws, and determines whether laws are being properly applied and interpreted.

- ~~The authority of local governments in Virginia is derived from the Constitution of Virginia and the state government.[Moved to GOVT.9c]~~
- ~~Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.[Moved to GOVT.9c]~~

Supporting Questions

- What factors go into how the Supreme Court decides which cases it will hear?
- What factors are involved in how the Supreme Court chooses which cases it will hear?
- What role can interested parties play in encouraging the Supreme Court to hear a case?

Knowledge and Learning Experiences

- Use information sources to describe the steps the Supreme Court uses in deciding cases.
- Use information sources to explain how various arguments are presented to the Court.
- What knowledge and skills would an individual need to possess in order to have a career in judicial services?

Content, Sources, and Resources for Consideration

GOVT.8

~~GOVT.8d The student will apply social science skills to understand the structure, organization, and powers of the state and local governments described in the Constitution of Virginia by investigating and explaining the ways individuals and groups exert influence on state and local governments; [Moved to GOVT.9d]~~

GOVT.8d The student will apply history and social science skills to understand the federal judiciary by comparing the philosophies of originalism and the approaches of judicial activism and restraint.

Understandings

- The court influences public policy by interpreting laws and policies that are controversial or in question.
- The courts have acted to safeguard civil rights even when the other branches were unwilling or unable to do so but have also used their power to restrict civil rights and liberties.
- The government's public policy goals are expressed in legislative acts and executive actions that are subject to interpretation and review by the federal judiciary.
- ~~Individuals and groups influence public policy at the state and local levels. [Moved to GOVT.9d]~~

Supporting Questions

- What are some examples of instances where the court has evolved its opinion on an issue?
- What was decided in *Dred Scott v. Sandford*, *Plessy v. Ferguson*, and *Korematsu v. U.S.*?
- What role did subsequent courts play in changing the policies set by these decisions?

Knowledge and Learning Experiences

- Use primary and secondary sources including notable court decisions to analyze instances where the court acted to expand civil rights and liberties.
- Use primary and secondary sources including notable court decisions to analyze instances where the court acted to restrict civil rights and liberties.

Content, Sources, and Resources for Consideration

GOVT.8

~~GOVT.8e The student will apply social science skills to understand the structure, organization, and powers of the state and local governments described in the Constitution of Virginia by evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events. [Moved to GOVT.9e]~~

Understandings

- ~~Citizens can exert a powerful influence on the policymaking process at the state and local levels.~~ [Moved to GOVT.9e]

~~**GOVT.9** The student will apply social science skills to understand the process by which public policy is made by~~

- ~~a) defining public policy and determining how to differentiate public and private action;~~ [Moved to GOVT.10a]
- ~~b) examining different perspectives on the role of government;~~ [Moved to GOVT.10b]
- ~~c) describing how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965;~~ [Moved to GOVT.10c]
- ~~d) describing how the state and local governments influence the public agenda and shape public policy;~~ [Moved to GOVT.10d]
- ~~e) investigating and evaluating the process by which policy is implemented by the bureaucracy at each level;~~ [Moved to GOVT.10e]
- ~~f) analyzing how the incentives of individuals, interest groups, and the media influence public policy; and~~ [Moved to GOVT.10f]
- ~~g) devising a course of action to address local and/or state issues.~~ [included in GOVT.1g and Disciplinary Skills of GOVT.10c]

~~**GOVT.9e** The student will apply social science skills to understand the process by which public policy is made by investigating and evaluating the process by which policy is implemented by the bureaucracy at each level.~~ [Moved to GOVT.7c]

Understandings

- ~~Public policy is primarily implemented by bureaucracies at the national, state, and local levels.~~ [Moved to GOVT.10e]

~~**GOVT.9f** The student will apply social science skills to understand the process by which public policy is made by analyzing how the incentives of individuals, interest groups, and the media influence public policy.~~ [Moved to GOVT.9c]

Understandings

- ~~Individuals, interest groups, and the media influence public policy.~~ [Moved to GOVT.10f]

~~**GOVT.9g** The student will apply social science skills to understand the process by which public policy is made by devising a course of action to address local and/or state issues.~~ [Included in GOVT.1g and Disciplinary Skills of GOVT.9c]

~~**Understandings**~~ [Included in GOVT.1g and Learning Experiences of GOVT.10c]

- ~~Students acquire the knowledge and skills required to influence public policy by studying how others addressed issues of interest in their community or the state.~~

State and Local Government

GOVT.9 The student will apply history and social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by

- a) analyzing 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; and
- d) investigating and explaining the ways individuals and groups exert influence on state and local governments.

Overarching Inquiry

Do the actions, policies, and ordinances of state and local governments have a greater impact on the lives of citizens than those of the federal government?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.9a The student will apply history and social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by analyzing legislative, executive, and judicial branches.

Understandings

- The Constitution of Virginia provides for legislative, executive, and judicial branches.
- Actions taken by state and local governments have a direct impact on the everyday lives of Virginians.

Supporting Questions

- What are the specific entities, powers, duties, and responsibilities of the state legislative, executive, and judicial branches outlined in the Virginia Constitution?
- How does the structure of state courts allow for judicial oversight at all levels?
- What are the roles and responsibilities of state bureaucracy?

Knowledge and Learning Experiences

- Use information sources to examine the specific checks and balances exercised by the state legislative, executive, and judicial branches
- Analyze and evaluate the direct impact of state governments on the everyday lives of citizens.
- Evaluate the effectiveness of the state government in carrying out their duties and responsibilities.
- Compare and contrast the powers of the federal and state government outlined in the U.S. and Virginia Constitutions.

Content, Sources, and Resources for Consideration

GOVT.9

GOVT.9b The student will apply history and social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by examining the structure and powers of local governments (county, city, and town).

Understandings

- Virginia local governments vary in type, form of organization, and responsibilities.

Supporting Questions

- How are the characteristics of independent cities, counties, and towns similar and different?
- To what extent is the 10th Amendment to the Constitution used in the structure, organization, and powers of Virginia's local governments?

Knowledge and Learning Experiences

- Use information sources to evaluate the effectiveness of each form of local government in responding to the needs of citizens.
- Analyze the impact of local government decisions on the lives of citizens.

Content, Sources, and Resources for Consideration

GOVT.9

GOVT.9c The student will apply history and social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions.

Understandings

- Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.
- Dillon’s Rule outlines the basic state and local government relationship where the state government is the source of local government power.

Supporting Questions

- In Virginia, where do local governments derive their power?
- How can regional authorities better address the needs of citizens in comparison to states or localities?
- How do appointments to governing boards and commissions occur?

Knowledge and Learning Experiences

- Use information sources to investigate and demonstrate understanding of the roles of regional authorities, governing boards, and commissions.
- Research a local governing board or commission and explain how seats are appointed, term lengths are decided, and responsibilities are assigned.

GOVT.9d The student will apply history and social science skills to understand the organization and powers of the state and local governments described in the Constitution of Virginia by investigating and explaining the ways individuals and groups exert influence on state and local governments.

Understandings

- Interest groups form for a variety of reasons and seek to influence the public agenda through a broad or narrow focus.
- Individuals, interest groups, and the media influence public policy.
- Citizens can exert a powerful influence on the policymaking process at the state and local levels

Supporting Questions

- How do individuals and groups influence the policy agenda?
- To what extent is it easier for individuals and groups to influence state and local policy as compared to national policy?
- How can media coverage and social media use influence the policy agenda and policy-making?

Knowledge and Learning Experiences

- Use information sources to develop a list of items or issues that are part of the current policy agenda and explain how ideology, current and historical events, and media coverage impact on the local or state agenda.

- Research a variety of interest groups and find evidence of influence on local or state public policy.
- Research historical or current events that illustrates how individuals have influenced laws, policy, or public opinion at the state and local level.

GOVT.10 The student will apply social science skills to understand the federal judiciary by

- ~~a) describing the organization, jurisdiction, and proceedings of federal courts; [Moved to GOVT.8a]~~
- ~~b) evaluating how the Supreme Court establishes itself as a co-equal branch of government; [Moved to GOVT.8b]~~
- ~~c) describing how the Supreme Court decides cases; [Moved to GOVT.8c]~~
- ~~d) comparing the philosophies of originalism and the living constitution and the approaches of judicial activism and judicial restraint; and [Moved to GOVT.8d]~~
- ~~e) investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual. [Moved to GOVT.8d]~~

GOVT.10 The student will apply history and social science skills to understand the public policy process by

- a) defining public policy and determining how to differentiate public and private actions;
- b) examining different perspectives on the role of government; and
- c) analyzing the influences that help shape the public agenda and policy.

Overarching Inquiry

Does the public set policy or does policy set public agenda?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.10a The student will apply history and social science skills to understand the public policy process by defining public policy and determining how to differentiate public and private action.

Understandings

- Public policy is a purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency.
- Public policy relates to government action or inaction in regard to a specific public need.

Supporting Questions

- What are the differences between private and public actions?
- Why might governments privatize certain services?

Knowledge and Learning Experiences

- Use information sources to analyze examples of both public and private action in the political process.
- Conduct a cost-benefit analysis to determine whether the public or private sector best provides an identified service.

Content, Sources, and Resources for Consideration

GOVT.10

GOVT.10b The student will apply history and social science skills to understand the public policy process by examining different perspectives on the role of government.

Understandings

- Individual ideologies are shaped by a number of demographic factors.
- Political opinions about the role of government shape public policy and can evolve over time.

Supporting Questions

- How does an individual's ideology provide a framework for looking at the role of government and public policy?
- What factors shape an individual's ideology?

Knowledge and Learning Experiences

- Examine demographic factors such as family, education, religion, socioeconomic status, race and ethnicity, gender, and region to determine how they influence ideology.
- Compare and contrast support for public policy based on conservative, moderate, and liberal ideologies.

Content, Sources, and Resources for Consideration

GOVT.10

GOVT.10c The student will apply history and social science skills to understand the public policy process by analyzing the influences that help shape the public agenda and policy.

Understandings

- The laws enacted by the national government generally reflect the public agenda that is shaped by individuals, elected officials, political leaders, interest groups, and the print and electronic media.
- In Virginia's state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens.
- Interest groups form for a variety of reasons and seek to influence the public agenda through a broad or narrow focus.
- Individuals, interest groups, and the media influence public policy.
- Citizens can exert a powerful influence on the policymaking process at the state and local levels.

Supporting Questions

- What role do individuals and groups play in influencing the policy agenda?
- To what extent is it easier for individuals and groups to influence state and local policy as compared to national policy?
- How can media coverage influence the policy agenda and policy-making?
- How effective are interest groups at influencing the policy agenda?

Knowledge and Learning Experiences

- Examine information sources that demonstrate entry points where individuals and groups can influence the policymaking process, such as lobbying, campaign finance, social media, and filing legal challenges.
- Use information sources to develop a list of items or issues that are part of the current policy agenda and explain how ideology, current and historical events, and media coverage impact the agenda.
- Research a variety of interest groups and find evidence of influence on public policy.

Content, Sources, and Resources for Consideration

GOVT.10

GOVT.11 The student will apply history and social science skills to understand civil liberties and civil rights by

- examining the Bill of Rights, with emphasis on First Amendment freedoms;
- analyzing the rights of the accused and due process of law expressed in the ~~Fifth~~ Bill of Rights and the Fourteenth Amendments;
- explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
- investigating and evaluating the balance between individual liberties and the public interest; and
- examining how civil liberties and civil rights are protected under the law.

Overarching Inquiry

Why does the government seek to balance individual rights with the common good?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.11a The student will apply history and social science skills to understand civil liberties and civil rights by examining the Bill of Rights, with emphasis on First Amendment freedoms.

Understandings

- The first 10 amendments to the Constitution of the United States, known as the Bill of Rights, outline American civil liberties. [Deleted]
- The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.
- The First Amendment in the Bill of Rights protects individuals from the government infringement on the freedoms of religion, speech, press, assembly, and petition.
- Virginians played key roles in securing individual liberties for its citizens.

Supporting Questions

- How did the Virginia Declaration of Rights and the Virginia Statute of Religious Freedom contribute to the First Amendment to the Constitution?
- How have the First Amendment protections empowered people throughout history?

Knowledge and Learning Experiences

- Compare and contrast the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, and the First Amendment of the United States Constitution.
- Examine current and historical examples of citizens exercising their First Amendment rights.

- Discuss the difference between the Free Exercise Clause and the Establishment Clause of the First Amendment.

Content, Sources, and Resources for Consideration

GOVT.11

GOVT.11b The student will apply history and social science skills to understand civil liberties and civil rights by analyzing the rights of the accused and due process of law expressed in the Fifth Bill of Rights and the Fourteenth Amendments.

Understandings

- The right to due process of law is outlined in the Fifth and Fourteenth Amendments to the Constitution of the United States.
- The Bill of Rights is intended to protect the rights of the accused.

Supporting Questions

- What protections are people afforded when they are accused of a crime?

Knowledge and Learning Experiences

- Use information sources to compare and contrast procedural and substantive due process.
- Examine the procedure for investigating, accusing, and trying a criminal act in order to identify examples of protections found in the Bill of Rights.
- Research court cases relevant to the issue of “rights of the accused” and determine the extent to which the courts upheld, expanded, or limited those rights.

Content, Sources, and Resources for Consideration

GOVT.11

GOVT.11c The student will apply history and social science skills to understand civil liberties and civil rights by 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.

Understandings

- The selective incorporation of the Bill of Rights through the Fourteenth Amendment (due process clause) greatly enhances the protection of civil rights.

Supporting Questions

- What was significant about the constitutional interpretation used in the decision such as *Barron v. Baltimore*?
- How has the Supreme Court extended rights and liberties through the process of selective incorporation?
- How and why has the process of applying protections at the state level been “selective?”

Knowledge and Learning Experiences

- Examine majority decisions and case studies from cases such as *Gitlow v. New York*, *McDonald v. Chicago*, and *Gideon v. Wainwright* to understand the process of selective incorporation.
- Construct an argument opposing or supporting whether the Third, Seventh, and Tenth Amendments or the grand jury requirements of the Fifth Amendment should be incorporated by justifying and substantiating arguments with informed reasoning.

Content, Sources, and Resources for Consideration

GOVT.11

GOVT.11d The student will apply history and social science skills to understand civil liberties and civil rights by investigating and evaluating the balance between individual liberties and the public interest.

Understandings

- The protection of civil liberties and civil rights, as guaranteed by the Constitution of the United States, is balanced by compelling public interest.

Supporting Questions

- Under what circumstances, if any, should individual liberties be limited?

Knowledge and Learning Experiences

- Use information sources to research and analyze examples of limits to free speech and the press, such as libel, slander, obscenity, incitement to riot, and national security breaches.

Content, Sources, and Resources for Consideration

GOVT.11

GOVT.11e The student will apply history and social science skills to understand civil liberties and civil rights by examining the Bill of Rights, with emphasis on First Amendment freedoms.

Understandings

- Some civil liberties and civil rights are protected by law.

Supporting Questions

- What is meant by “equal protection under the law?”
- Under what circumstances can the government treat people differently?

Knowledge and Learning Experiences

- Examine the 14th Amendment’s equal protection clause and its application over time.
- Use information sources such as the Indian Citizenship Act of 1924, the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Americans with Disabilities Act, and Title IX of the Education Amendments of 1972 to trace and explain the governments’ protection of civil liberties and civil rights.

Content, Sources, and Resources for Consideration

GOVT.11

GOVT.12 The student will apply history and social science skills to understand the role of the United States in a changing world by

- a) **describing the responsibilities of the national government for foreign policy and national security;**
- b) **assessing and analyzing the role of national interest in shaping foreign policy and promoting world peace; and**
- c) **examining the relationship of Virginia and the United States to the global economy, including trends in international trade.**

Overarching Inquiry

What role should the United States play in addressing global issues in economics, politics, and conflict?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.12a The student will apply history and social science skills to understand the role of the United States in a changing world by describing the responsibilities of the national government for foreign policy and national security.

Understandings

- American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.
- One of the primary responsibilities of the national government is to protect its citizens.

Supporting Questions

- What are the powers of all three branches of government in developing and executing foreign policy?
- What is the relationship between effective foreign policy and effective national security?
- How can public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues?
- How can conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security?

Knowledge and Learning Experiences

- Synthesize evidence from primary and secondary sources to explain an American foreign policy response and make a claim as to the extent to which it was effective.
- Evaluate secondary sources describing U.S. foreign policy responses for accuracy, credibility, bias, and propaganda.
- Research key agencies that collaborate to implement foreign policy and national security and describe how they work independently and together to achieve their goals.

Content, Sources, and Resources for Consideration

GOVT.12

GOVT.12b The student will apply history and social science skills to understand the role of the United States in a changing world by assessing and analyzing the role of national interest in shaping foreign policy and promoting world peace.

Understandings

- United States foreign policy priorities reflect the political agenda of the time and can be fluid.
- There are a number of factors that influence U.S. foreign policy decisions.

Supporting Questions

- What are the most important factors that influence U.S. foreign policy decisions?
- How can foreign policy decisions balance competing or contradictory foreign policy goals?

Knowledge and Learning Experiences

- Use information sources to compare and contrast historical, cultural, and political perspectives on American foreign policy.
- Use information sources to examine changes in foreign policy over time to reflect national interest.
- Use information sources to analyze the measures used to achieve foreign policy goals, such as preserving peace, promoting democratic values, protecting nations from aggression, encouraging free trade, advancing

international cooperation, mitigating cybersecurity threats, and protecting the environment.

- Research recent initiatives addressing foreign policy challenges and evaluate their effectiveness.

Content, Sources, and Resources for Consideration

GOVT.12

GOVT.12c The student will apply history and social science skills to understand the role of the United States in a changing world by examining the relationship of Virginia and the United States to the global economy, including trends in international trade.

Understandings

- The economies of Virginia and the United States depend on resources and markets around the world for the production and sale of goods and services.

Supporting Questions

- Why is it necessary for local, state, and national economies to specialize?
- How has the national government changed policy regarding international trade in recent decades?
- What goods and services does Virginia create for the global economy?
- How do organizations, such as the World Trade Organization (WTO), ensure trade flows smoothly and predictably?

Knowledge and Learning Experiences

- Use a decision-making model to analyze and explain the incentives and consequences of participation in the global economy.
- Use a decision-making model to analyze and explain the incentives and consequences of global free trade.
- Use information sources to evaluate United States current and historical international trade agreements that seek to promote and protect free trade.

Content, Sources, and Resources for Consideration

GOVT.12

The Role of the Government in the Economy

~~**GOVT.13** The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by~~

- ~~a) describing the distribution of governmental power; [Deleted]~~
- ~~b) explaining the relationship between the legislative and executive branches; [Deleted]~~
- ~~c) comparing and contrasting the extent of participation in the political process; and [Deleted]~~
- ~~d) comparing contrasting economic systems. [Moved to GOVT.13a]~~

GOVT.13 The student will apply history and social science skills to understand the role of the United States in a changing world by

- a) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and
- b) evaluating the impact of the government’s role in the economy on individual economic freedoms.

Overarching Inquiry

What type of economy creates the best opportunity for economic freedom?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.13a The student will apply history and social science skills to understand the role of the United States in a changing world by comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx.

Understandings

- The amount of involvement in the economic decision-making a government has determines its type of economy.

Supporting Questions

- Who answers the basic economic questions in each type of economy?
- How are economic systems and systems of government connected?
- How do characteristics of economic freedom vary throughout the world?

Knowledge and Learning Experiences

- Use primary sources and narratives to compare the economic philosophies of Adam Smith and Karl Marx.
- Use a decision-making model to analyze and explain the strengths and weaknesses of each type of economy.

Content, Sources, and Resources for Consideration

GOVT.13

GOVT.13b The student will apply history and social science skills to understand the role of the United States in a changing world by evaluating the impact of the government’s role in the economy on individual economic freedoms.

Understandings

- Maintaining freedom of choice in the marketplace is the basis of the free-enterprise system yet the United States’ government has a limited but important role in the protection of individual economic freedoms.
- Individuals have the right to the basic economic freedoms enjoyed in a free market society and the government is responsible for protecting these freedoms.

Supporting Questions

- What economic freedoms do individuals enjoy?
- What role does public policy play in distributing resources equitably?
- How does the distribution of resources impact political and economic freedoms?

Knowledge and Learning Experiences

- Use information sources to evaluate the relationship between the degree of economic freedom in a nation to the degree of political freedom its citizens enjoy.
- Compare the economic freedoms in democratic and authoritarian nations, and use historical and contemporary examples.

- Use information sources to identify and describe certain government institutions and consumer protection laws and agencies designed to protect economic freedoms such as the Consumer Product Safety Commission, Fair Labor Standards Act, Occupational Safety and Health Administration, and the Food and Drug Administration

Content, Sources, and Resources for Consideration

GOVT.14

~~GOVT.14 The student will apply social science skills to understand economic systems by~~

- ~~a) identifying the basic economic questions encountered by all economic systems;~~ [Moved to GOVT.13a]
- ~~b) comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx; and~~ [Moved to GOVT.13a]
- ~~c) evaluating the impact of the government's role in the economy on individual economic freedoms.~~ [Moved to GOVT.13b]

GOVT.14 The student will apply social science skills to understand the role of government in the Virginia and United States economies by

- a) describing the provision of government goods and services that are not readily produced by the market;
- b) evaluating government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
- c) investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
- d) analyzing how Congress can use fiscal policy to stabilize the economy;
- e) describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and
- f) evaluating the trade-offs in government decisions.

Overarching Inquiry

What role does the government play in how markets operate?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

GOVT.14a The student will apply history and social science skills to understand the role of government in the Virginia and United States economies by describing the provision of government goods and services that are not readily produced by the market.

Understandings

- Many public goods and services would not be available if they were not provided by the government.
- Many public goods and services would not be available if not provided by the government.

Supporting Questions

- What are examples of goods and services provided by the government?
- Why does the government provide public goods and services?

Knowledge and Learning Experiences

- Use information sources from a state or federal budget to examine expenditures that provide public goods and services.
- Evaluate how the government attempts to promote economic equity through public goods and services.
- Using a cost benefit analysis, determine whether a good or service would be best provided by the public or private sector.

Content, Sources, and Resources for Consideration

GOVT.14

GOVT.14b The student will apply history and social science skills to understand the role of government in the Virginia and United States economies by evaluating government’s establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace.

Understandings

- Property rights of an individual are relative and limited.
- The United States government creates laws and agencies to regulate production and exchange activities, conduct research, and establish guidelines for consumer rights and safety.
- The type of economy a country has is determined by the amount of government involvement in economic decision making. [moved to GOVT.13a]

Supporting Questions

- How are the private property rights of an individual and the needs of the majority impacted by “eminent domain?”
- How do contracts help uphold the rule of law and protect both consumers and businesses?
- How does the government establish and enforce the rules of the marketplace to protect consumers?

Knowledge and Learning Experiences

- Use information sources to examine the regulatory process of government agencies created to protect consumers, labor, and the environment.
- Analyze and evaluate the government's effectiveness in protecting both consumers and businesses.
- Research recent court cases concerning eminent domain and explain the court’s ruling.

Content, Sources, and Resources for Consideration

GOVT.14

GOVT.14c The student will apply history and social science skills to understand the role of government in the Virginia and United States economies by 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.

Understandings

- The governments of Virginia and the United States finance their operations through the taxes that are collected from individuals and corporations.
- Different tax structures affect taxpayers differently and can be distinguished by whether the tax burden falls more heavily on those with higher or lower income levels.
- ~~Maintaining freedom of choice in the marketplace is the basis of the free-enterprise system. Government plays a limited but important role in the protection of individual economic freedoms.[moved to GOVT.13b]~~
- ~~Individuals have the right to the basic economic freedoms enjoyed in a free market society. The government is responsible for protecting these freedoms.[moved to GOVT.13b]~~

Supporting Questions

- What types of taxes do citizens pay?
- How can a government's tax policy be used to encourage and discourage certain activities?

Knowledge and Learning Experiences

- Examine data to determine how progressive, proportional, and regressive tax structures affect individuals differently.
- Use information sources from a state or federal budget to examine how taxes and fees provide public goods and services.
- Research what knowledge and skills are needed to work in the field of financial services.

Content, Sources, and Resources for Consideration

GOVT.14

GOVT.14d The student will apply history and social science skills to understand the role of government in the Virginia and United States economies by analyzing how Congress can use fiscal policy to stabilize the economy;

Understandings

- Congress has a variety of fiscal tools for its use in influencing the economy.

Supporting Questions

- What are the elements of the business cycle?
- How can fiscal policy be used to reduce recession and inflation in the economy?

Knowledge and Learning Experiences

- Analyze the business cycle to determine how the government use fiscal policy to keep the economy stable.
- Create a graph using economic data to record inflation rates and unemployment rates of an historical time period to determine how that data related to the overall strength of a nation's economy.

Content, Sources, and Resources for Consideration

GOVT.14

GOVT.14e The student will apply history and social science skills to understand the role of government in the Virginia and United States economies by describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy.

Understandings

- The Federal Reserve System serves as the United States' central bank.
- Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money, short-term interest rates, and the availability of credit.

Supporting Questions

- What is the purpose of a central bank and what tools are at their disposal?
- To what extent does the money supply and interest rates impact the economy?
- How are goals of price stability, full employment, and sustainable economic growth achieved?
- How do government policies attempt to insulate the Federal Reserve from political turmoil?

Knowledge and Learning Experiences

- Analyze the business cycle to determine how monetary policy can be used to keep the economy stable.
- Compare the use of fiscal and monetary policy.
- Explain how the Federal Reserve's Open Market Committee's use of monetary policy encourages an appropriate increase or decrease of spending in the economy.

Content, Sources, and Resources for Consideration

GOVT.14

GOVT.14f The student will apply history and social science skills to understand the role of government in the Virginia and United States economies by evaluating the trade-offs in government decisions.

Understandings

- Since economic resources are limited, the government must make choices about what it can and cannot fund.

Supporting Questions

- What role do trade-offs play in government decisions?
- How does the rise in mandatory spending impact discretionary spending?

Knowledge and Learning Experiences

- Using data from the federal budget, identify and describe examples of mandatory and discretionary spending.
- Use a decision-making model to evaluate the government's choice to decrease resources from existing programs, raise taxes, or borrow money when providing funding to a policy.
- Use information sources to examine current and historical mandatory expenditures in order to evaluate the trade-offs in government decisions.

Content, Sources, and Resources for Consideration

GOVT.14

~~GOVT.15 The student will apply social science skills to understand the role of government in the Virginia and United States economies by-[moved to GOVT.14]~~

- ~~a) describing the provision of government goods and services that are not readily produced by the market;[moved to GOVT.14a]~~
- ~~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 to GOVT.14b]~~
- ~~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 to GOVT.14c]~~
- ~~d) analyzing how Congress can use fiscal policy to stabilize the economy; [moved to GOVT.14d]~~
- ~~e) describing the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy; and [moved to GOVT.14e]~~
- ~~f) evaluating the trade-offs in government decisions.[moved to GOVT.14f]~~

GOVT.15 The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by

- a) exercising personal character traits such as trustworthiness, responsibility, and honesty;
- b) obeying the law and paying taxes;
- c) serving as a juror;
- d) participating in the political process and voting in local, state, and national elections;
- e) performing public service;
- f) keeping informed about current issues;
- g) respecting differing opinions and the rights of others;
- h) practicing personal and fiscal responsibility;
- i) demonstrating the knowledge, skills, and attitudes that foster the responsible and respectful use of digital media; and
- j) practicing patriotism.

Overarching Inquiry

What is the relationship between freedom and responsibility?

Themes

Freedom – the power or right to act, speak, or think as one wants without hindrance or restraint.

- Agency – the capacity of individuals to act independently and to make their own free choices
- Advocacy – an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions

Civic Ideals and Practices – the fundamental knowledge, principles and actions to fully participate in a democratic society

- Citizenship – the state of being conferred with the rights, obligations, privileges, and duties of a citizen

Power, Authority, and Governance – understanding the foundations of political thought and systems of government, and how different groups, organizations, and nations cause conflict, attempt to resolve them, and seek to establish order and security.

Understandings

- Thoughtful and effective participation in civic life depends upon the exercise of good citizenship.
- Conscientious and effective participation in civic life depends upon the exercise of responsible citizenship.

Supporting Questions

- What factors shape our personal values, beliefs and priorities?
- How are community values a reflection of shared values of a populace?
- What problem-solving strategies can individuals use to make decisions or determine their actions?
- To what extent are responsibilities of an individual and the community mutually exclusive?

Knowledge and Learning Experiences

- Use information sources and other data to develop a profile of a responsible, informed and engaged citizen.
- Determine the costs and benefits of participating as an informed citizen, rank and predict the impact of effective engagement.

Content, Sources, and Resources for Consideration

GOVT.15

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Acknowledgements

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