
History and Social Science Standards of Learning

Virginia
Public Schools



Board of Education
Commonwealth of Virginia

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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 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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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 application 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 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.

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.

Skills

- K.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**
- a. viewing and exploring information sources that include, but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
 - b. using basic map skills to support an understanding of the community [reworded and moved to K.1c] contextualizing through organizing and sequencing sources to understand the past and present;
 - c. gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community using applying geographic skills to identify and understand geographic features;
 - d. asking appropriate questions to solve a problem questioning and using critical thinking skills to ask appropriate questions to solve a problem;
 - e. comparing and contrasting people, places, or events;
 - f. recognizing direct cause-and-effect relationships;
 - g. making connections between past and present.[reworded and moved to K.1f]
 - hg using a decision-making model to make informed economic decisions;
 - ih 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; and
 - ji developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Communities, Citizenship, Traditions, and Symbols

- ~~**K.2 The student will recognize that history describes events and people from other times and places by:**~~ [Reworded and moved to K.4]
- a. ~~identifying examples of historical events, stories, and legends that describe the development of the local community; and~~ [Reworded and Moved to K.4a]
 - b. ~~identifying people who helped establish and lead the local community over time.~~ [Reworded and

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.

~~K.3 The student will sequence events in the past and present and begin to recognize that things change over time.~~ [Reworded and moved to K.1f and throughout the course in Knowledge and Learning Experiences]

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

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

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~~ [Reworded and 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

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

~~K.5 The student will use simple maps and globes to~~ [Reworded and 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 and moved to K.7a]
- b) ~~describe places referenced in historical events, stories, and real life situations;~~ [Reworded and moved to K.7 Understandings, Knowledge and Learning Experiences]
- c) ~~locate land and water features;~~ [Reworded and moved to K.7c]
- d) ~~identify basic map symbols in a map legend; and~~ [Reworded and moved to K.7 Knowledge and Learning Experiences]
- e) ~~identify places and objects of a familiar area.~~ [Reworded and moved to K.7 Knowledge and Learning Experiences]

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 Veterans Day, Indigenous Peoples' Day (Columbus Day), Thanksgiving Day, Martin Luther King, Jr., Day, George Washington Day (commonly known as Presidents' Day), Juneteenth, and Independence Day (Fourth of July).

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.

~~**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.**~~ [Reworded and 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; and
- c. locating and explaining land and water features.

~~**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.

Economics

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

- a. 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
- b. explain that people work to earn money to buy the things recognizing that people make choices because they cannot have everything they want.

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

- ~~a. taking turns and sharing; [Reworded and 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; [Reworded and Moved to K.2d]~~

- d. ~~following rules and understanding the consequence of breaking rules;~~[Reworded and Moved to K.2c]
- e. ~~practicing honesty, self control, and kindness to others;~~[Reworded and 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]

~~K.11 The student will develop an understanding of how communities express patriotism through events and symbols by~~

- a. ~~recognizing the American flag;~~[Reworded and Moved to K.3a]
- b. ~~recognizing the Pledge of Allegiance;~~ [Reworded and Moved to K.3b]
- c. ~~knowing that the president is the leader of the United States; and~~ [Reworded 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).~~ [Reworded and Moved to K.5]

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Grade One

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

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

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.

Skills

- 1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**
- a. using artifacts and primary and secondary sources to develop an understanding of Virginia history; viewing and exploring information sources that include, but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
 - b. using basic map skills to support an understanding of Virginia history; [Reworded and moved to 1.1c]-contextualizing sources to understand the past and present by organizing and sequencing information to understand people, places and events;
 - c. 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;
 - d. asking appropriate questions to solve a problem questioning and using critical thinking skills to summarize points and evidence to answer a question;
 - e. comparing and contrasting people, places, or events in Virginia history.
 - f. recognizing direct cause and effect relationships determining cause and effect to make connections and understand relationships between past and present;
 - g. making connections between past and present. [Reworded and moved to 1.1f]
 - hg. using a decision-making model to make informed economic decisions;
 - th. 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; and
 - ji. developing fluency in content vocabulary and comprehension of oral, written, and visual 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**

- a. ~~the settlement of Virginia at Jamestown; [Reworded and 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. [Reworded and moved to 1.5, 1.6, and 1.8]~~

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

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

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 Knowledge and Learning Experiences]~~
- 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.

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 Peoples' Day (Columbus Day), Veterans Day, Martin Luther King, Jr., Day, George Washington Day (commonly known as Presidents' Day), Memorial Day, Juneteenth, Independence Day (Fourth of July).

History

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

- a. recognizing basic map symbols, including references to land, water, cities, and roads; [Reworded and Moved to 1.7a]
- b. using cardinal directions on maps; [Moved to 1.7b]
- c. identifying the shapes of the United States and Virginia on maps and globes; [Reworded and Moved to 1.7c]
- d. 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]
- e. 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

- a. identifying and describing contributions of Virginia’s diverse people, both past and present;
- b. 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
- c. describing how various communities have changed over time.

~~1.6 The student will develop a geographic understanding that [Reworded and moved to 1.8a]~~

- ~~a. the location of Virginia determines its climate and results in four distinct seasons; and [Reworded and moved to 1.8a]~~
- ~~b. the landforms of Virginia affect the places people live. [Reworded and moved to 1.8b]~~

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.

Geography

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.

~~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 1.9a and 1.9b]~~

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

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

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

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

~~1.9 The student will recognize that people save money for the future to purchase goods and services.~~ Reworded and moved to 1.9a, 1.9c and Understandings]

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;~~ [Reworded and moved to 1.2]
- b. ~~recognizing the purpose of rules and practicing self-control;~~ [Moved to 1.2b]
- c. ~~working hard in school;~~ [Reworded and moved to 1.2e]
- d. ~~taking responsibility for one's own actions;~~ [Reworded and 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.~~ [Reworded and moved to 1.2d and 1.2f]

~~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.~~ [Reworded and Moved to 1.3b]

~~1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by~~ [Reworded and moved to 1.3]

- a. ~~identifying the Virginia flag, state capitol building, state bird, and state flower; and~~ [Moved to 1.3b]
- b. ~~describing why people have symbols and traditions.~~ [Moved to 1.3a]

~~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 1.2f]
- b. ~~make contributions to their communities; and~~ [Reworded and moved to 1.2e]
- c. ~~include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.~~ [Reworded and moved to 1.2a]

Grade Two

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

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

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.

Skills

- 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**
- a. identifying artifacts and primary and secondary sources to understand events in American history identifying types of information sources and using artifacts, primary/secondary sources, charts, graphs, diagrams, etc;
 - b. using basic map skills to locate places on maps and globes to support an understanding of American history [reworded and moved to 2.1c] contextualizing sources to understand the past and present by recognizing points of view and historical perspective by using supporting details;
 - c. 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;
 - d. asking appropriate questions to solve a problem questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations;
 - e. comparing and contrasting people, places, or events in American history comparing and contrasting ideas and perspectives;
 - f. recognizing direct cause and effect relationships determining cause and effect to make connections and understand relationships between past and present.
 - g. making connections between past and present. [Moved to 2.1f]
 - hg using a decision-making model to make informed economic decisions;
 - ih 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; and
 - ji defending positions orally and in writing, using content vocabulary developing fluency in content vocabulary, comprehension of verbal, written, and visual sources.

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.~~ [Reworded and 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.

~~2.3 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on~~ [Reworded and 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.

~~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 Supporting Questions, Knowledge and Learning Experiences]

- a. ~~Christopher Columbus;~~
- b. ~~Benjamin Franklin;~~
- c. ~~Abraham Lincoln;~~
- d. ~~George Washington Carver;~~
- e. ~~Helen Keller;~~
- f. ~~Thurgood Marshall;~~
- g. ~~Rosa Parks;~~
- h. ~~Jackie Robinson;~~
- i. ~~Cesar Chavez; and~~
- j. ~~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, Columbus Day (Indigenous Peoples Day), Veterans 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).

Geography of the United States

~~2.5 The student will describe why United States citizens celebrate major holidays, including~~ [Reworded and 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 and describing the seven continents and the five oceans;
- b. locating the countries of North America and the bordering oceans;
- c. locating and describing the equator, the Prime Meridian, and the four hemispheres; and
- d. identifying major rivers, mountain ranges, lakes, and other physical features in the United States.

Economic Principles

2.6 The student will develop map skills by using globes and maps of the world and the United States to locate ~~[Reworded and 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 2.5c]~~
- c. ~~major rivers, mountain ranges, lakes, and other physical features in the United States. [Moved to 2.5d]~~

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 between 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.

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:

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

~~**2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).**~~ [Reworded and 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.

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. [Reworded and moved to 2.6c]

- 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]

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

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

- 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 and laws.

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

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

2.13 The student will understand the symbols and traditional practices that honor and foster

- ~~patritism in the United States of America by~~ [Reworded and Moved to 2.2 and 2.3]
- a. ~~explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and~~
 - b. ~~learning the words and meaning of the Pledge of Allegiance.~~

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Grade Three

Introduction to History and Social Science: Focus on the World

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

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.

Skills

3.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. identifying artifacts and primary and secondary sources to understand events in world cultures;
- b. using geographic information to support an understanding of world cultures reworded and moved to 3.1c contextualizing sources to understand the past and present by recognizing points of view and historical perspective by using supporting details;
- c. 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;
- d. summarizing points and evidence to answer a question questioning and using critical thinking skills to use evidence to draw conclusions and make generalizations;
- e. comparing and contrasting ideas and perspectives to better understand people or events in world culture;
- f. determining relationships with multiple causes or effects cause and effect to analyze multiple connections between past and present;
- g. explaining connections across time and place. [Reworded and Moved to 3.1f]
- hg using a decision-making model to make informed decisions identify costs and benefits of a specific choice made;
- ih 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; and
- ji accessing a variety of media, including online resources information sources to defend positions using content vocabulary and reliable evidence.

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 by

- 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.

~~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 and 3.9]

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.

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.

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:~~ [Reworded and 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.

~~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:~~ [Reworded and 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.**
- ~~3.7 — The student will describe how people in ancient world cultures adapted to their environment. [Reworded and 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.**
- ~~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. [Reworded and 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.** [Moved to 3.8 (ancient Greece) and 3.9 (ancient Rome)]
- ~~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.**
- ~~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.**
- ~~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. — 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]

Virginia Studies

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

The Standards for Virginia Studies are generally covered in upper elementary grades (4th or 5th). Students develop an 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.

Skills

VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. ~~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;
- b. ~~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;
- c. ~~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;
- d. ~~recognizing points of view and historical perspectives~~ questioning and using critical thinking skills to construct arguments using evidence from multiple sources;
- e. ~~comparing and contrasting ideas and cultural perspectives in Virginia history;~~
- f. ~~determining analyzing events relationships with multiple causes or effects in Virginia history~~ determining cause and effect to analyze multiple connections between past and present;
- g. ~~explaining connections across time and place.~~
- hg. ~~identify costs and benefits~~ analyzing and explaining the incentives and consequences of a specific choice made;
- ih. ~~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; and
- ji. investigating and researching to develop products orally and in writing that reflect learning.

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

- locating Virginia, and its bordering states on maps of the United States and North America;
- 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 [Moved to Supporting Questions and Learning Experiences];
- 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); [Moved to Supporting Questions and Learning Experiences]
- locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia; [moved to VS.3b]
- describing how American Indians related to the climate and their environment to secure food, clothing, and shelter; [Reworded and moved to VS.3a]
- describing how archeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; [moved to VS.3a]
- describing the lives of American Indians in Virginia today. [Reworded and moved to VS.3d]

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]
- 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
- d. describing the lives of Indigenous People, leading to the present day, and those living in Virginia today.

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]
- c. explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg; [Moved to VS.5c]
- d. describing how money, barter, and credit were used; [Reworded and Moved to VS.5d]
- e. describing everyday life in colonial Virginia. [Reworded and Moved to 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.

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

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

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]~~

- ~~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]~~
- ~~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]~~
- ~~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

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

~~VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by~~

- ~~explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia; [Moved to VS.8a]~~
- ~~describing Virginia’s role in the war, including identifying major battles that took place in Virginia; [Moved to VS.8b]~~
- ~~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

- evaluating the ideas in the founding documents of Virginia and the United States;
- describing the purpose and functions of the three branches of the United States government and Virginia’s current state government; and
- 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.

Civil War and Reconstruction

~~VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by~~

- ~~identifying the effects of Reconstruction on life in Virginia; [Moved to VS.9a]~~
- ~~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]~~
- ~~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.

VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by [Reworded and moved to VS.10]

- 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. [Reworded and 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.

Change and Growth of Virginia

VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by [Reworded and moved to VS.11]

- 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

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

VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by

- 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.

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.

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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 are generally covered in upper elementary or middle school grades (Grade 5 – 8). Students develop an 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.

Skills

US.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. 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;
- b. 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;
- c. 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;
- d. using evidence to draw conclusions and make generalization questioning and using critical thinking skills to construct arguments using evidence from multiple sources;
- e. comparing and contrasting historical, cultural, and political perspectives in United States history;
- f. determining relationships with multiple causes or effects determining cause and effect to analyze multiple connections between past and present in United States history;
- g. explaining connections across time and place.
- hg. 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;
- ih. 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;

ji investigating and researching to develop products orally, and in writing to demonstrate learning;

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; and
- b. identify and analyze geographic regions and 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 to USI.2b Knowledge and Learning Experiences]
- d. recognize key geographic features on maps, diagrams, and/or photographs [Moved USI.2b Understandings and Knowledge and Learning Experiences]

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; and
- 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]
- c. describing how the American Indians used the resources in their environment. [Reworded and Moved to USI.3b]

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. [Reworded and Moved to USI.5a]

USI.5 The student will apply history and social science skills to understand West Africa by

- a. identifying the location and describing the characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;

- b. describing arrival of the first Africans to British North America; and
- c. examining the Transatlantic Slave Trade and its economic impact on the Western hemisphere.

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.

USI.67 The student will apply history and 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 the influence of key events and the roles of key individuals in the American Revolution, with emphasis on including, but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and~~
- d. explaining reasons why the colonies were able to defeat Great Britain.

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.~~

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~~ including, but not limited to 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; and
- e. explaining ~~the main ideas of~~ how expansion led to increased momentum for the abolitionist and women's suffrage reform movements.

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;
- 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.

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 the United States History: 1865 to the Present course are generally covered in middle school for students Grade 6 – 8. Students continue to develop an understanding of the United States from challenges faced after the Civil War to the continued American experience that has shaped the world's political and economic landscape. Students will incorporate concepts of civics, economics, and geography as they analyze how the United States developed and changed with emphasis on multiple perspectives. 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. Students will analyze the people, places, and events that developed the county as well as the everyday life of diverse groups of people at different times in the country's history. Students will study documents and events that led to increasing changes throughout the course of United States history and the impact those changes would have on the country. Throughout the chronological study of United States history since 1865, students will understand how the growth of the United States following the Civil War transformed the country and led to growth of the United States into a world power.

Skills

USII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. 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.
- b. 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.
- c. 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.
- d. using evidence to draw conclusions and make generalization questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. comparing and contrasting historical, cultural, and political perspectives in United States history.
- f. determining relationships with multiple causes or effects determining cause and effect to

- analyze multiple connections between past and present in United States history.
- g explaining connections across time and place.
- hg 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.
- ih 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.
- jj investigating and researching to develop products orally, and in writing to demonstrate learning.

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]

USII.2 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.

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 [Reworded] analyzing the impact of Reconstruction Amendments and policies;
- b. describing the impact of Reconstruction policies on the South and North; [Moved to USII.3a] describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass;
- c. describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass [Moved to USII.3b] describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups during post-Reconstruction; and
- d. examining African American responses toward Jim Crow.

Industrialization and Growth

USII.4 The student will apply history and social science skills to understand how life changed after the Civil War by

- a. examining the reasons for westward expansion, including its impact on American Indians [Moved to USII.2c] 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.~~ describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South; [Moved to USII.3c, d]
- ~~dc.~~ 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
- ~~ed.~~ 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.

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

- a. ~~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;
- b. describing Theodore Roosevelt’s impact on the foreign policy of the United States; and
- c. evaluating and explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.

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.

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; and
- d. examining the Holocaust and the United States’ response.

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.

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.

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 the Civics and Economics course generally covered in middle school for students in grades 6 – 8. Students develop an 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.

Skills

CE.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. 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.
- b. 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.
- c. interpreting graphs, and pictures to determine characteristics applying geographic skills to determine and predict patterns and trends of people, places, or events.
- d. using evidence to draw conclusions and make generalization questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. constructing informed, evidence-based arguments from multiple sources comparing and contrasting historical, cultural, and political perspectives.
- f. determining relationships with multiple causes or effects determining cause and effect to analyze multiple connections between past and present.
- g. taking informed action to address school, community, local, state, national, and global issues.
- hg. using a decision-making model to identify the costs and benefits analyze and explain the incentives and consequences of a specific choice made.
- ih. applying civic virtue and democratic principles to make collaborative decisions. engaging and

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communicating as informed community members to examine the tensions between personal interests and the common good.

ji investigating and researching to develop products orally, and in writing to demonstrate learning.

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.

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]

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.

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

- a. describing the functions of political parties;
- b. comparing and contrasting the similarities and differences of political parties;
- c. analyzing campaigns for elective office, with emphasis on the role of the media;
- d. evaluating and explaining the role of campaign contributions and costs;
- e. 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
- f. describing the structure and role of the Electoral College in the election of the president and vice president.

CE.6 The student will apply history and social science skills to understand the American constitutional government at the national level by

- a. describing the structure and powers of the national government;
- b. explaining the principle of separation of powers and the operation of checks and balances
- c. explaining and/or simulating the lawmaking process and how individuals and interest groups influence public policy; and
- d. describing the roles and powers of the executive branch.

CE.7 The student will apply history and social science skills to understand the American constitutional government at the state level by

- a. describing the structure and powers of the state government;
- b. explaining the relationship of state governments to the national government in the federal system;
- c. explaining and/or simulating the lawmaking process; and
- d. describing the roles and powers of the executive branch and regulatory boards.

CE.8 The student will apply 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. explaining and/or simulating the lawmaking process [Reworded and moved to CE.8a] describing the impact of international issues and events on local decision making.

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

- a. 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;
- b. ~~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

- c. ~~comparing and contrasting~~ civil and criminal cases.
- d. ~~explaining how due process protections seek to ensure justice.~~ [Reworded and moved to CE.9a]

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 on public policy.
- c. ~~describing the impact of international issues and events on local decision making.~~ [Moved to CE.8c]

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

- a. explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost; and
- b. ~~comparing and contrasting~~ how traditional, free market, command, and mixed economies decide how to allocate their limited resources.

CE.12 The student will apply 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.

CE.13 The student will apply history and social science skills to understand the role of government in the United States economy by

- a. examining competition in the marketplace;
- b. explaining how and why government provides certain goods and services;
- c. describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide;
- d. explaining the structure and main function of the Federal Reserve System and how it acts as the nation's central bank;
- e. ~~describing how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights; [Moved to CE.13f]~~ explaining the role of government currency and analyzing the purpose of a money economy; and
- f. 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.

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

- a. identifying talents, interests, and aspirations that influence career choice;
- b. identifying ~~human capital such as~~ attitudes and behaviors that strengthen the individual work ethic and promote career success;
- c. identifying ~~human capital such as~~ abilities, skills, and education and the changing supply of and demand for them in the economy;
- d. examining the impact of technological change and globalization on career opportunities;
- e. describing the importance of education to lifelong personal finances; and
- f. analyzing the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.
- g. evaluating access to opportunities for equitable education and skill development.

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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 the World Geography course can be offered in grades 8 – 12. Students develop an understanding 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.

Skills

WG.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. 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.
- b. 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.
- c. 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.
- d. evaluating sources for accuracy, credibility, bias, and propaganda [Moved to WG.1b] questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives.
- f. explaining indirect cause and effect relationships determining cause and effect to analyze multiple connections between past and present to understand geospatial connections.
- g. analyzing multiple connections across time and place.
- hg using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

- ih 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.
- jj investigating and researching to develop products orally, and in writing to demonstrate learning.

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.

Classifying and Identifying Regions

WG.3 The student will apply history and social science skills to explain how people and places are organized by

- a. explaining how information sources are used to define regions; and
- b. analyzing the factors that influence continuity and change in regions over time.

Population and Migration

WG.4 The student will apply history and social science skills to understand population and migration by

- a. explaining how data is used to describe and compare populations; and
- b. analyzing the causes, impacts, and responses related to migration.

Culture

WG.5 The student will apply history and social science skills to determine cultural patterns and interactions across time and place by

- a. identifying and describing characteristics that contribute to cultural identity, cultural groups, and cultural landscapes and;
- b. examining how cultures influence and interact with each other.

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.

Resources and the Environment

WG.7 The student will apply history and 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.

Globalization

WG.8 The student will apply history and social science skills to understand the impact of globalization

by

- a. examining factors that influence the distribution of economic activities and trade; and
- b. analyzing global trade and communication networks.

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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 the World History and Geography to 1500 CE course for students in grades 8 – 12 develop student understanding and opportunities to 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.

Skills

WHI.1 The student will ~~demonstrate~~ use social science skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. synthesizing evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and diagrams to obtain and understand information about events in world history.
- b. ~~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.
- c. ~~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;
- d. ~~evaluating sources for accuracy, credibility, bias, and propaganda~~ [Moved to WHI.1b] questioning and using critical thinking skills to construct arguments using evidence from multiple sources
- e. comparing and contrasting historical, cultural, economic, and political perspectives in world history.
- f. ~~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.
- g. ~~analyzing multiple connections across time and place;~~
- hg. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.
- ih. ~~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.
- ji. investigating and researching to develop products ~~orally, and in writing~~ to demonstrate learning.

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.

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]

- a. 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];
- b. describing the development of social, political, and economic development of Egypt and Nubia patterns, including slavery;
- c. explaining the development and interactions of religious traditions; describing the development of Mesopotamia;
- d. describing the origins, beliefs, traditions, customs, and spread of Judaism [Reworded]; describing the development of the Israelites;
- e. describing the origins, beliefs, traditions, customs, and spread of Judaism; and
- ef. 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.

WHI.4 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

- a. locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy; [Moved to WHI.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 the 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.

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

- a. 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;
- b. describing the social, and religious structure of ancient Greece cultural, political, and economic development of Persia;
- c. 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; and
- d. evaluating the political and economic development of Greece, with emphasis on the Persian and the Peloponnesian wars; [Reworded] analyzing their regional interactions and the resulting consequences.
- e. evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and [Moved to WHI.5d]
- f. 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]

WHI.6 The student will apply history and social science skills to understand ancient Rome and the Byzantine Empire from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

- a. locating Roman civilizations in time and place and describing their major geographic features; analyzing the impact of geography on their development.
- b. describing the social and religious structure of ancient Rome; describing the social and religious structure and development of the Roman Republic;
- c. describing the social structure and cultural development of the Roman Republic; describing the social and economic development of the Roman Empire;
- d. 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
- e. 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.
- f. assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; [Moved to WHI.6c]
- g. evaluating the fall of the Western Roman Empire and the Germanic invasions. [Moved to WHI.6c]

~~WHI.7 The student will apply social science skills to understand the development of Christianity by~~

- a. describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place; [Moved to WHI.6d]
- b. explaining the unifying role of the Church in Europe after the collapse of Rome; [Moved to WHI.8b]
- c. sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe. [Moved to WHI.8b]

~~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

- a. explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place; [Moved to WHI.6a]
- b. describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy; [Moved to WHI.6e]
- c. characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions; [Moved to WHI.6e]
- d. explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; [Moved to WHI.6e]
- e. analyzing and explaining the influence of Byzantine culture on Eastern Europe. [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.

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.

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

- a. locating and explaining major global and regional trade routes; analyzing the impact of geography on their development;
- b. 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;
- c. 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
- d. evaluating the impact of the Mongol Empire throughout Asia. describing the social, cultural, political, and economic development of the Mongols.

WHI.1210 ~~The student will apply history and social science skills to understand the civilizations societies 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**

- a. 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.
- b. 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;
- c. 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;
- d. describing the social, cultural, political, and economic development of West Africa.

WHI.11 The student will apply history and social science skills to understand the major societies of the Western Hemisphere by

- a. analyzing the impact of geography on their development;
- b. describing the social, cultural, political, and economic development of the Mayans;
- c. describing the social, cultural, political, and economic development of the Aztecs; and
- d. describing the social, cultural, political, and economic development of the Incas.

WHI.13 ~~The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by~~

- a. ~~locating early civilizations in time and place and describing major geographic features;~~
- b. ~~explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and~~ [Reorganized and Moved to WHI.11b, c, and d]
- c. ~~evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.~~ [Reorganized and Moved to WHI.11b, c, and d]

WHI.14 ~~The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by~~

- a. ~~describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;~~ [Moved to WHI.8c]
- b. ~~explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;~~ [Moved to WHI.8d]
- c. ~~explaining patterns of crisis and recovery related to the Black Death (bubonic plague);~~ [Moved to WHI.8d]
- d. ~~evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.~~ [Moved to WHI.8c]

Leading to the Renaissance

~~WHI.15.12~~ 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]
- cb. 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.

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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 the World History and Geography: 1500 CE to the Present course for students in grades 8 – 12 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.

Skills

WHII.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. 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;
- b. 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.
- c. 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.
- d. evaluating sources for accuracy, credibility, bias, and propaganda questioning and using critical thinking skills to construct arguments using evidence from multiple sources
- e. comparing and contrasting historical, cultural, economic, and political perspectives in world history.
- f. explaining how indirect cause and effect relationships impacted people, places, and events determining cause and effect to analyze multiple connections between past and present in world history.
- g. analyzing multiple connections across time and place.

- hg using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.
- ih ~~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.
- ji ~~investigating and researching to develop products orally, and in writing~~ to demonstrate learning.

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

- a. ~~locating major states and empires;~~ [Moved to WHII.2c] describing the beliefs, sacred writings, traditions, and customs of world religions;
- b. ~~describing artistic, literary, and intellectual ideas of the Renaissance;~~ [Moved to WHII.3a] describing the distribution of major religions;
- c. ~~describing the distribution of major religions;~~ [Moved to WHII.2b] locating major states and empires; and
- d. analyzing major trade patterns; regional and global interactions including cultural exchanges, trade patterns, technological and scientific exchanges.
- e. ~~citing major technological and scientific exchanges in the Eastern Hemisphere.~~ [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; and
- 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.

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

- a. explaining the political, social, cultural, and economic goals of European exploration and colonization;
- b. ~~describing the geographic expansion into Africa, Asia, and the Americas;~~ [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
- c. ~~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.
- d. ~~analyzing how competition for colonies changed the economic system of Europe;~~ [Moved to

WHII.4c]

- e. ~~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]~~

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

- a. ~~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;~~
- b. ~~describing the development of social and cultural patterns in the Hapsburg empire, with emphasis on Charles V; describing the development of Russia;~~
- c. ~~describing the development of social and cultural patterns in France, with emphasis on the Age of Absolutism, Louis XIV, and the Enlightenment period; [Moved to WHII.5a, except Enlightenment] defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world;~~
- d. ~~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.~~
- e. ~~explaining the influence of the American Revolution on the causes and effects of the American and French Revolutions; and~~
- f. ~~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;~~
- g. ~~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.~~
- h. ~~describing the development of social and cultural patterns in Russia, with emphasis on Peter the Great. [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

- a. ~~locating Asian empires in time and place and identifying major geographic features; describing the location and development of the Ottoman Empire;~~
- b. ~~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]

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

- a. 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
- b. 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.
- c. ~~comparing and contrasting the development of social and cultural patterns in Central and Southern Africa; [Moved to WHII.7b]~~
- d. ~~explaining the development of political and economic systems in African societies. [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

- a. explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy; explaining the impact of the First and Second Industrial Revolutions;
- b. analyzing the effects of the Industrial Revolution on society and culture, with emphasis on the evolution of the nature of work and the labor force, including its effects on families and the status of women and children; [Moved to WHII.8a] assessing the impact of colonization and imperialism by industrial nations on Asia, Africa, and Oceania; and
- c. 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.
- d. ~~assessing the impact of Napoleon and the Congress of Vienna on political power in Europe [Moved to WHII.5f];~~
- e. ~~explaining the events related to the unification of Italy and the role of Italian nationalism; and [Moved to WHII.9a]~~
- f. ~~explaining the events related to the unification of Germany and the role of Bismarck. [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

- a. 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.
- b. locating Latin America, explaining the causes and effects of the revolutions, with emphasis on the contributions of Toussaint L'Ouverture and Simón Bolívar, and identifying the impact of the American and French Revolutions on Latin America; [Moved to WHII.5g] explaining economic and political causes and identifying major leaders of the war;
- c. 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;
- d. 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;
- e. 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.

WHII.10 The student will apply history and social science skills to understand World War II and its worldwide impacts by

- a. 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;
- b. describing the location of major battles and the role of new technologies; [Moved to WHII.9c] describing the major events;
- c. analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system; [Moved to WHII.9d] examining the Holocaust;
- d. 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).
- e. explaining the causes and assessing the impact of worldwide depression in the 1930s; [Moved WHII.9f]
- f. examining the rise of totalitarianism. [Moved to new 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

- a. explaining the major causes of the war; [Moved to WHII.10a] explaining the causes of the Cold War, including the competition between the United States and Soviet Union economic and political systems;
- b. describing the major events, including major battles and the role of new technologies; [Moved to WHII.10b] describing conflicts and revolutionary movements during the Cold War;
- c. 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] examining the political and economic shifts that led to the end of the Cold War.
- d. examining the Holocaust and other examples of genocide in the twentieth century; [Holocaust moved to WHII.10c, other genocides moved to WHII.13a]
- e. examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948). [Moved 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]

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

- a. 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;
- b. 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.
- c. describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser. [Moved to WHII.12c]

WHII.14 The student will apply social science skills to understand the global changes during the early twenty-first century by

- a. identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies; [Moved to WHII.13b]
- b. assessing the link between economic and political freedom; [Moved to WHII.13b]
- c. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements; [Moved to WHII.13b]
- d. analyzing the increasing impact of terrorism. [Moved to WHII.13b]

WHII.15 The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

- a. describing their beliefs, sacred writings, traditions, and customs; [Moved to WHII.2a]
- b. locating the geographic distribution of religions in the contemporary world. [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 the Virginia and United States History course, covered in upper high school (grades 11 or 12) continue to expand on the knowledge and skills introduced from previous History and Social Science Standards. Students 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.

Skills

VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. 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;
- b. 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;
- c. 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.
- d. constructing arguments, using evidence from multiple sources questioning and using critical thinking skills to construct arguments using evidence from multiple sources.
- e. comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history.
- f. explaining how indirect cause-and-effect relationships 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.

- g. ~~analyzing multiple connections across time and place.~~
- hg. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.
- ih. ~~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.
- ji. ~~investigating and researching to develop products orally, and in writing~~ to demonstrate learning.

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. analyzing 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.

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~~
- cd. ~~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.

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

- a. describing the diverse cultures, languages, skills, and perspectives of Africans who were enslaved in the Americas;
- b. evaluating the Middle Passage and the Transatlantic Slave Trade;
- c. 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
- d. examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom.

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.

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 including but not limited to 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]~~

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

- a. ~~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;
- b. describing the political results of territorial expansion;
- c. ~~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;
- d. analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);
- e. evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;
- f. ~~explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation;~~
- gf. ~~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.

VUS.78 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

- a. describing major events and the roles of key leaders of the Civil War Era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
- b. evaluating and explaining the significance and development of Abraham Lincoln’s leadership

- and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
- c. evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
 - d. evaluating postwar Reconstruction plans presented by key leaders of the Civil War;
 - 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.

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, 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.
- g. ~~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]~~

VUS.910 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

- a. explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;
- b. evaluating the United States’ involvement in World War I, including Wilson’s Fourteen Points; and
- c. evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

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; and
- d. evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy.

VUS.112 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; and
- 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]

The United States since World War II

VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

- a. ~~explaining the factors that led to United States expansion;~~ [Moved to VUS.13c]
- 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]
- c. ~~explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;~~ [Moved to VUS.14b]
- d. ~~analyzing changes in immigration policy and the impact of increased immigration;~~ [Moved to VUS.15c]
- e. ~~evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;~~ [Moved to VUS.15a]
- f. ~~explaining how scientific and technological advances altered American lives;~~ [Moved to VUS.15c] and
- g. ~~evaluating and explaining the changes that occurred in American culture.~~ [Moved to VUS.14 & 15]

VUS.1213 The student will apply history and social science skills to understand the United States' foreign policy during the Cold War era by

- a. locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan [Reworded]; explaining the results of changing international relationships following World War II;
- b. explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism [Reworded]; international events of the Cold War to 1964;
- c. analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO) [Reworded]; impact of domestic Cold War events through the 1960s;
- d. 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];
- e. 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;
- f. 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]

VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

- a. assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law; [Moved to VUS.15a]
- b. evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001); [Moved to VUS.15b]
- c. evaluating the evolving and changing role of government, including its role in the American economy; and [Moved to VUS.15b]
- d. explaining scientific and technological changes and evaluating their impact on American culture. [Moved to VUS.15c]

VUS.14 The student will apply history and social science skills to understand the causes and effects of the Civil Rights Movement by

- a. 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. 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; and
- c. analyzing the impact of the Black Power Movement.

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; and
- c. analyzing benefits and challenges of innovations.

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, covered in upper high school (grade 11 or 12) continue to build on 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.

Skills

GOVT.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a. 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.
- b. 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 .
- c. comparing and contrasting historical, cultural, economic, and political perspectives applying geographic skills to determine and/or predict patterns and trends.
- d. 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.
- e. 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.
- f. 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.
 - g. taking knowledgeable, constructive action, individually and collaboratively, to address school, community, local, state, national, and global issues.
 - hg. 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.
 - ih. 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.
 - ji. investigating and researching to develop products orally, and in writing to demonstrate learning.

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 including but not limited to The Magna Carta, Charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612 and the English Bill of Rights;
- 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 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 and reworded]

GOVT.3 The student will apply history and social science skills to understand the aspirational and evolving concepts of democracy by

- a. recognizing the fundamental worth and dignity of the individual;
- b. recognizing the equality of all citizens under the law;
- c. recognizing what defines a citizen and how noncitizens can become citizens; recognizing majority rule and minority rights;
- d. recognizing majority rule and minority rights; [Moved to GOVT.3c] recognizing the necessity of

- compromise; and
- e. recognizing the necessity of compromise; [Moved to GOVT.3d] and recognizing the freedom of the individual.
 - f. recognizing the freedom of the individual.[Moved to GOVT.3e]

GOVT.4 The student will apply history and social science skills to understand the Constitution of the United States by

- a. examining the ratification debates and *The Federalist*;
- b. evaluating the purposes for government stated in the Preamble;
- c. examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism; [Moved to Supporting Questions 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;
- d. 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.4c Understandings]; and
- e. analyzing and explaining the amendment process.

~~GOVT.5 The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by~~

- a. ~~evaluating the relationship between the state government and the national government; [Moved to GOVT.4d and reworded]~~
- b. ~~examining the extent to which power is shared; [Moved to GOVT.4d and reworded]~~
- 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. [Reworded and 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 role of the Electoral College and the impact of reapportionment and redistricting on elections and governance.

~~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,~~

- e. ~~analyzing the influence of campaign financing, and the role of issue groups; [Moved to GOVT.5d]~~
- e. ~~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; [Reworded and moved to GOVT.5f]~~
- e. ~~describing how amendments have extended the right to vote; and [Reworded 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
- c. evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.

GOVT.7 The student will apply social science skills to understand the structure and organization and powers of the national government by

- a. ~~examining the legislative [Reworded and moved to GOVT.6a], executive [Reworded and moved to GOVT. 7a], and judicial branches. [Reworded and moved to GOVT.8a]~~
- b. ~~analyzing the relationships among the three branches in a system of checks and balances and separation of powers; and [Reworded and moved to GOVT.4d]~~
- c. ~~investigating and explaining the ways individuals and groups exert influence on the national government. [Moved to GOVT. 9d]~~

GOVT.7 The student will apply history and social science skills to understand the executive branch by

- a. describing the structure and organization of the executive branch and federal bureaucracy;
- b. describing how the power of the executive branch has changed over time; and
- c. comparing and contrasting executive branch processes with the legislative branch.

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.

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; [Reworded and 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]~~

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 the legislative, executive, and judicial branches;
- b. examining the structure and powers of local governments (county, city, and town);
- c. analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions; and
- d. investigating and explaining the ways individuals and groups exert influence on state and local governments.

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. [Reworded and 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.

GOVT.11 The student will apply history and social science skills to understand civil liberties and civil rights by

- a. examining the Bill of Rights, with emphasis on First Amendment freedoms;
- b. analyzing the rights of the accused and due process of law expressed in the Fifth Bill of Rights and the Fourteenth Amendments;
- c. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
- d. investigating and evaluating the balance between individual liberties and the public interest; and
- e. examining how civil liberties and civil rights are protected under the law.

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.

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. [Reworded and 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.

~~**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; [Reworded and 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 [Reworded 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 growth; and
 - f. evaluating the trade-offs in government decisions.

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; [Reworded and 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; [Reworded and 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. servicing 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.