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# History and Social Science Standards of Learning

for  
Virginia  
Public Schools



Board of Education  
Commonwealth of Virginia

June 1995

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Commonwealth of Virginia  
Board of Education  
Post Office Box 2120  
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# History and Social Science Standards of Learning

## Goals

The study of history and the social sciences is vital in a 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, and others with an interest in public education.

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;
- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed and responsible citizenship;
- develop students' skills in 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. By better understanding the relationship between past and present, students will be better equipped to deal with the problems that might arise in the future. Students will understand chronological thinking, the connection 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, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals.

## Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the 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, movement, and region. Geographic skills include the ability to use maps, globes, and aerial imagery, to interpret graphs, tables, diagrams, and pic-

tures, to observe and record information, and to assess information from various sources.

## 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 citizenship. Students should develop an understanding of the values and principles of American constitutional democracy. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable.

## Economics

The United States is recognized as a leader among the nations of the world in large part because of its economic strength. In order to maintain that strength, American citizens must understand the basic economic principles that underlie the market economy. They must understand how our own economic system works, as well as how other systems work. They must learn to make wise 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 and the complex world of tomorrow.

### **Organizational Framework**

Achievement of the History and Social Science Standards will be enhanced by close coordination with the English curriculum. The English Standards require that a high percentage of required reading relate to topics studied in history and the social sciences.

The Board of Education believes that these standards can best be achieved in a curriculum organized substantially along the lines of the framework outlined below. Indeed, consideration of scope and sequence has been an integral part of the process of developing new standards of learning. We believe, for instance, that the two halves of United States and world history should be taught in consecutive grade levels. The Board recognizes, however, that a local school division may wish to adopt a different organizational framework as long as students are able to achieve the required standards.

#### Kindergarten–Grade Three

Introduction to History and the Social Sciences

#### Grade Four

Virginia Studies: 1607 to Present

#### Grade Five

United States History to 1877

#### Grade Six

United States History: 1877 to Present

#### Grade Seven

Civics and Economics

#### Grade Eight

World History to 1000 A.D.

#### Grade Nine

World History: 1000 A.D. to Present

#### Grade Ten

World Geography

#### Grade Eleven

United States History

#### Grade Twelve

United States and Virginia Government

### **Computer/Technology Standards**

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines. Skills are identified in this document at grades five and eight.

# **Kindergarten**

## **Introduction to History and the Social Sciences**

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The standards for kindergarten students include an introduction to the lives of interesting people in history. During the course of their first year in school, students should learn basic concepts involving historical time sequence, geographic direction, and economic choices. They should use maps and globes to identify and locate some of the places and geographic features that are discussed in rich stories of history. Initial citizenship education should include the importance of following rules and respecting the rights of other people. Students should also have opportunities to learn about national symbols. They should learn how individuals acquire the economic goods and services they need and want. They should learn the concepts of self-control, justice, courage, heroism, and leadership.

### **History**

K.1 The student will understand that history relates to events and people of other times and places by

- identifying examples of past events in legends and historical accounts, including Paul Revere's ride and the stories of Johnny Appleseed, Booker T. Washington, and Betsy Ross;

- identifying examples of interesting Americans through exposure to biographies of important people of the past, including George Washington, Harriet Tubman, Abraham Lincoln, and Davy Crockett; and
- describing the people and events honored in commemorative holidays, including Columbus Day,



Thanksgiving, Independence Day, President's Day, and Lee/Jackson/King Day.

## Geography

- K.2 The student will compare and contrast the relative location of people, places, and things by
- placing objects using near/far, up/down, left/right, behind/in front; and
  - locating land and water on a map using north, east, south, and west.
- K.3 The student will use simple maps, globes, and other three-dimensional models to
- become aware of the physical shape of our state and nation; and
  - locate areas referenced in historically based legends and stories.
- K.4 The student will identify symbols such as
- community symbols (traffic signs, traffic lights, street and highway markers, etc.); and
  - map symbols (legend references to land, water, roads, and cities).

## Economics

- K.5 The student will match simple descriptions of work that people do and the names of those jobs with examples from the local community and historical accounts.
- K.6 The student will identify basic economic concepts, including

- the difference between basic needs (food, clothing, and shelter) and wants (luxuries);
- the practice of exchanging money for goods; and
- examples of people saving for the future.

## Civics

- K.7 The student will demonstrate an understanding that being a good citizen involves important actions by
- taking turns and sharing;
  - taking responsibility for certain classroom chores;
  - taking care of his/her own things (pencils, clothing, papers, books) and respecting what belongs to others;
  - identifying examples of honesty, courage, patriotism, and other admirable character traits seen in American history; and
  - identifying examples of rules and the consequences of breaking them.
- K.8 The student will identify traditionally patriotic symbols such as
- those associated with America including the flag, the bald eagle, monuments, etc.; and
  - those associated with Virginia including the flag, the cardinal, etc.
- K.9 The student will learn traditionally patriotic activities, including the Pledge of Allegiance and the Star-Spangled Banner.

# Grade One

## Introduction to History and the Social Sciences

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The standards for first-grade students include comparisons of everyday life and traditions in different places and times. First-grade students should construct simple maps and globes to identify continents and locate places in Virginia and around the world related to their comparative studies of life and culture. First graders should also construct time lines; study economic concepts of scarcity, productive resources, and consumption; learn the value of rights and responsibilities; and help to make and enforce class rules. The student should be encouraged to develop good character through stories that teach such virtues as honesty, truthfulness, kindness, self-discipline, and responsibility.

## History

- 1.1 The student will compare everyday life in different places and times and recognize that people, places, and things change over time through such comparisons as
- current school and community with past school and community; and
  - contemporary American life with American life in previous time periods.
- 1.2 The student will understand through biographies and stories the deeds for which our nation honors leaders from the past, including a variety of political, scien-

tific, social, and military leaders, including Benjamin Franklin, George Washington Carver, Jane Addams, and John Paul Jones.

- 1.3 The student will study the life of people and events associated with major holidays such as Thanksgiving and the Pilgrims, Independence Day, Flag Day, Veterans' Day, Memorial Day, etc.
- 1.4 The student will construct time lines to show sequence and change and will identify examples of possible cause and effect.

### Geography

- 1.5 The student will locate the local community, Richmond, the Commonwealth of Virginia, the United States, the seven continents, and the four oceans on a map and a globe.
- 1.6 The student will construct a simple map of a familiar area incorporating cardinal direction, scale, and map symbols.
- 1.7 The student will describe how climate, location, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- 1.8 The student will use maps, pictures, and stories to compare the geography of the local community with that of other communities in Virginia, the United States, and the world.

### Economics

- 1.9 The student will describe the differences between human resources (people at work), natural resources (water, soil, wood, coal, etc.), and capital resources (machines, tools, etc.) used to produce different goods or services.
- 1.10 The student will explain the difference between goods and services and will describe how people are both buyers (consumers) and sellers (producers) of goods and services.
- 1.11 The student will explain that limits on resources require people to make choices about producing and consuming goods and services.
- 1.12 The student will simulate the exchange of money for goods and services and will identify ways to save money.

### Civics

- 1.13 The student will describe and compare the making of some class rules by direct democracy (e.g., the entire class votes on the rules) and by representative democracy (e.g., the class elects a smaller group to make the rules).
- 1.14 The student will identify the bodies of elected representatives responsible for making local, Virginia, and United States laws.
- 1.15 The student will name the President of the United States and recognize national symbols and traditions of Virginia and the United States such as flags, holidays, and the Pledge of Allegiance.

## Grade Two

### Introduction to History and the Social Sciences

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The standards for second grade introduce students to the heritage and contributions of historic groups of people throughout the world. Second graders should also continue development of map skills and demonstrate enhanced understanding of basic economic concepts. Civics standards include distinguishing the basic functions of government and the officials responsible for each.

### History

- 2.1 The student will study the contributions of ancient Egypt and China which have had an impact on world history, with emphasis on written language, laws, calendars, and architectural monuments such as the Pyramids and the Great Wall of China.
- 2.2 The student will compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time.
- 2.3 The student will compare the tribes of American Indians in Virginia with nomadic (e.g., Sioux) and settled, agricultural tribes (e.g., Pueblo) in other regions in America.

## **Geography**

- 2.4 The student will describe our nation as composed of states and locate the following on a map of the United States: Washington, D.C.; the states of Virginia, Maryland, West Virginia, North Carolina, Kentucky, and Tennessee; and major rivers, mountain ranges, and lakes in the United States.
- 2.5 The student will demonstrate map skills by constructing a simple map of the North American continent, which will include the essential map elements of title, scale, key, directional indicator, and date.
- 2.7 The student will identify examples of making economic choices and will explain what is given up when making a choice; distinguish between money and barter economies; and explain the differences between using cash, checks, and credit to purchase goods and services.
- 2.8 The student will compare different ways that money can increase in value through savings and investment (e.g., bank savings accounts, investments in stocks and bonds, and investments in real estate and other valuable goods).

## **Economics**

- 2.6 The student will explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand and describing how producers have used natural resources, human resources, and capital resources to produce goods and services in the past and the present.

## **Civics**

- 2.9 The student will identify examples of the extension of the privileges and responsibilities of citizenship in American history and identify the contributions of individuals and groups, including Abraham Lincoln, Susan B. Anthony, and Martin Luther King, Jr.
- 2.10 The student will explain the difference between making laws, carrying out laws, and determining if laws have been violated and identify the government bodies that perform these functions at the local, state, and national levels.

# **Grade Three**

## **Introduction to History and the Social Sciences**

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The standards for third grade develop an understanding of the elements of civilizations and their interrelationship by studying several early civilizations. Students also learn about the discovery, exploration, and colonization of America. Third graders should apply the concepts of latitude and longitude as they study the geography of Virginia and the United States. The study of economics continues within the context of the historical study of exploration and colonization, and students are expected to learn about economic specialization, taxation, and the influence of transportation and communication on the distribution of goods and services.

## **History**

- 3.1 The student will explain the term “civilization” and describe the ancient civilizations of Greece and Rome, in terms of geographic features, government, agriculture, architecture, music, art, religion, sports, and roles of men, women, and children.
- 3.2 The student will describe the discovery of the Americas by Columbus and other European explorers and also the first permanent Spanish, French, and English settlements in North America, with emphasis on the people (explorers and their sponsors), their motivations, the obstacles they encountered, and the successes they achieved.
- 3.3 The student will describe the settlement of Jamestown and the Virginia colony, with emphasis on economic and other reasons that brought settlers to Virginia, the establishment of representative government, the economy, settlers’ interactions with American Indians, and the introduction of slavery into Virginia.
- 3.4 The student will identify historical cause-and-effect relationships such as colonists establishing governments similar to those that governed those colonists in Europe.

## Geography

- 3.5 The student will distinguish between meridians of longitude and parallels of latitude and use the equator and prime meridian to identify the Northern, Southern, Eastern, and Western hemispheres and the locations of the ancient civilizations, European nations, and American colonies which the student is studying.
- 3.6 The student will use maps, tables, graphs, and charts to classify regions with common characteristics, such as deserts.

## Economics

- 3.7 The student will describe the economic specialization and interdependence involved in the production of goods and services in various types of communities in the past.
- 3.8 The student will explain in simple terms how opportunity cost, scarcity, and price influence economic decision making.
- 3.9 The student will explain the relationship between taxation and government services.

- 3.10 The student will describe the impact of changing modes of transportation and communication on the distribution of goods and services.

## Civics

- 3.11 The student will explain the fundamental ideals and principles that form the foundation of our republican form of government including inalienable rights (“life, liberty, and the pursuit of happiness”), the rule of law, justice, and equality under the law.
- 3.12 The student will explain the interaction between rights and responsibilities; why we have rules, laws, and constitutional mandates to protect rights and make sure responsibilities are carried out; consequences for violating them; and the role of citizenship in promoting them.
- 3.13 The student will identify examples from history of conflicts over rights, how those conflicts were resolved, and the important people who helped resolve them.

# Grade Four

## Virginia Studies: 1607 to Present

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The standards for fourth-grade students allow them to explore the rich history of Virginia from 1607 to the present. Geographic, economic, and civic concepts continue to be presented within this historic context. Students should use geographic tools to analyze the influence of physical and cultural geography on Virginia history. Fourth graders should also focus on concepts of economic interdependence and the historic ideas that form the foundation of political institutions in Virginia and the United States. Historic and current examples of monetary exchange, credit, and taxation should be compared, and students should begin examination of constitutional documents and the structure and operation of state government.

- 4.1 The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on
- the location of American Indians, various European settlers, and African slaves; and
  - the location and growth of cities in relation to the Atlantic Ocean, the Chesapeake Bay, major rivers, the fall line/fall zone, and the Shenandoah Valley.
- 4.2 The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to
- locate and identify on maps and globes his/her local

city or county, Virginia, the other original states, the United States, Western Europe, and West Africa;

- explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general patterns of economic growth in Virginia;
- illustrate how communities in Virginia differ in physical features, such as land use, population density, architecture, services, and transportation; and
- construct physical maps and three-dimensional models that include the essential map elements and the geographic regions of Virginia (Tidewater, Piedmont, Ridge and Valley, Allegheny Plateau), and the U.S.

- (Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, Coastal Range).
- 4.3 The student will explain the economic, social, and political life of the Virginia colony, with emphasis on
- its political and economic relationship to England and other nations;
  - characteristics and contributions of various groups of people;
  - the role of money, banking, saving, and credit in colonial Virginia;
  - reasons for, and Virginia’s role in, the American Revolution;
  - the backgrounds, motivations, and contributions of George Washington, George Wythe, Thomas Jefferson, James Madison, James Monroe, Patrick Henry, and other prominent Virginians in the Revolutionary era; and
  - the significance of the Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, and the Declaration of Independence.
- 4.4 The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on
- the contributions of Virginians to the establishment of the U.S. Constitution and Bill of Rights, and the success of the new national government;
  - conflicts between northern and southern states and within Virginia, including Nat Turner’s Rebellion, and events leading to secession; and
  - Virginia’s role in the Civil War, including major battles and leaders in the Confederate army, including Robert E. Lee, J.E.B. Stuart, and Thomas “Stonewall” Jackson.
- 4.5 The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on
- the Reconstruction Period and its impact on politics and government, the economy, demographics, and public opinion;
  - the impact of segregation and Jim Crow laws; and
  - the economic and social transition from a rural, agricultural society to a more urban, industrialized society.
- 4.6 The student will trace the history of Virginia in the 20th century, with emphasis on
- the accomplishments of prominent Virginians, including Woodrow Wilson, Harry F. Byrd, Sr., L. Douglas Wilder, and Arthur Ashe;
  - social and political events linked to desegregation and Massive Resistance and their relationship to national history;
  - the impact of advances in transportation and communication on migration, economic development, and the integration of Virginia into the U.S. economy and eastern Virginia into the northeast megalopolis;
  - the role of money, banking, saving, and credit in contemporary Virginia; and
  - the types of taxes collected and the types of services provided by each level of government.
- 4.7 The student will develop historical analysis skills including
- identifying, analyzing, and making generalizations about the life in Virginia history using primary sources including artifacts, diaries, letters, photographs, art, documents, and newspapers;
  - distinguishing fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events; and
  - summarizing and sequencing major events in Virginia history from 1607 to the present and locating significant places and events on a map.

## **Grade Five**

### **United States History to 1877**

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The standards for grade five relate to the history of the United States from Pre-Columbian times until 1877. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. This course continues in grade six. In these two years, students study United States history in chronological sequence and learn about change and continuity in our history, study documents and speeches that lay the foundation of American ideals and

institutions, and examine the everyday life of people at different times in our history through the use of primary and secondary sources. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and globe skills, skills of using and interpreting information, and historical thinking skills.

- 5.1 The student will describe life in America before the 17th century by
- identifying and describing the first Americans, their arrival from Asia, where they settled, and how they lived, including Inuits (Eskimos), Anasazi (cliff dwellers), Northwest Indians (Kwakiutl), Plains Indians, Mound builders, Indians of the Eastern forest (Iroquois, etc.), Incas, and Mayans;
  - explaining how geography and climate influenced the way various Indian tribes lived; and
  - evaluating the impact of native economies on their religions, arts, shelters, and cultures.
- 5.2 The student will trace the routes and evaluate early explorations of the Americas, in terms of
- the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England;
  - the political, economic, and social impact on the American Indians; and
  - the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of North America.
- 5.3 The student will describe colonial America, with emphasis on
- the factors that led to the founding of the colonies, including escape from religious persecution, economic opportunity, release from prison, and military adventure;
  - geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South;
  - life in the colonies in the 18th century from the perspective of large landowners, farmers, artisans, women, and slaves;
  - the principal economic and political connections between the colonies and England;
  - sources of dissatisfaction that led to the American Revolution;
  - key individuals and events in the American Revolution including King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine; and
  - major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.
- 5.4 The student will analyze the United States Constitution and the Bill of Rights, in terms of
- the British and American heritage, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia Statute of Religious Freedom, and the Articles of Confederation;
  - the philosophy of government expressed in the Declaration of Independence; and
  - the powers granted to the Congress, the President, the Supreme Court, and those reserved to the states.
- 5.5 The student will describe challenges faced by the new United States government, with emphasis on
- the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights;
  - major issues facing Congress and the first four presidents; and
  - conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.
- 5.6 The student will describe growth and change in America from 1801 to 1861, with emphasis on
- territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California;
  - how the effects of geography, climate, canals and river systems, economic incentives, and frontier spirit influenced the distribution and movement of people, goods, and services;
  - the principal relationships between the United States and its neighbors (current Mexico and Canada) and the European powers (including the Monroe Doctrine), and describe how those relationships influenced westward expansion;
  - the impact of inventions, including the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America; and
  - the development of money, saving, and credit.

- 5.7 The student will identify causes, key events, and effects of the Civil War and Reconstruction, with emphasis on
- economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun;
  - events leading to secession and war;
  - leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison;
  - critical developments in the war, including major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox;
  - life on the battlefield and on the homefront;
  - basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution; and
  - the impact of Reconstruction policies on the South.
- 5.8 The student will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877, including "Give me liberty or give me death," "Remember the Alamo," "E Pluribus Unum," the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.
- 5.9 The student will develop skills for historical analysis, including the ability to
- identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (television, movies, and computer information systems) to better understand events and life in United States history to 1877;
  - construct various time lines of American history from pre-Columbian times to 1877 highlighting landmark dates, technological changes, major political and military events, and major historical figures; and
  - locate on a United States map major physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, and identify the states that formed the Confederacy during the Civil War.
- 5.10 The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events, including
- different historical perspectives such as American Indians and settlers, slaves and slave holders, Patriots and Tories, Federalists and Anti-Federalists, Rebels and Yankees, Republicans and Democrats, farmers and city folks, etc.; and
  - different evaluations of the causes, costs, and benefits of major events in American history up to 1877 such as the American Revolution, the Constitutional Convention, the Civil War, Reconstruction, etc.

## Computer/Technology Standards by the End of Grade Five

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

**Minimum** skills that students should acquire by the end of **Grade 5** include the following:

- C/T5.1 The student will demonstrate a basic understanding of computer theory including bits, bytes, and binary logic.
- C/T5.2 The student will develop basic technology skills.
- Develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM.
  - Select and use technology appropriate to tasks.
- Develop basic keyboarding skills.
  - Operate peripheral devices.
  - Apply technologies to strategies for problem solving and critical thinking.
- C/T5.3 The student will process, store, retrieve, and transmit electronic information.
- Use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications.

- Use electronic encyclopedias, almanacs, indexes, and catalogs.
- Use local and wide-area networks and modem-delivered services to access information from electronic databases.
- Describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.

- C/T5.4 The student will communicate through application software.
- Create a 1-2 page document using word processing skills, writing process steps, and publishing programs.
  - Use simple computer graphics and integrate graphics into word-processed documents.
  - Create simple databases and spreadsheets to manage information and create reports.
  - Use local and worldwide network communication systems.

## Grade Six

### United States History: 1877 to the Present

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The standards for grade six relate to the history of the United States from the end of the Reconstruction period to the present day, thus completing a two-year study of American history in the elementary grades. Sixth graders should continue to learn fundamental concepts in civics, economics, and geography in the context of United States history. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and globe skills, skills in interpreting and using information, and historical thinking skills.

- 6.1 The student will explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life, with emphasis on
- Western settlement and changing federal policy toward the Indians;
  - why various immigrant groups came to America, some of the obstacles they faced, and the important contributions they made; and
  - the growth of American cities, including the impact of racial and ethnic conflict and the role of political machines.
- 6.2 The student will analyze and explain Americans' responses to industrialization and urbanization, with emphasis on
- muckraking literature and the rise of the Progressive Movement;
  - women's suffrage and temperance movements, and their impact on society;
  - child labor, working conditions, and the rise of organized labor;
  - political changes at the local, state, and national levels; and
  - improvements in standards of living, life expectancy, and living conditions.
- 6.3 The student will describe and analyze the changing role of the United States in world affairs between 1898 and 1930, with emphasis on
- the Spanish-American War;
  - the Panama Canal;
  - Theodore Roosevelt's "Big Stick Diplomacy;"
  - the United States' role in World War I;
  - the League of Nations; and
  - tariff barriers to world trade.
- 6.4 The student will describe the ideas and events of the 1920's and 1930's, with emphasis on
- music, dance, and entertainment
  - the Harlem Renaissance;
  - impact of the automobile;
  - prohibition, speakeasies, and bootlegging;
  - the impact of women's suffrage;
  - racial tensions and labor strife; and
  - urban and rural electrification.



- 6.5 The student will explain the Great Depression and its effects, with emphasis on
- weaknesses in the economy, the collapse of financial markets in the late 1920's, and other events that triggered the Great Crash;
  - the extent and depth of business failures, unemployment, and poverty;
  - the New Deal and its impact on the Depression and the future role of government in the economy; and
  - personalities and leaders of the period, including Will Rogers, Eleanor and Franklin Roosevelt, and Charles Lindbergh.
- 6.6 The student will analyze and explain the major causes, events, personalities, and effects of World War II, with emphasis on
- the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States;
  - aggression in Europe and the Pacific;
  - failure of the policy of appeasement;
  - the Holocaust;
  - major battles of World War II and the reasons for Allied victory; and
  - major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.
- 6.7 The student will describe the economic, social, and political transformation of the United States since World War II, with emphasis on
- segregation, desegregation, and the Civil Rights Movement;
  - the changing role of women in America;
  - the technology revolution and its impact on communication, transportation, and new industries;
  - the consumer economy and increasing global markets;
  - increases in violent crime and illegal drugs;
  - effects of increased immigration;
  - the impact of governmental social and economic programs and the Cold War on the growth of federal income tax revenues and government spending and the role of the Federal Reserve System;
  - effects of organized religious activism; and
  - political leaders of the period, trends in national elections, and differences between the two major political parties.
- 6.8 The student will describe United States foreign policy since World War II, with emphasis on
- the Cold War and the policy of communist containment;
  - confrontations with the Soviet Union in Berlin and Cuba;
  - nuclear weapons and the arms race;
  - McCarthyism and the fear of communist influence within the United States;
  - NATO and other alliances, and our role in the United Nations;
  - military conflicts in Korea, Vietnam, and the Middle East; and
  - the collapse of communism in Europe and the rise of new challenges.
- 6.9 The student will interpret patriotic slogans and excerpts from notable speeches in United States history since 1877 including "Ask not what your country can do for you, . . ." " . . . December 7, 1941, a date which will live in infamy," "I have a dream . . .," and "Mr. Gorbachev, tear down this wall!"
- 6.10 The student will develop skills for historical analysis, including the ability to
- identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and to make generalizations about events and life in United States history since 1877;
  - recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity;
  - distinguish fact from fiction by examining documentary sources;
  - construct various time lines of United States history since 1877 including landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections; and
  - locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and the states which entered the Union since 1877.
- 6.11 The student will develop skills in discussion, debate, and persuasive writing by evaluating different assessments of the causes, costs, and benefits of major events in recent American history such as World War I, the New Deal, World War II, the Korean War, the Conservative Movement, the Civil Rights Movement, the War on Poverty, and the Vietnam War.

# Grade Seven

## Civics and Economics

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The standards for seventh-grade students cover the role of the citizen in the American political and economic systems. The focus is on gaining essential knowledge of the U.S. and Virginia Constitutions and the structure and functions of government institutions at the national, state, and local levels. Students also learn the basic principles, structure, and operation of the American economy. These standards are intended to foster patriotism, respect for the law, a sense of civic duty, and informed economic decision making. Social science skill development extends into quantitative data organization and interpretation.

- 7.1 The student will compare the Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of Independence, the Articles of Confederation, and the Constitutions of the United States and Virginia, as amended, with emphasis on their treatment of
- fundamental political principles including constitutionalism and limited government, rule of law, democracy and republicanism, sovereignty, consent of the governed, separation of powers, checks and balances, and federalism; and
  - fundamental liberties, rights, and values including religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, majority rule and minority rights, etc.
- 7.2 The student will compare the national, state, and local governments, with emphasis on
- their structures, functions, and powers;
  - the election and appointment of officials;
  - the division and sharing of powers among levels of government;
  - the separation and sharing of powers within levels of government; and
  - the process of amending the United States and Virginia Constitutions.
- 7.3 The student will compare the election process at the local, state, and national levels of government, with emphasis on
- nomination and promotion of candidates for elective office;
  - similarities and differences between the major political parties;
  - voter turnout;
  - evaluating accuracy of campaign advertising; and
  - distinguishing between reporting, analysis, and editorializing in the media, and recognition of bias.
- 7.4 The student will compare the policy-making process at the local, state, and national levels of government, with emphasis on
- the basic law-making process within the respective legislative bodies;
  - the interaction between the chief executives and the legislative bodies;
  - the functions of departments, agencies, and regulatory bodies;
  - the roles of political parties at the state and national levels;
  - the ways that individuals and cultural, ethnic, and other interest groups can influence government policymakers; and
  - the impact of the media on public opinion and policymakers.
- 7.5 The student will distinguish between the judicial systems established by the Virginia and United States Constitutions, with emphasis on
- the organization and jurisdiction of Virginia and United States courts;
  - the exercise of the power of judicial review;
  - the process of bringing and resolving criminal and civil cases in Virginia's judicial system; and
  - the function and process of the juvenile justice system in Virginia.
- 7.6 The student will explain the structure and operation of the United States economy as compared with other economies, with emphasis on
- the basic concepts of free market, as described by Adam Smith, and of communism, as described by Karl Marx;
  - the concepts of supply and demand, scarcity, choices, trade-offs, private ownership, incentives, consumer sovereignty, markets, and competition;
  - private and public financial institutions;

- the economic impact of consumption, saving and investment, and borrowing by individuals, firms, and governments; and
  - the differences between free market, centrally planned, and mixed economies.
- 7.7 The student will describe the role of governments in the United States economy, with emphasis on
- provision of public goods and services;
  - protection of consumer rights, contracts, and property rights;
  - the impact of government taxation, borrowing, and spending on individuals and on the production and distribution of goods and services; and
  - the role of the Federal Reserve System and the impact of monetary policy on the money supply and interest rates.
- 7.8 The student will compare the American political and economic system to systems of other nations, including Japan, China, and leading Western European nations, in terms of
- governmental structures and powers;
  - the degree of governmental control over the economy; and
  - entrepreneurship, productivity, and standards of living.
- 7.9 The student will demonstrate an understanding of the rights and responsibilities of citizens in America by
- describing ways individuals participate in the political process, such as registering and voting, communicating with government officials, participating in political campaigns, serving on juries and in voluntary appointed positions;
  - describing and evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees; and
  - analyzing career opportunities, in terms of individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.
- 7.10 The student will interpret maps, tables, diagrams, charts, political cartoons, and basic indicators of economic performance (gross domestic product, consumer price index, productivity, index of leading economic indicators, etc.) for understanding of economic and political issues.

## Grade Eight

### World History to 1000 A.D.

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The standards for the eighth grade enable students to explore the historical development of people, places, and patterns of life from ancient times until about 1000 A.D. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills, and technology skills.

- 8.1 The student will describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, with emphasis on
- the impact of geography on hunter-gatherer societies;
  - characteristics of hunter-gatherer societies;
  - toolmaking and use of fire;
  - technological and social advancements that gave rise to stable communities; and
  - how archeological discoveries are changing our knowledge of early peoples.
- 8.2 The student will compare selected ancient river civilizations, including Egypt, Mesopotamia, the Indus Valley, and Shang China, and other ancient civilizations (such as the Hebrew and Phoenician kingdoms and the Persian Empire), in terms of
- location in time and place;
  - the development of social, political, and economic patterns;
  - the development of religious traditions; and
  - the development of language and writing.

- 8.3 The student will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C., in terms of its impact on Western civilization, with emphasis on
- the influence of geography on Greek economic, social, and political development;
  - Greek mythology and religion;
  - the impact of Greek commerce and colonies on the Mediterranean region;
  - the social structure, significance of citizenship, and development of democracy in the city-state of Athens;
  - the significance of the Persian Wars and the Peloponnesian Wars;
  - life in Athens during the Golden Age of Pericles;
  - the contributions of Greek philosophers (including Socrates, Plato, and Aristotle), playwrights, poets, historians, sculptors, architects, scientists, and mathematicians; and
  - the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.
- 8.4 The student will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., in terms of its impact on Western civilization, with emphasis on
- the influence of geography on Roman economic, social, and political development;
  - Roman mythology and religion;
  - the social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
  - Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
  - the roles of Julius and Augustus Caesar and the impact of military conquests on the army, economy, and social structure of Rome;
  - the collapse of the Republic and the rise of imperial monarchs;
  - the economic, social, and political impact of the Pax Romana;
  - the origin, traditions, customs, beliefs, and spread of Christianity;
  - the origin, traditions, customs, beliefs, and spread of Judaism;
  - the development and significance of the Catholic Church in the late Roman Empire;
  - contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law; and
  - the reasons for the decline and fall of the Roman Empire.
- 8.5 The student will analyze the conflict between the Muslim world and Christendom from the 7th to the 11th century A.D., in terms of its impact on Western civilization, with emphasis on
- the origin, traditions, customs, beliefs, and spread of Islam;
  - theological differences between Islam and Christianity;
  - cultural differences between Muslims and Christians;
  - religious, political, and economic competition in the Mediterranean region; and
  - historical turning points that affected the spread and influence of both religious cultures.
- 8.6 The student will describe, analyze, and evaluate the history of the Byzantine Empire and Russia from about 300 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on
- the establishment of Constantinople as the capital of the Roman Empire;
  - the expansion of the Byzantine Empire and economy;
  - codification of Roman law and preservation of Greek and Roman traditions;
  - conflicts that led to a split between the Roman Catholic and Greek Orthodox churches;
  - Byzantine art and architecture; and
  - Byzantine influence on Russia and Eastern Europe.
- 8.7 The student will describe, analyze, and evaluate the history of Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on
- the structure of feudal society and its economic, social, and political effects;
  - the Age of Charlemagne and the revival of the idea of the Roman Empire;
  - the invasions and settlements of the Magyars and the Vikings, including Angles and Saxons in Britain; and
  - the spread and influence of Christianity throughout Europe.

- 8.8 The student will describe and compare selected civilizations in Asia, Africa, and the Americas, in terms of chronology, location, geography, social structures, form of government, economy, religion, and contribution to later civilizations, including
- India, with emphasis on the caste system; the traditions, customs, beliefs, and significance of Hinduism; and the conquest by Moslem Turks;
  - China, with emphasis on the T'ang dynasty; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall;
  - Japan, with emphasis on the development and significance of Shinto and Buddhist religious traditions, and the influence of Chinese culture;
  - the kingdoms of Kush in eastern Africa and Ghana in western Africa; and
  - the Mayan and Aztec civilizations.
- 8.9 The student will give examples of the practice of slavery from the earliest civilizations to 1000 A.D.
- 8.10 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.;
  - identifying, analyzing, and interpreting global population distribution in the Middle Ages;
  - identifying and comparing contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.; and
  - identifying and comparing the distribution of major religious cultures in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

## Computer/Technology Standards by the End of Grade Eight

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Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

**Minimum** skills that students should acquire by the end of **Grade 8** include the following:

- C/T8.1 The student will communicate through application software.
- Compose and edit a multi page document at the keyboard, using word processing skills and writing process steps.
  - Communicate with spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.
  - Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.
  - Use advanced publishing software, graphics programs, and scanners to produce page layouts.
  - Integrate databases, graphics, and spreadsheets into word-processed documents.
- C/T8.2 The student will communicate through networks and telecommunication.
- Use local and worldwide network communication systems.
  - Develop hypermedia "home page" documents that can be accessed by worldwide networks.
- C/T8.3 The student will have a basic understanding of computer processing, storing, retrieval and transmission technologies and a practical appreciation of the relevant advantages and disadvantages of various processing, storage, retrieval, and transmission technologies.
- C/T8.4 The student will process, store, retrieve, and transmit electronic information.
- Use search strategies to retrieve electronic information.
  - Use electronic encyclopedias, almanacs, indexes,

and catalogs to retrieve and select relevant information.

- Use laser discs with a computer in an interactive mode.
- Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases.
- Use databases to perform research.

## Grade Nine

### World History: 1000 A.D. to the Present

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The standards for ninth-grade students cover history and geography from the late Middle Ages (1000 A.D.) to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. 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. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. The standards strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.

- 9.1 The student will demonstrate an understanding of the state of the world about 1000 A.D. by summarizing
- the institution of feudalism in Europe and the rise of towns and commerce;
  - the location and leadership of major Western European kingdoms;
  - the location and culture of the Byzantine and Muslim empires;
  - the location and culture of empires in India, China, Japan, sub-Saharan Africa, and Central America;
  - the role of the Roman Catholic Church in Europe; and
  - the conflict between Christian and Muslim cultures.
- 9.2 The student will analyze the patterns of social, economic, and political change and cultural achievement in the late Medieval period, including
- the emergence of nation-states (Spain, France, England, Russia) and distinctive political developments in each;
  - conflicts among Eurasian powers including the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks;
  - patterns of crisis and recovery including the Black Death; and
  - the preservation of Greek and Roman philosophy, medicine, and science.
- 9.3 The student will analyze the historical developments of the Renaissance, including
- economic foundations of the Renaissance, including European interaction with Muslims, increased trade, role of the Medicis, and new economic practices;
  - the rise of Italian city-states;
  - artistic, literary, and intellectual creativity, including Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period;
  - Machiavelli's theory of government as described in *The Prince*; and
  - differences between the Italian and the Northern Renaissance.
- 9.4 The student will analyze the historical developments of the Reformation, including
- the effects of the theological, political, and economic differences that emerged during the Reformation, including the views and actions of Martin Luther, John Calvin, Henry VIII and the divorce issue;

- the influence of religious conflicts on government actions, including the Edict of Nantes in France; and
  - the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, including the beginnings of religious toleration and the spread of democracy.
- 9.5 The student will analyze the impact of European expansion into the Americas, Africa, and Asia (16th through 19th centuries), in terms of
- the roles of explorers/conquistadors;
  - migration, settlement patterns, and cultural diffusion;
  - the exchange of technology, ideas, and agricultural practices;
  - the trade in slaves, tobacco, rum, furs, and gold;
  - the introduction of new diseases;
  - the influence of Christianity;
  - economic and cultural transformations (e.g., plants like tobacco and corn became available in new places, arrival of the horse in the Americas, etc.);
  - competition for resources and the rise of mercantilism;
  - the commercial and maritime growth of European nations, including the emergence of money and banking, global economies, and market systems; and
  - social classes in the colonized areas.
- 9.6 The student will compare Judaism, Christianity, Islam, Buddhism, and Hinduism, in terms of
- major leaders and events;
  - sacred writings;
  - traditions, customs, and beliefs;
  - monotheistic versus polytheistic views;
  - geographic distribution at different times;
  - political, social, and economic influences of each; and
  - long-standing religious conflicts and recent manifestations (e.g., Ireland, Middle East conflict, Bosnia, etc.).
- 9.7 The student will analyze the scientific, political, and economic changes of the 16th, 17th, and 18th centuries (Age of Absolutism, the Enlightenment, and the Age of Reason), in terms of
- the establishment of absolute monarchies by Louis XIV, Frederick the Great, and Peter the Great;
  - the Glorious Revolution in England and the French Revolution;
  - the ideas of significant people, including Hobbes, Locke, Montesquieu, Rousseau, and Jefferson;
  - how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States;
- new scientific theories, including those of Newton, Kepler, Copernicus, Galileo, and others (e.g., Harvey, Franklin);
  - how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas;
  - the flowering of the arts, philosophy, and literature (e.g., Voltaire, Diderot, Delacroix, Bach, and Mozart); and
  - the influence of religious beliefs on art, politics, science, and commerce.
- 9.8 The student will describe political developments in Europe in the 19th century, including
- the Congress of Vienna;
  - expansion of democracy in Europe, including the effects of urbanization, revolutions of 1848, and British reform laws;
  - unification of Germany and the role of Bismarck; and
  - unification of Italy and the role of Garibaldi.
- 9.9 The student will analyze and explain the effects of the Industrial Revolution, in terms of
- the rise of industrial economies and their link to imperialism and colonialism;
  - how scientific and technological changes, including the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change;
  - the emergence of capitalism and free enterprise as a dominant economic pattern;
  - responses to capitalism including utopianism, socialism, and communism;
  - how the status of women and children reflected changes in society;
  - the evolution of work and labor, including the slave trade, mining and manufacturing, and the union movement;
  - applying economic reasoning and cost-benefit analysis to societal issues; and
  - the transformation of Asia and Africa by expanding European commercial power.
- 9.10 The student will analyze major historical events of the 20th century, in terms of
- causes and effects of World War I and World War II;
  - the Russian Revolution;
  - the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan;

- the political, social, and economic impact of world-wide depression in the 1930's;
  - the Nazi Holocaust and other examples of genocide;
  - new technologies, including atomic power, and their influence on the patterns of conflict;
  - economic and military power shifts since 1945, including the rise of Germany and Japan as economic powers;
  - revolutionary movements in Asia and their leaders, including Mao Zedong and Ho Chi Minh;
  - how African and Asian countries achieved independence from European colonial rule, including India under Gandhi and Kenya under Kenyatta and how they have fared under self-rule;
  - regional and political conflicts including Korea and Vietnam; and
- the beginning and end of the Cold War and the collapse of the Soviet Union.
- 9.11 The student will demonstrate skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources and artifacts;
  - validating sources as to their authenticity, authority, credibility, and possible bias;
  - comparing trends in global population distribution since the 10th century;
  - constructing various time lines of key events, periods, and personalities since the 10th century;
  - identifying and analyzing major shifts in national political boundaries in Europe since 1815; and
  - identifying the distribution of major religious cultures in the contemporary world.

## Grade Ten

### World Geography

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The focus of this course is the study of the world's people, places, and environments with historical emphasis on Asia, Latin America, Africa, and the Middle East. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, its countries and regions, land forms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using texts, maps, globes, graphs, pictures, stories, diagrams, charts, and a variety of geographic, inquiry/research, and technology skills, students consider the relationships between people and places while asking and answering geographic questions.

- 10.1 The student will use maps, globes, photographs, and pictures to analyze the physical and human landscapes of the world in order to
- recognize the different map projections and explain the concept of distortion;
  - show how maps reflect particular historical and political perspectives;
  - apply the concepts of scale, orientation, latitude and longitude;
  - create and compare political, physical, and thematic maps of countries and regions; and
  - identify regional climatic patterns and weather phenomena and relate them to events in the contemporary world.
- 10.2 The student will analyze how selected physical and ecological processes shape the Earth's surface, in terms of
- how humans influence and are influenced by the environment; and
  - how people's ideas and relationship to the environment change over time, particularly in response to new technologies.
- 10.3 The student will explain how
- geographic regions change over time;
  - characteristics of regions have led to regional labels;
  - regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events; and
  - technological advances have led to increasing interaction among regions.



- 10.4 The student will analyze how certain cultural characteristics can link or divide regions, in terms of language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history.
- 10.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population, in terms of settlement patterns and the location of natural and capital resources.
- 10.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.
- 10.7 The student will locate and identify by name the major countries in each region and the world's major rivers, mountain ranges, and surrounding bodies of water.
- 10.8 The student will identify natural hazards, describe their characteristics, explain their impact on human and physical systems, and assess efforts to manage their consequences in developed and less developed regions.
- 10.9 The student will identify natural, human, and capital resources, describe their distribution, and explain their significance, in terms of location of contemporary and selected historical economic and land-use regions.
- 10.10 The student will analyze the patterns of urban development, in terms of site and situation, the function of towns and cities, and problems related to human mobility, social structure, and the environment.
- 10.11 The student will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, in terms of physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.
- 10.12 The student will analyze the patterns and networks of economic interdependence, with emphasis on formation of multi national economic unions, international trade, and the theory of competitive advantage, in terms of job specialization, competition for resources, and access to labor, technology, transportation, and communications.
- 10.13 The student will distinguish between developed and developing countries and relate the level of economic development to the quality of life.
- 10.14 The student will analyze the forces of conflict and cooperation as they influence
- the way in which the world is divided among independent countries and dependencies;
  - disputes over borders, resources, and settlement areas;
  - the historic and future ability of nations to survive and prosper; and
  - the role of multinational organizations.
- 10.15 The student will apply geography to interpret the past, understand the present, and plan for the future by
- using a variety of maps, charts, and documents to explain historical migration of people, expansion and disintegration of empires, and the growth of economic systems; and
  - relating current events to the physical and human characteristics of places and regions.

## Grade Eleven

### United States History

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The standards for eleventh-grade students cover the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political 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 United States and Virginia history.

- 11.1 The student will analyze and explain the contacts between American Indians and European settlers during the Age of Discovery, in terms of
- economic and cultural characteristics of the groups;
  - motives and strategies of the explorers and settlers;
  - impact of European settlement on the American Indians; and
  - legacies of contact, cooperation, and conflict from that period.

- 11.2 The student will compare the colonization of Virginia with that of other American colonies, in terms of
- motivations of ethnic, religious, and other immigrants and their influences on the settlement of colonies;
  - economic activity;
  - political developments; and
  - social customs, the arts, and religious beliefs.
- 11.3 The student will analyze and explain events and ideas of the Revolutionary Period, with emphasis on
- changes in British policies that provoked the American colonists;
  - the debate within America concerning separation from Britain;
  - the Declaration of Independence and “Common Sense;”
  - individuals, including Virginians, who provided leadership in the Revolution; and
  - key battles, military turning points, and key strategic decisions.
- 11.4 The student will analyze the events and ideas of the Constitutional Era, with emphasis on
- new constitutions in Virginia and other states, the Virginia Statute of Religious Freedom, the Virginia Declaration of Rights, and the Articles of Confederation;
  - issues and policies affecting relations among existing and future states, including the Northwest Ordinance;
  - the Constitutional Convention, including the leadership of James Madison and George Washington;
  - the struggle for ratification of the Constitution, including the Federalist Papers and the arguments of the Anti-Federalists; and
  - the addition of the Bill of Rights to the Constitution.
- 11.5 The student will analyze and explain events of the Early National Period, with emphasis on
- organization of the national government under the new Constitution;
  - major domestic and foreign affairs issues facing the first presidents and Congress;
  - the development of political parties;
  - the impact of Supreme Court decisions affecting interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*;
  - foreign relations and conflicts, including the War of 1812 and the Monroe Doctrine;
  - the Louisiana Purchase and the acquisition of Florida; and
  - economic development, trade, tariffs, taxation, and trends in the national debt.
- 11.6 The student will analyze the causes and effects of major events of the Civil War and Reconstruction, including
- slavery;
  - States’ Rights Doctrine;
  - tariffs and trade;
  - settlement of the West;
  - secession;
  - military advantages of the Union and the Confederacy;
  - threat of foreign intervention;
  - economic and political impact of the war;
  - roles played by individual leaders; and
  - impact of Reconstruction policies on the South.
- 11.7 The student will analyze the impact of immigration on American life, in terms of
- contributions of immigrant groups and individuals; and
  - ethnic conflict and discrimination.
- 11.8 The student will summarize causes and effects of the Industrial Revolution, with emphasis on
- new inventions and industrial production methods;
  - new technologies in transportation and communication;
  - incentives for capitalism and free enterprise;
  - the impact of immigration on the labor supply and the movement to organize workers;
  - government policies affecting trade, monopolies, taxation, and money supply;
  - expansion of international markets; and
  - the impact of industrialization, urbanization, and immigration on American society.
- 11.9 The student will analyze and explain the importance of World War I, in terms of
- the end of the Ottoman Empire and the creation of new states in the Middle East;
  - the declining role of Great Britain and the expanding role of the United States in world affairs;
  - political, social, and economic change in Europe and the United States; and
  - causes of World War II.
- 11.10 The student will analyze and explain the Great Depression, with emphasis on
- causes and effects of changes in business cycles;
  - weaknesses in key sectors of the economy in the late 1920’s;

- United States government economic policies in the late 1920's;
  - causes and effects of the Stock Market Crash;
  - the impact of the Depression on the American people;
  - the impact of New Deal economic policies; and
  - the impact of the expanded role of government in the economy since the 1930's.
- 11.11 The student will demonstrate an understanding of the origins and effects of World War II, with emphasis on
- the rise and aggression of totalitarian regimes in Germany, Italy, and Japan;
  - the role of the Soviet Union;
  - appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war;
  - the impact of mobilization for war, at home and abroad;
  - major battles, military turning points, and key strategic decisions;
  - the Holocaust and its impact; and
  - the reshaping of the United States' role in world affairs after the war.
- 11.12 The student will analyze and explain United States foreign policy since World War II, with emphasis on
- the origins and both foreign and domestic consequences of the Cold War;
  - communist containment policies in Europe, Latin America, and Asia;
  - the strategic and economic factors in Middle East policy;
  - relations with South Africa and other African nations;
  - the collapse of communism and the end of the Cold War; and
  - new challenges to America's leadership role in the world.
- 11.13 The student will evaluate federal civil rights and voting rights developments since the 1950's, in terms of
- the *Brown v. Board of Education* decision and its impact on education;
  - civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment;
  - reapportionment cases and voting rights legislation and their impact on political participation and representation; and
  - affirmative action.
- 11.14 The student will demonstrate an understanding of domestic policy issues in contemporary American society by
- comparing conservative and liberal economic strategies;
  - explaining current patterns of Supreme Court decisions and evaluating their impact; and
  - comparing the positions of the political parties and interest groups on major issues.
- 11.15 The student will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases to
- locate and explain the location and expansion of the original colonies;
  - trace the advance of the frontier and the territorial expansion of the United States and explain how it was influenced by the physical environment;
  - locate new states as they were added to the Union;
  - understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups;
  - compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade; and
  - analyze the political, social, and economic implications of demographic changes in the nation over time.
- 11.16 The student will interpret the significance of excerpts from famous speeches and documents in United States history, including "The Letter from Birmingham Jail," "Speak softly and carry a big stick...", "The Gettysburg Address," and "The Virginia Statute of Religious Freedom."
- 11.17 The student will develop skills for historical analysis, including the ability to
- analyze documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.);
  - evaluate the authenticity, authority, and credibility of sources;
  - formulate historical questions and defend findings based on inquiry and interpretation;
  - develop perspectives of time and place, including the construction of various time lines of events, periods, and personalities in American history; and
  - communicate findings orally, in brief analytical essays, and in a comprehensive paper.

- 11.18 The student will develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled. Such issues include
- civil disobedience vs. the rule of law;
  - slavery and its impact;
  - the relationship of government to the individual in economic planning and social programs;
  - freedom of the press vs. the right to a fair trial;
  - the tension between majority rule and minority rights;
  - problems of intolerance toward racial, ethnic, and religious groups in American society; and
  - the evolution of rights, freedoms, and protections through political and social movements.

## **Grade Twelve**

### **United States and Virginia Government**

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The standards for the study of United States and Virginia government will ensure that graduates of Virginia's public schools understand the origins and workings of the American and Virginia political systems. The standards require that students have knowledge of the United States and Virginia Constitutions; the structure and operation of United States and Virginia governments; the process of policy-making, with emphasis on economics, foreign affairs, and civil rights issues; and the impact of the general public, political parties, interest groups, and the media on policy decisions. United States political and economic systems are compared to those of other nations, with emphasis on the relationships between economic and political freedoms. Economic content covers the United States market system, supply and demand, and the role of the government in the economy.

- 12.1 The student will compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.
- 12.2 The student will identify examples of fundamental American political principles contained in the Virginia Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, and will compare them to principles of government and law developed by leading European political thinkers such as Locke, Hobbes, Montesquieu, Rousseau, and Blackstone.
- 12.3 The student will analyze the amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.
- 12.4 The student will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, with emphasis on basic freedoms, due process, equal protection of the law, and government powers, and will analyze the historical trends and contemporary patterns of United States Supreme Court decisions.
- 12.5 The student will identify and explain fundamental concepts of democracy, with emphasis placed on equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.
- 12.6 The student will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies, including conflicts between
- majority rule and minority rights;
  - individual rights and the public interest;
  - levels of taxation and the expectation of public services; and
  - state and national authority in a federal system.
- 12.7 The student will analyze and compare national and state governments, with emphasis on
- the structures, functions, and authority of each;
  - the principles of federalism, separation of powers, and checks and balances;
  - the extent to which power is shared rather than divided or separated; and
  - procedures for constitutional amendment.

- 12.8 The student will explain how United States and Virginia legislative, executive, and judicial institutions make public policy, in terms of
- legislation, regulations, executive orders, and judicial review;
  - constitutional requirements and institutional procedures; and
  - specific policies related to foreign affairs, civil rights, and economics and the budget.
- 12.9 The student will identify and distinguish among the units of local governments in Virginia, including counties, cities, towns, and regional authorities and will analyze a local public issue.
- 12.10 The student will explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.
- 12.11 The student will describe campaigns for national, state, and local elective office, including
- the nominating process;
  - campaign funding and spending;
  - the influence of media coverage, campaign advertising, and public opinion polls;
  - demographic causes and political effects of reapportionment and redistricting;
  - voter turnout and the constituencies of the major political parties; and
  - the Electoral College.
- 12.12 The student will explain the rights, responsibilities, and benefits of citizenship in the United States and Virginia.
- 12.13 The student will develop the skills needed for informed participation in public affairs by
- analyzing public issues;
  - evaluating candidates for public office;
  - evaluating the performance of public officials; and
  - communicating with public officials.
- 12.14 The student will compare the United States political and economic systems with those of major democratic and authoritarian nations, in terms of
- the structures and powers of political institutions;
  - the rights and powers of the governed including grass roots citizen movements;
  - economic goals and institutions and the role of government in the economy;
  - the relationships between economic freedom and political freedom; and
  - the allocation of resources and its impact on productivity.
- 12.15 The student will analyze the United States market economy, in terms of
- labor, capital, and natural resources;
  - the interaction of supply and demand in markets;
  - the role of private ownership, private enterprise, and profits;
  - the relationships of households, firms, and government;
  - labor/management relationships; and
  - relationships to the global economy.
- 12.16 The student will analyze the role of government in the United States economy, with emphasis on
- monetary and fiscal policies;
  - interstate commerce and international trade policies;
  - providing favorable conditions for markets;
  - providing public goods and services;
  - protecting the environment; and
  - promoting economic growth.
- 12.17 The student will evaluate the effect of monetary and fiscal policies on personal economic well-being including employment opportunities, purchasing power, credit and interest rates, and opportunities for investment and savings.
- 12.18 The student will define common economic terms, including productivity, recession, depression, the business cycle, and inflation, and explain and interpret indicators of economic performance, including gross domestic product, consumer price index, unemployment rate, balance of trade, and stock market averages.

