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# History and Social Science Standards of Learning

for  
Virginia  
Public Schools



Board of Education  
Commonwealth of Virginia

**History and  
Social Science  
Standards of  
Learning  
for  
Virginia  
Public Schools**

**Adopted in \_\_\_\_ 2023 by the  
Board of Education**

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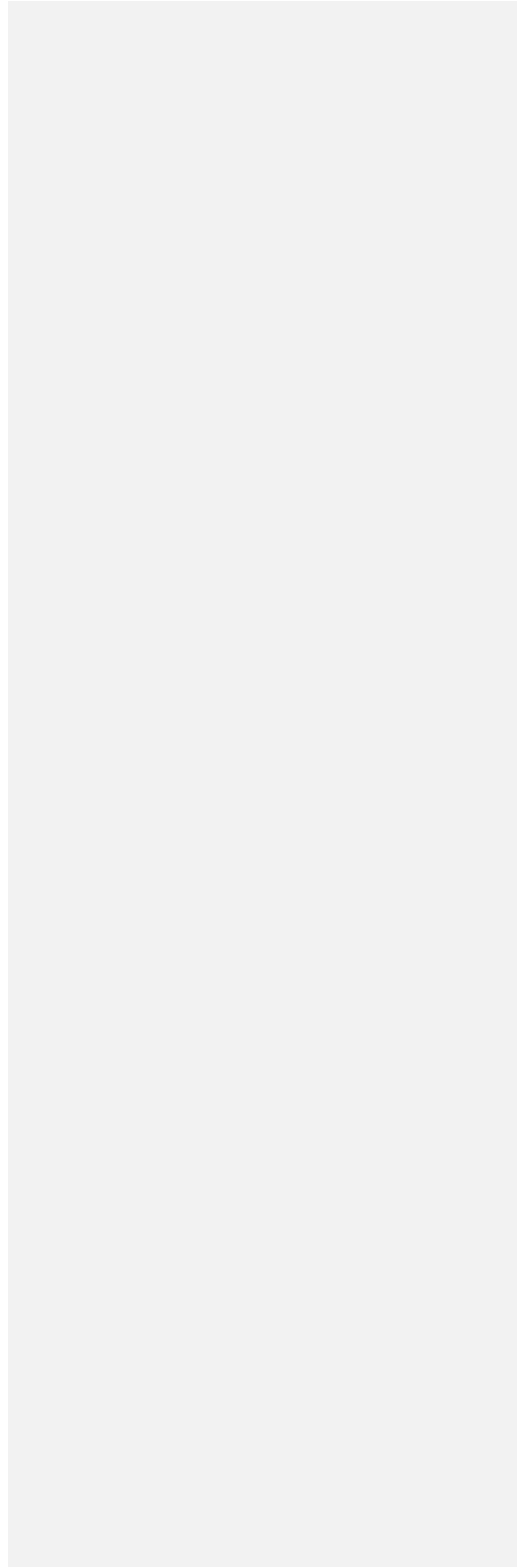
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## Guiding Principles

### Introduction

Virginia's History and Social Sciences standards aim to ~~ensure~~~~restore~~ raise our aspirations for history and social studies instruction and restore excellence, curiosity and excitement around teaching and learning history. The teaching of history should illuminate insights from the past and inspire current and future generations to lead lives that are informed and inspired by those who walked this journey before them.

**Commented [VP1]:** Note: Inspire is an equally good choice.

### Expectations For Virginia's Students

Every graduate from Virginia's K-12 schools will possess a robust understanding of the places, people, events and ideas that comprise the history of Virginia, the United States and ~~the world~~~~civilizations~~. Our students will learn from the rise and fall of civilizations across time, so that we may pursue and maintain government and economic systems that have led to human achievement. ~~The Virginia standards are grounded in the foundational principles and actions of~~ great individuals who preceded us~~individuals and institutions~~ so that we may learn from them as we strive to maintain our political liberties and personal freedoms and thrive as a nation.

**Commented [VP2]:** Note: This sentence would be better placed as the second sentence to the introduction above. It gets to the heart of what is at stake and why standards in this content are so very important to our democracy.

The United States, whose founding history is rooted in Virginia's history, has led the world in political, social and economic thought and action in ways that fundamentally changed the interactions and expectations of individual citizens with government. Students will know that the Declaration of Independence first stated that "all men are created equal, and that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." The standards will recognize the world impact of America's quest for a "more perfect Union" and the optimism, ideals and imagery captured by Ronald Reagan's "shining city upon a hill" speech. ~~Students will know our nation's exceptional strengths, including individual innovation, moral character, ingenuity and adventure, while learning from terrible periods and actions in direct conflict with these ideals.~~

**Commented [VP3]:** Requested edit: Delete.

Our students will also understand that our history encompasses a broad civilization beyond their neighborhood, Virginia and the United States. They will learn that humankind has spanned continents, ethnicities and religions, with common qualities that unite us and differences that enrich our society. The events of our history demonstrate that people have incredible ability to inspire, innovate and improve lives, and this human story also shows that ~~evil exists with the~~ people are capability-capable of destroying civilizations, communities and individual lives.

**Commented [VP4]:** Requested edit: Delete.

**Commented [VP5]:** Note: It seemed necessary to use people to parallel made explicit the reference to people as it is true in the opening statement of this sentence.

The standards provide an unflinching and fact-based coverage of world, United States and Virginia history. Students will study the horrors of wars and genocide including the Holocaust and the ethnic cleansing campaigns that have occurred throughout history and continue today. They will better understand the abhorrent treatment of Native Americans, ~~the stain~~ of slavery, segregation and racism in the United States and around the world, and the inhumanity and deprivations of communist regimes. Students also will study inspirational moments including the achievements of Greek and Roman governments and advancements in engineering, architecture and art, the European Enlightenment, the American Revolution, the triumph of America's Greatest Generation in World War II, the Marshall Plan, the Civil Rights Movement, the fall of the Berlin Wall, Project Apollo, progress against diseases, and the heroic sacrifice of Flight 93 passengers.

**Commented [VP6]:** Requested edit: Delete.

**Commented [VP7]:** Suggested edit: Change "stain" to "horror."

Students will have an in-depth understanding of the good and the bad in the world, United States and Virginia history. The Standards will include an appreciation of the attributes and actions that have made America the world's exemplar of freedom, opportunity and democratic ideals. This comprehensive story of

the United and the world will prepare every student for the rights, opportunities and responsibilities of Americans. As noted by George Santayana over 100 years ago, “those who cannot remember the past are condemned to repeat it.”

## Principles

The foundational principles for these History and Social Sciences learning standards include:

- Individual liberty and representative government are cornerstones of the American way of life;
- The Declaration of Independence and the Constitution are remarkable documents that provide the freedoms and framework for ~~our~~ constitutional republic.
- We aspire to live up to the ~~Founders'~~ ideals ~~expressed but not realized by the Founders~~ for a society that recognizes all individuals are created equal.
- From thirteen diverse colonies to a unified nation, “E Pluribus Unum” – “Out of Many, One,” has always been our strength. Immigrants from around the world continue to come to ~~our shores~~ ~~the United States~~ seeking freedom and opportunity to build a better life and have contributed to our communities and added to the rich history of ~~achievement in our country~~ ~~the United States~~.
- Free enterprise, property rights and the rule of law enable an economic system that allocates assets through free markets and competition and fosters innovation, opportunity and efficiency.
- ~~Centralized government planning in the form of socialism or communist political systems is incompatible with democracy and individual freedoms.~~
- America is exceptional ~~but imperfect, and not perfect.~~
- The rights codified in the United States and Virginia constitutions and the Bill of Rights provide for individual freedoms that place a responsibility on current and future generations of Americans to engage in the political process with civility and fulfill their civic ~~obligations~~ ~~duty~~.
- ~~Over~~ ~~Through~~ the ages, civilizations have grown, prospered and vanished. Every student should understand our Great American Experiment is not guaranteed forever. As Benjamin Franklin warned citizens over 200 years ago, “you have a republic... if you can keep it.”

Commented [VP8]: Requested edit.

Commented [VP9]: Requested edit: Delete “socialism or”

Commented [VP10]: Requested edit

Commented [VP11]: Note: Are these principles of social studies education or statements of ideology?

## Implementation Of Virginia’s History And Social Science Standards

Human history is complex and evolving as new technologies emerge and old stories are uncovered. We update our standards every seven years because we continue to learn more about the multiple facets of historical events through new discoveries and expanded research.

Commented [VP12]: Requested edit: Delete.

The virtues and flaws of Virginia, the United States and other world civilizations will be taught in an objective, factual and age-appropriate way by balancing fact and inquiry-based learning opportunities. [More than any previous version in the Commonwealth’s history, these standards lay out the achievements and progress of our story and where Americans and Virginians have fallen short.](#) Virginia’s History and Social Science education will highlight our shared humanity and the opportunity to work together in our constitutional republic to improve our own lives as well as the lives of our families and communities. The study of history and civics through these standards will provide the foundation for students to be engaged [and deeply](#) and informed citizens who will continue to strengthen our communities, our economy and our republic.

The success of Virginia’s 2022 History and Social Science standards depends on the sound judgment and strong preparation of teachers and informed engagement by parents [and communities](#). The standards and state-developed curriculum frameworks will serve as guides for best-in-class teaching and learning. While the immense responsibility of defining curriculum and texts used in classrooms across Virginia rests with local school boards, our standards should be implemented in the following ways:

- Students should be exposed to the facts of our past, even when those facts are uncomfortable.
- Teachers should engage students in age-appropriate ways [that do not suggest students are responsible for historical wrongs based on immutable characteristics, such as race or ethnicity, or attributes such as economic class.](#) [Teachers should not intentionally expose students to embarrassment or disparagement or unreasonably restrict student access to varying points of view.](#)
- Teachers and students should insist on dignity and respect for each other as part of civil society.
- The Virginia Department of Education will provide our teachers with excellent instructional tools and [training-professional learning](#) so they will be able to teach all of our history in an objective, fair, empathetic, nonjudgmental and developmentally appropriate manner in accordance with Title IV and Title VI of the Civil Rights Act of 1964.
- Teachers must facilitate open and balanced discussions on difficult topics, including discrimination and racism, and present learning opportunities without personal or political bias.
- [Teachers, whether they are new to the profession or are veteran educators, should utilize these standards in their classrooms as a mechanism to support their content knowledge and the important work they do each day in classrooms as they teach students across the Commonwealth.](#)
- Every local school board has the responsibility and resources to select and fully implement standards that are aligned with the core history and social science curricula for every grade level and course.
- [The curriculum selected by a local school board should provide a level of guidance, consistency, and professional development, to ensure high quality learning experiences for all students, and not burden individual teachers comprehension, so that “teacher-created curriculum” is unnecessary.](#)
- Parents should have open access to all instructional materials utilized in any Virginia public school. Division policies and practices should reflect this commitment.

Commented [VP13]: Requested edit: Delete text.

Commented [VP14]: Requested edit.

Commented [VP15]: Requested edit: Delete: "ensure high quality learning experiences for all students and not burden individual teachers comprehension so that teacher-created curriculum is unnecessary."

Add: "The curriculum selected by a local school board should provide a level of guidance, consistency, [high quality materials, and professional development so teachers, especially less experienced teachers, are not required to develop materials on their own.](#)"

Commented [VP16]: Requested edits.

## Background and Context for the History and Social Science Standards Revisions

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 are designed to ~~raise~~ the academic achievement ~~of~~ ~~for~~ all students in Virginia by providing clear and specific benchmarks ~~at each grade level about what students should know and be able to do.~~ ~~for student success at each grade level.~~

**Commented [VP17]:** Requested edit: Delete raise and insert "ensure."

Pursuant to legislation from the 2000 Virginia General Assembly, the Board of Education established a seven-year cycle for review of the Standards of Learning. Thus, the 1995 History and Social Science Standards of Learning were reviewed in 2001, 2008, and 2015. The Virginia Department of Education convened review committees in 2021-2022 to review and revise the 2015 History and Social Science Standards of Learning, ~~and the results of those reviews are reflected in this document.~~

**Commented [VP18]:** Requested edit: Delete.

**Curriculum**, on the other hand, created at the division or local level, should prescribe a specific sequence of coherent "units" or "modules" that combine instructional strategies with resources and a sequence of student activities to help students meet the standards. A locally developed curriculum should specify how resources, instructional strategies, content vocabulary, student activities, formative and summative assessments, and evaluation procedures may be combined into those coherent units.

Note: It would seem better to try and at least note the work of the committees, followed by additional work by the department and extensive feedback from the public as a part of the review process for these standards.

To assist school divisions with the creation of the local curricula, the Virginia Department of Education will separately issue **Curriculum Frameworks** for the HSS. The Curriculum Frameworks will suggest instructional resources (print and non-print), suggested students' activities, suggested formative and summative assessment and evaluation materials, and suggested pacing. They will also include scaffolding and differentiation suggestions to help curriculum developers address the needs of struggling learners and those who need challenges. The Frameworks will offer important instructional guidance to ensure that students are learning and applying the **skills of historical analysis**, such as being an active listener, looking at events and issues from various perspectives, analyzing primary and secondary sources, evaluating, and developing arguments, and citing evidence in support of one's opinion both orally and in writing. Finally, the suggested student activities will encourage students to wrestle with complex texts and ideas, including the important and transcendent themes associated with the study of history, such as liberty, democracy, self-government, truth and citizenship. In short, Curriculum Frameworks will be issued to further enrich and clarify the concepts set forth in the *Virginia Standards for History and Social Science*.

### Organization and Prescribed Order of History and Social Science Courses

Historically, Virginia has offered flexibility around the grades at which some of these "courses" are taught; in this configuration, the ~~draft~~ standards are presented in the Board of Education's recommended grade level sequence. School divisions are strongly encouraged to adopt this sequence. ~~Local School Boards that authorize alternative approaches must ensure that gaps in student learning are avoided and make accommodations for students who transfer from another division and ensure that students satisfy Board-prescribed graduation requirements.~~

**Commented [VP19]:** Note: Should "draft" be maintained in final version of adopted standards.

**Commented [VP20]:** Requested edit.

### Skills

Preceding the standards at each grade level is a skills standard. The development of these skills at each grade level is important as they develop academically in all content areas. 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.



### Grades K-3

Standards are organized into the four core strands of social studies: history, geography, civics and economics:

- The **history** strand offers opportunities for students to read, hear, learn about, research, and explore the lives of people and events in the community, Virginia, the United States, and the world.
- The **geography** strand entails the study of both basic geographic skills and specific geography standards that align with and enhance students' understanding of the history taught at each grade.
- The **civics** strand builds students' knowledge of citizenship, patriotism, and the establishment of the U.S. Constitution. The strand includes specific expectations for students' knowledge of how the U.S. government is structured (the three branches of government), and confirms a nascent understanding of the basic rights and responsibilities of U.S. citizenship.
- In the **economics** strand, students in K – 3 acquire an understanding of the most basic principles of economics on which the 6 – 12 standards will build.

Additionally, the students in K-3 are introduced to basic history and social science skills:

- Kindergarteners learn about their **Community** and focus on patriotism, citizenship, and history.
- First graders learn about the **Commonwealth of Virginia** through the lives of changemakers and events in Virginia history. They also learn more about patriotism, civics, and citizenship, map skills, and basic economics.
- Second graders are introduced to **United States of America** history through the lives of changemakers and historical events. They focus on civics education with an introduction to key aspects of America's constitutional democracy, and learn more about citizenship, patriotism, geography, and economics.
- Third graders study the **World** by learning about ancient China, Egypt, Rome, Greece, and Mali. They also continue to develop skills and knowledge about maps, civics, and economics.

Standards for grades 6 – 12 proceed in an integrated way, focused on the following aspects of American history:

### Grades 4-6

- Grade Four: Virginia Studies, chronological story of the history of Virginia
- Grade Five: U.S. History I, America's history from its earliest days to the Civil War
- Grade Six: U.S. History II, the story of the America from the Civil War – present

### Grades 7-8

Students in grades seven and eight refocus their attention on three strands of social studies content in preparation for a more in-depth look at world and American history in grades 9 – 12:

- Grade Seven: Civics and Economics
- Grade Eight: World Geography

### Grades 9-12

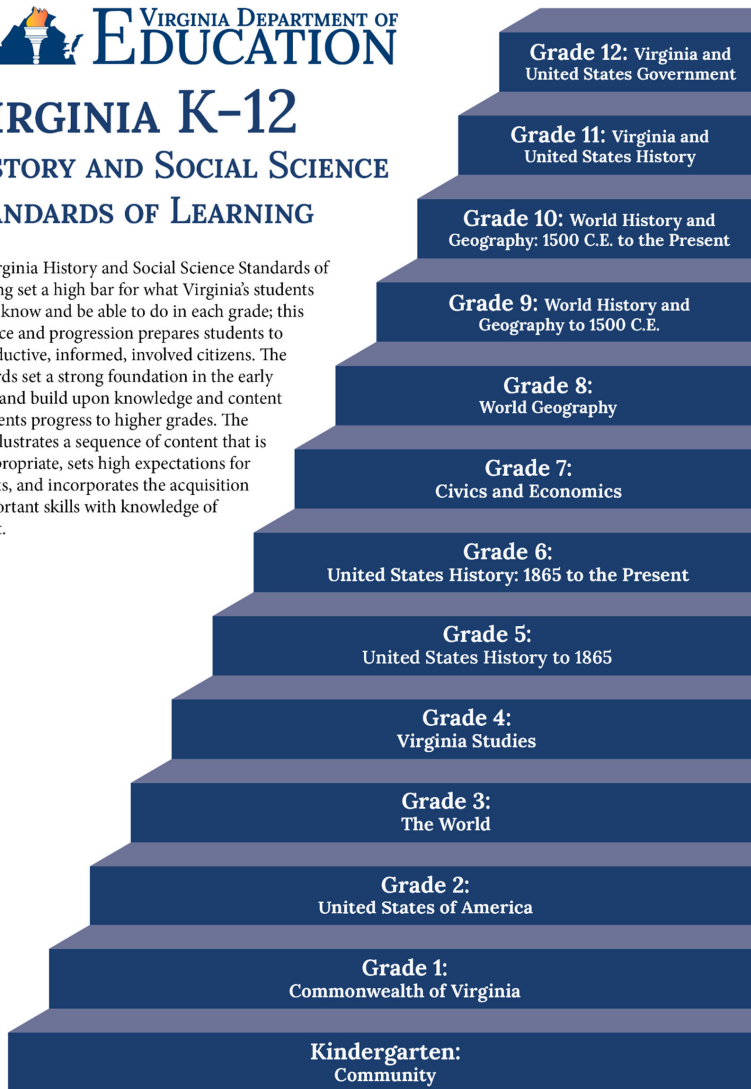
In grades nine – twelve, students trace closely the causes, course of events, and effects of the most essential aspects of world and American history, culminating in one last immersion in American government, solidifying students' knowledge of the rights and obligations of U.S. citizenship.

- Grade Nine: World History I, Prehistoric Era to 1500 CE
- Grade Ten: World History II, 1500 CE to the Present
- Grade Eleven: Virginia and U.S. History
- Grade Twelve: Virginia and U.S. Government



# VIRGINIA K-12 HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING

The Virginia History and Social Science Standards of Learning set a high bar for what Virginia's students should know and be able to do in each grade; this sequence and progression prepares students to be productive, informed, involved citizens. The standards set a strong foundation in the early grades and build upon knowledge and content as students progress to higher grades. The chart illustrates a sequence of content that is age appropriate, sets high expectations for students, and incorporates the acquisition of important skills with knowledge of content.



## Kindergarten: 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.

### Skills

- Skills KG The student will apply history and social science skills to the content by
- viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
  - applying geographic skills to identify and understand geographic features;
  - ~~enhancing~~ demonstrating curiosity and critical thinking through questioning;
  - sequencing and organizing information;
  - identify similarities and differences to explain content;
  - recognizing cause-and-effect relationships;
  - using economic decision-making models such as T-charts and Venn diagrams to make informed economic decisions;
  - practicing civility, respect, hard work, and responsible citizenship skills; and
  - using content vocabulary to demonstrate comprehension.

Commented [VP21]: Requested edit.

Commented [VP22]: Requested edit.

### Civics

- K.1 The student will apply history and social science skills to practice citizenship in the classroom by
- taking responsibility for one's actions;
  - practicing honesty and showing kindness to oneself and others;
  - ~~recognizing the purpose of rules and practicing self-control;~~
  - ~~following rules and understanding that not following the rules has consequences;~~
  - ~~caring for one's personal property and respecting other students' property;~~
  - taking turns, sharing, and working well with others for the good of everyone else; and
  - ~~practicing honesty, self-control, and showing kindness to one's self and others; and~~
  - ~~contributing one's time and talents to help others in their homes, schools, and communities through jobs.~~

Commented [VP23]: Note: I think we need a consistent standard or it will be reasonable for people to wonder why things are in or not.

Commented [VP24]: Requested edit: Moved from 1.1

Commented [VP25]: Requested edit: Delete.

- K.2 The student will apply history and social science skills to explain how communities honor state and national traditions and recognize officially designated Virginia holidays, including but not limited to
- Labor Day;
  - Columbus Day and Yorktown Victory Day;
  - Election Day;
  - Veterans Day;
  - Thanksgiving;
  - Christmas Day
  - New Year's Day
  - Martin Luther King, Jr. Day;
  - George Washington Day (commonly known as Presidents' Day);
  - Memorial Day
  - Juneteenth; and

Commented [VP26]: Requested edit. Also recommends adding citation/link to the Code of Virginia:

[§ 2.2-3300. Legal holidays \(virginia.gov\)](#)

Commented [VP27]: Requested edit: Add "Indigenous Peoples' Day."

Commented [VP28]: Note: Suggest noting in Framework that Yorktown Victory Day, though an officially designated Virginia Holiday, is better served in Virginia Studies when students learn about the American Revolution.

l. Independence Day.

- K.3 The student will apply history and social science skills to define patriotism and explain how communities express patriotism by
- identifying the American and Virginia flags;
  - identifying national and state symbols, including but not limited to the bald eagle, the dogwood, and the cardinal;
  - recognizing the Pledge of Allegiance and the National Anthem; and
  - identifying the current president and that the president is the leader of the United States and is elected by voters.

**Commented [VP29]:** Note: This specificity maybe better suited in the Framework, but if listed here, the Framework should not add more.

## History

- K.4 The student will apply history and social science skills to recognize Virginia's earliest communities by
- identifying examples of historical events, stories, and legends of the early communities, including but not limited to Indigenous Tribes, farmers, traders, early settlers;
  - identifying early communities including but not limited to Indigenous Tribes, farmers, traders, early settlers and contributions of leaders and changemakers, including but not limited to Indigenous Peoples, minorities, women, and children;
  - recognizing that places change over time; and
  - identifying people who helped establish and lead the local community over time.

**Commented [VP30]:** Requested edits.

- K.5 The student will apply history and social science skills to understand and explain what makes communities unique by
- explaining the roles of important local community members, such as, but not limited to medical personnel, first responders, teachers and business leaders;
  - identifying historical events; and
  - telling the stories of the people that developed their local communities.

## Geography

- K.6 The student will apply history and social science skills to describe the relative location of people, places, and objects by using positional words, including but not limited to, near/far, and over/under above/below, left/right, behind/in front, next to, in between, over/under.
- K.7 The student will apply history and social science skills to demonstrate an understanding of maps and globes by
- identifying the similarities and differences between a map and a globe;
  - identifying basic map symbols;
  - identifying land and bodies of water in the local community;
  - identifying the geographic location of the United States and Virginia on a map and globe; and
  - identifying local cities or counties on a map of Virginia.

**Commented [VP31]:** Requested edit: Consider moving to Grade 1 given focus on the content in K is about an introduction to maps and globes at the highest level— U.S., Virginia, or focus on local city/county, as opposed to local cities and counties at the broader level.

## Economics

- K.8 The student will apply history and social science skills to demonstrate an understanding of primary economic principles by
- explaining that Americans are free to work to earn money to buy the things they need and want; describing ways people work to earn and save money to purchase goods; and services buy the things they need and want;
  - recognizing that Americans are free to make choices about what to buy and that they must

**Commented [VP32]:** Requested edit.

make choices because they cannot have everything they want.

## Grade One: 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 responsible 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.

### Skills

- Skills 1 The student will apply history and social science skills to the content by
- viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
  - applying geographic skills to identify and understand geographic features;
  - ~~enhancing~~ ~~demonstrating~~ curiosity and critical thinking through questioning;
  - sequencing and organizing information;
  - identify similarities and differences to clarify and explain content;
  - recognizing cause-and-effect relationships;
  - using economic decision-making models such as T-charts and Venn diagrams to make informed economic decisions;
  - practicing civility, respect, hard work, and responsible citizenship skills; and
  - using content vocabulary to demonstrate comprehension.

**Commented [VP33]:** Note: Same comment as Kindergarten skills.

**Commented [VP34]:** Requested edit.

### Civics

- 1.1 The student will apply history and social science skills to practice citizenship in the classroom by
- ~~practicing honesty and showing kindness to oneself and others;~~
  - ~~a. recognizing the purpose of rules and practicing self-control;~~
  - ~~b. being respectful of others and celebrating differences in ethnic origins, customs, and traditions;~~
  - working respectfully with one another to achieve a goal;
  - ~~contributing one's time and talents to help others in their homes, schools, and communities through jobs;~~
  - ~~c. participating in classroom decision-making by voting; and~~
  - ~~d. f. understanding that local and state government representatives are elected by citizens who eligible and registered to vote.~~
- 1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize officially designated Virginia holidays, including but not limited to
- Labor Day;
  - Columbus Day and Yorktown Victory Day;
  - Election Day;
  - Veterans Day;
  - Thanksgiving;
  - Christmas Day;
  - New Year's Day;
  - Martin Luther King, Jr. Day;
  - George Washington Day (commonly known as Presidents' Day);

**Commented [VP35]:** Requested edit: Moved to K.1 (a, b).

**Commented [VP36]:** Requested edit: Moved from K.1

**Commented [VP37]:** Requested edit.

**Commented [VP38]:** Note: Noting need for consistency here.

**Commented [VP39]:** Requested edit: Same as K. Also recommends adding citation/link to the Code of Virginia:

[§ 2.2-3300. Legal holidays \(virginia.gov\)](#)

- j. Memorial Day;
- k. Juneteenth; and
- l. Independence Day.

- 1.3 The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by
- a. ~~expressing respect for the American flag by learning about~~ the Pledge of Allegiance and the National Anthem;
  - b. explaining the symbolism of the colors, stars and stripes of the American flag;
  - c. identifying the Virginia flag, state capitol building, ~~the cardinal as the~~ state bird, and ~~the dogwood as the~~ state flower; and
  - d. explaining why people ~~have use~~ symbols and ~~have~~ traditions.

**Commented [VP40]:** Requested edit.

### History

- 1.4 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, including but not limited to Werowocomoco and the first English ~~settlement colony~~ in North America at Jamestown; and
  - c. describing how ~~various communities and~~ life in ~~various~~ Virginia ~~communities has have~~ changed over time.

**Commented [VP41]:** Staff edit.

- 1.5 The student will describe the stories of changemakers in the history of Virginia and their contributions to our Commonwealth, including but not limited to
- a. Indigenous Peoples: Chief Powhatan and Pocahontas;
  - b. Explorers: John Smith and Christopher Newport;
  - c. Presidents: George Washington, Thomas Jefferson, James Madison, and James Monroe; and
  - d. Barrier Breakers: John Mercer Langston, Booker T. Washington, Maggie L. Walker, Barbara Johns, Arthur R. Ashe, Jr., and L. Douglas Wilder.

**Commented [VP42]:** Requested edit: Consider combining the list of people in 1.5 under 1.4 a.

### Geography

- 1.6 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 Virginia, the United States, continents, and oceans on maps and globes; and
  - d. constructing simple maps and including a title, map legend or key, and compass rose.

- 1.7 The student will apply history and social science skills to connect geography to historical events of Virginia and the United States by
- a. identifying landforms and bodies of water of Virginia ~~and describing~~ how they affect the way people live;
  - ~~a-b.~~ ~~understanding that the location of Virginia determines its climate and results in four distinct seasons;~~
  - ~~b-c.~~ locating the site of the Jamestown ~~settlement colony~~; and
  - ~~e-d.~~ locating Washington, D.C., and Richmond on Virginia and United States maps.

**Commented [VP43]:** Note: Need deeper knowledge here...geography affects how people live.

**Commented [VP44]:** Staff edit.

## Economics

- 1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by
- identifying the difference between goods and services;
  - describing how people can be both consumers and producers;
  - describing ways people work to earn and save money to purchase goods and services;
  - describing goods and services produced in Virginia; and
  - describing why people must make choices, prioritizing needs over wants, ~~because they cannot have everything they need or want~~.

## Grade Two: United States of America

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 Indigenous Peoples. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify the contributions of 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.

## Skills

- Skills 2 The student will apply history and social science skills to the content by
- viewing and exploring information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
  - applying geographic skills to identify and understand geographic features and connections;
  - ~~enhancing~~ demonstrating curiosity and critical thinking through questioning to draw conclusions;
  - sequencing and organizing information;
  - identify similarities and differences to clarify and explain content;
  - recognizing cause-and-effect relationships;
  - using economic decision-making models ~~such as T-charts and Venn diagrams~~ to make informed economic decisions;
  - practicing civility, respect, hard work, and responsible citizenship skills; and
  - using content vocabulary to demonstrate comprehension.

**Commented [VP45]:** Requested edit, as detailed above.

**Commented [VP46]:** Requested edit, as detailed above.

## Civics

- 2.1 The student will apply history and social science skills to distinguish between the rights and responsibilities that individuals have in the United States, including but not limited to
- freedom of expression;
  - freedom of religion;
  - ~~b-c~~ equal protection
  - ~~e-d~~ voting for local, state, and national representatives;
  - ~~d-e~~ respecting and following laws;
  - ~~e-f~~ practicing honesty and trustworthiness; and
  - ~~f-g~~ respecting the rights, beliefs, and opinions of other citizens.
- 2.2 The student will apply history and social science skills to understand the steps and pathways to citizenship by
- identifying the benefits of being in-becoming an American citizen; and
  - identifying responsibilities of being an American citizen.

**Commented [VP47]:** Requested edit: Remove a and b completely. We are not providing context for discussing the Bill of Rights here so it is too abstract.



~~b. identifying the process and pathways to become a United States citizen.~~

- 2.3 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize officially designated Virginia holidays, including but not limited to
- Labor Day;
  - Columbus Day and Yorktown Victory Day;
  - Election Day;
  - Veterans Day;
  - Thanksgiving;
  - Christmas Day;
  - New Year's Day;
  - Martin Luther King, Jr. Day;
  - George Washington Day (commonly known as Presidents' Day);
  - Memorial Day;
  - Juneteenth; and
  - Independence Day.

**Commented [VP48]:** Requested edit: Overly complicated concepts in 2nd grade when 3rd grade covers citizenship in more depth, let's keep the focus in 2nd grade on bullet A.

**Commented [VP49]:** Requested edit. Also recommends adding citation/link to the Code of Virginia:

[§ 2.2-3300. Legal holidays \(virginia.gov\)](#)

- 2.4 The student will apply history and social science skills to recognize state and national symbols, including but not limited to
- locating the Virginia and United States capitals and Capitol buildings;
  - ~~explaining the state motto and the image on the Virginia state flag and its meaning;~~
  - ~~explaining the meaning behind symbols, including but not limited to the American flag, bald eagle, Washington Monument, Liberty Bell, and Statue of Liberty;~~
  - ~~learning about the meaning of the American flag and the words chosen in the Pledge of Allegiance and the National Anthem; and~~
  - ~~locating on a map the birthplaces of the eight Virginians elected to President of the United States and their homes as historical landmarks.~~

**Commented [VP50]:** Requested edit: Conceptualizing symbols and patriotism in the next strand is appropriate, but 2nd graders are not ready for Latin phrases (sic semper tyrannis)...move to Virginia Studies Conceptualizing symbols and patriotism in the next strand is appropriate, but 2nd graders are not ready for Latin phrases (sic semper tyrannis)...move to Virginia Studies.

**Commented [VP51]:** Note: Former 2.4 e could be moved to VA Studies.

## History

- 2.5 The student will use history and social science skills to ~~locate~~ identify the geographic location, use of resources, and identify the contributions of Indigenous Peoples past and present including
- Indigenous Nations and tribes of the Eastern Woodlands;
  - Indigenous Nations and tribes of the Plains;
  - Indigenous Nations and tribes of the Southwest; and
  - understanding Indigenous Sovereignty, including but not limited to the importance of land, history, and culture.
- 2.6 The student will use history and social science skills to ~~locate~~ identify the geographic location, use of resources, and identify the contributions of European explorers, and their influence on the development of North America, including but not limited to the Dutch, English, French, Portuguese, and Spanish.
- 2.7 The student will apply history and social science skills to describe the revolutionaries who fought for America's freedom (1764-1781), including but not limited to
- John Adams;
  - Benjamin Franklin;
  - Alexander Hamilton;
  - Patrick Henry;

**Commented [VP52]:** Requested edit: Not developmentally appropriate here...Virginia Studies is more appropriate. 8 birthplaces + 8 homes/historical landmarks is too much. Framework should highlight opportunities for students to identify select ones, perhaps nearer to their community.

**Commented [VP53]:** Note: Very complex concept for 2nd grade.

- e. Thomas Jefferson;
- f. James Madison (“Father of the Constitution”);
- g. Paul Revere; and
- h. George Washington (“Father of our Country”).

**Commented [VP54]:** Note: Franklin and Jefferson are repeated in 2.10. Final document should choose one location for each.

- 2.8 The student will apply history and social science skills to understand the principles of American democracy and relate them to the founding of the nation by
- a. identifying reasons for the settlement of the thirteen colonies;
  - b. explaining the relationships between the colonies and Great Britain; and
  - c. identifying key components of the Declaration of Independence.

- 2.9 The student will apply history and social science skills to understand key events in United States history including, but not limited to
- a. recognizing the reasons for moving the nation’s capital from Philadelphia to Washington, D.C. and the importance of the nation’s capital; and
  - b. recognizing describe the impact of the Louisiana Purchase, the War of 1812 and on the westward expansion of the United States.

**Commented [VP55]:** Requested edit: War of 1812 is too complex in 2nd grade and taught in later grades.

- 2.10 The student will describe the contributions and roles of changemakers in United States history, including but not limited to
- a. Scholars and Inventors: Benjamin Franklin, Benjamin Banneker, Thomas Jefferson, George Washington Carver, Booker T. Washington, Orville and Wilbur Wright, Steve Jobs, Jonas Salk, Thomas Edison, Alexander Graham Bell, and Mary Jackson;
  - b. Explorers and Adventurers: Meriwether Lewis, William Clark, and Sacagawea, Neil Armstrong, Amelia Earhart;
  - c. Reformers and Champions: Abraham Lincoln, Teddy Roosevelt, Helen Keller, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Dr. Martin Luther King, Jr., and Dr. Chien-Shiung Wu, John F. Kennedy, ~~MLK~~ and Barack Obama.

**Commented [VP56]:** Requested edit: See comment on 2.7, final document should select best place for Franklin and Jefferson...2.7 or 2.10.

**Commented [VP57]:** Staff edit.

## Geography

- 2.11 The student will apply history and social science skills to develop geographic mapping skills using world maps and globes 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.

- 2.12 The student will apply history and social science skills to connect geography to historical landmarks and events, including but not limited to
- a. Jefferson Memorial and Lincoln Memorial;
  - b. George Washington’s crossing of the Delaware River and Valley Forge;
  - e. ~~Grand Canyon;~~
  - d. ~~Mount Rushmore;~~
  - e. ~~Niagara Falls;~~
  - f. ~~c. Yellowstone National Park; and~~
  - g. ~~Yosemite National Park;~~

**Commented [VP58]:** Requested edit/Note: These are significantly difficult and lengthy concepts to teach and will require significant time dedicated. The removal of the landmarks suggested will not only align with the content in this grade level but will also alleviate the burden of additional content to teach.

**Commented [VP59]:** Requested edit: Leave in Yellowstone National Park.

**Commented [VP60]:** Note: Suggest moving to framework. 2nd graders will have difficulty conceptualizing why these places are important without considerable additional context not currently in the standards.

## Economics

- 2.13 The student will apply history and social science skills to understand basic economic principles by
- identifying natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources i.e. as manmade things used in production (machines, tools, computers, and buildings);
  - distinguishing between needs and wants;
  - distinguishing between the use of barter and the use of money in the exchange for goods and services and describing how money makes trading easier than barter; and
  - explaining that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

## Grade Three: 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, technologies, customs, traditions, and perspectives.

## Skills

- Skills 3 The student will apply history and social science skills to the content by
- analyzing and interpreting information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
  - applying geographic skills to identify and understand geographic features and connections;
  - developing questions, enhancing demonstrating curiosity, and engaging in critical thinking and analysis;
  - using evidence to construct timelines, classify events, and to distinguish fact and opinion;
  - comparing and contrasting people, places, or events;
  - identifying cause-and-effect relationships to clarify and explain content within this course;
  - using economic decision-making models such as T charts and Venn diagrams to make informed economic decisions;
  - practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and
  - using content vocabulary to demonstrate learning through oral and written products.

**Commented [VP61]:** Requested edit: The use of the word enhancing is replaced with demonstrating here in order to achieve a measurable action.

**Commented [VP62]:** Requested edit.

## Civics

- 3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of ~~the~~ United States citizenship by
- recognizing that Americans are people of diverse ethnic origins, customs and traditions that are united by the basic principles of a republican form of government and respect for individual rights and freedoms;
  - ~~a-b.~~ describing the rights guaranteed to citizens in the First Amendment;
  - ~~b-c.~~ understanding the importance of supporting and defending the Constitution and the Bill of Rights;
  - ~~d.~~ respecting and following local, state, and federal laws;
  - ~~e-e.~~ taking part in the voting process when making classroom decisions;

**Commented [VP63]:** Note: Solid standard from 2015.

- d.f. running for elected office;
- e.g. serving on a jury;
- f.h. paying local, state, and federal taxes;
- g. practicing honesty and trustworthiness;
- h.i. describing the purpose of rules; and
- i.j. understanding responsible digital citizenship.

## Geography

- 3.2 The student will apply history and social science skills to locate and describe major geographic features of the seven continents Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
- 3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by
  - a. identifying and locating major bodies of water;
  - b. identifying and locating major mountain ranges;
  - c. describing how geographic features impacted the lives of individuals; and
  - d. connecting the geography to major historical events.

## History

- 3.4 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Egypt by
  - a. locating ancient Egypt on a map of the world;
  - b. connecting the geography of ancient Egypt and its economy;
  - c. identifying and explaining the government;
  - d. describing the arts and innovations; and
  - e. identifying and explaining the architecture and its influence in the world today.
- 3.5 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient China by
  - a. locating ancient China on a map of the world;
  - b. connecting the geography of ancient China and its economy;
  - c. identifying and explaining the government;
  - d. describing the arts and innovations; and
  - e. identifying and explaining the architecture and its influence in the world today.
- 3.6 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Greece by
  - a. locating ancient Greece on a map of the world;
  - b. describing the unique geography of ancient Greece;
  - c. identifying and explaining direct democracy;
  - d. describing the arts and innovations; and
  - e. identifying and explaining the architecture and its influence in the world today.
- 3.7 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Rome by
  - a. locating ancient Rome on a map of the world;
  - b. connecting the geography of ancient Rome and its economy;
  - c. identifying and explaining representative democracy;
  - d. describing the arts and innovations; and

**Commented [VP64]:** Requested edit: Considering linking where connecting is used to make for a more concrete illustration of the desired skill.

e. identifying and explaining the architecture and its influence in the world today.

3.8 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient empire of Mali by

- a. locating ancient empire of Mali on a map of the world;
- b. connecting the geography of ancient empire of Mali and its economy;
- c. identifying and explaining the government;
- d. describing the arts and innovations; and
- e. identifying and explaining the architecture and its influence in the world today.

3.9 The student will apply history and social science skills to explain the basic structure of the United States government by

- a. explaining the purpose of governments and understanding that countries have different types of government similar to and different from the United States;
- b. explaining how the Constitution supports the structure of the United States government;
- c. identifying and describing the three branches of government;
- d. explaining what governments do at the national, state, and local level; and
- e. explaining how local, state and national governments are organized.

Commented [VP65]: Requested edit.

## Economics

3.10 The student will apply history and social science skills to explain the basic economic principles of

- a. production, distribution, and consumption of goods and services; and
- b. understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services; and
- c. recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest; and
- ~~a-d.~~ identifying examples of making an economic choice and explaining the idea of opportunity cost.
- ~~b.~~ supply and demand.

Commented [VP66]: Requested edit: Recommend expanding these to better convey the role of trade and cost (see 2015 standards).

## Grade 4: Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the contributions and cultures of its Indigenous Peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. 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. Ideas that form the foundation for political institutions in Virginia and the United States will be included as part of the story of Virginia.

### Skills

- Skills VS The student will apply history and social science skills to the content by
- analyzing and interpreting information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
  - applying geographic skills to identify and understand geographic features and connections;
  - developing questions, enhancing curiosity, and engaging in critical thinking and analysis;
  - using evidence to construct timelines, classify events, and to distinguish fact and opinion;
  - comparing and contrasting people, places, or events;
  - identifying cause-and-effect relationships to clarify and explain content;
  - using economic decision-making models such as T-charts and Venn diagrams to make informed economic decisions and to explain the incentives and consequences of a specific choice made;
  - practicing civility, respect, hard work, and responsible citizenship skills; and
  - developing products that reflect an understanding of content.

### Physical Geography

- VS.1 The student will apply history and social science skills to explain the relationship between physical geography and the lives of Virginia's peoples, past and present by
- 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; and
  - locating, identifying, and describing the impact of Virginia's bodies of water on its history, economy, and culture.

### Virginia's Indigenous Peoples

- VS.2 The student will apply history and social science skills to describe the Indigenous Peoples' nations of Virginia past and present by
- describing how archaeologists have recovered artifacts from important places in the history of Indigenous people, including but not limited to Werowocomoco;
  - describing Virginia's three most prominent indigenous language groups (the Algonquian, the Siouan, and the Iroquoian);
  - describing the diversity among the Indigenous Nations;
  - describing the relationships and interactions of the Indigenous Peoples in Virginia, circa 1600 and their environment; and
  - describing the lives and culture of Virginia's Indigenous peoples leading to the present day, and those living in Virginia today.

**Commented [VP67]:** Requested edit: Here and in subsequent grades, delete grade level language, as it will be confusing to teachers in divisions that adopt alternative approaches to sequencing as allowed in prefatory material. This will also maintain consistency with 2015 standards language.

**Commented [VP68]:** Requested edit: "Demonstrated" as a carryover has been used.

**Commented [VP69]:** Requested edit.

**Commented [VP70]:** Requested edit: Bring honesty and trustworthiness forward as reflected in previous skill lists from G3 World.

**Commented [VP71]:** Requested edit (for clarity).

## 1607 through the American Revolution

- VS.3 The student will apply history and social science skills to explain the causes and effects of events associated with the first permanent English settlement in North America by
- explaining the reasons for English colonization;
  - describing the economic and geographic influences of the Virginia Company of London Charter (April 10, 1606) and geographic features on the decision to settle at Jamestown;
  - ~~b-c.~~ describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
  - ~~d.~~ describing the interactions between the English colonists and the Indigenous peoples, including the role of the Powhatan in the survival of the colonists;
  - ~~e.~~ describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival, including but not limited to trade with the Powhatan, the leadership of Captain John Smith, land ownership, and the successful commercial cultivation of tobacco;
  - ~~e-f.~~ evaluating-analyzing the impact of the arrival of Africans and women to the Jamestown settlement; and
  - ~~f.g.~~ identifying the significance of establishing the General Assembly (1619), the first representative legislative body in English America; ~~and~~
  - ~~g.~~ describing the significance of Nathaniel Bacon and Bacon's Rebellion;
- VS.4 The student will apply history and social science skills to understand life in the Virginia colony by
- explaining the importance and influence of agriculture;
  - examining how colonial Virginia reflected the culture of Indigenous Peoples, European (English, Scots-Irish, German) immigrants, and Africans;
  - distinguishing between indentured servants and enslaved people, including how European countries sent traded for, transported, and sold enslaved Africans to be enslaved to British North America beginning in the 17<sup>th</sup> century;
  - describing the laws that established race-based enslavement, including but not limited to the 1705 General Assembly law;
  - explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg; and
  - describing ways people exchanged goods and services in Colonial Virginia.
- VS.5 The student will apply history and social science skills to explain Virginia and Virginians' role during the American Revolution by
- ~~identifying-explaining~~ the principles and events that convinced the colonists to declare independence and led to and empowered the colonies to go to war with Great Britain, as expressed in the Declaration of Independence;
  - examining the important contributions, leadership, and experiences of Virginians during the war, including but not limited to George Washington, Thomas Jefferson, George Mason, James Madison, James Lafayette; Indigenous Peoples, women, and free and enslaved Blacks;
  - identifying the reasons for the relocation of Virginia's capital from Williamsburg to Richmond; and
  - identifying the importance of the American victory at Yorktown.

**Commented [VP72]:** Requested deletion: Stand alone dates should be especially significant to include.

**Commented [VP73]:** Requested edit: Suggest striking this as too developmentally advanced. Not in the VS 2015 standards.

**Commented [VP74]:** Note: If we cut Bacon's Rebellion here, we should include it in VSII. Something students should encounter in standards.

**Commented [VP75]:** Staff edits for accuracy/clarity. (Board members also requested re-wording on this sub standard).

**Commented [VP76]:** Requested edit: Move to framework and consider other laws, such as 1662 and 1705 GA.

**Commented [VP77]:** Requested edit/notes: Too important to identify, need to explain or possibly even analyze.

## Political Growth and Western Expansion: 1781 to the Mid 1800s

- VS.6 The student will apply history and social science skills to explain the establishment and growth of the new American nation with emphasis on the role of Virginians and events in Virginia during the 18th and 19th centuries by
- explaining the role of George Washington (“Father of Our Country”), James Madison (“Father of the Constitution), and Patrick Henry (“Give Me Liberty or Give Me Death” speech);
  - explaining the development of founding Virginia documents, including the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson);
  - describing how principles of these founding Virginia documents inspired the Declaration of Independence, the Virginia Constitution, the Constitution of the United States, and the Bill of Rights;
  - ~~describing the purpose and functions of the three branches of the United States government and Virginia’s current state government;~~
  - ~~explaining how geographical features and technological advances impacted the western movement 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; and~~
  - explaining ~~the causes and events of how the institution of slavery was impacted by~~ Nat Turner’s Rebellion ~~and how it impacted the institution of slavery.~~

**Commented [VP78]:** Note: Was this speech outside period being referenced?

**Commented [VP79]:** Requested deletion: Remove this from this standard. It is an expansive topic that goes beyond the scope of dates examined in this course.

**Commented [VP80]:** Requested edits for clarity.

## Civil War and Postwar Eras

- VS.7 The students will apply history and social science skills to understand the key people, events and issues of the Civil War and Virginia’s role by
- ~~examining explaining~~ the role of John Brown and the impact of the raid at Harper’s Ferry;
  - examining how the institution of slavery was the cause of the Civil War, and secondary factors that contributed to the secession of the southern states;
  - ~~examining describing~~ the significance of the Underground Railroad, and the contributions of Harriet Tubman;
  - ~~examine explaining~~ major events and issues that divided Virginians and led to secession, war, and the creation of West Virginia;
  - identifying major battles that took place in Virginia;
  - identifying and explaining the leadership roles of Virginians, including but not limited to Thomas J. “Stonewall” Jackson, Robert E. Lee, William Harvey Carney, Winfield Scott, and Powhatan Beaty; and
  - evaluating the experiences ~~and contributions~~ of Indigenous Peoples, ~~European Americans,~~ and enslaved and free Blacks ~~and their allies~~ during the war, including but not limited to Elizabeth Van Lew and Mary Bowser.

**Commented [VP81]:** Requested edits: “Examine” is being over-used here and these are opportunities to describe, evaluate, analyze, and explain to help teachers unpack the standards and better align instruction with assessment.

Also, b is covered in US1 9 and the language there is better...final doc could delete here or borrow language from US1.

**Commented [VP82]:** Requested edit: “Allies” language is needed to make Van Lew reference accurate, in lieu of “European Americans” reference.

**Commented [VP83]:** Requested edit: Update to include Mercer, Langston, Revels, etc. as appropriate to expand on what happened to African Americans and include what African Americans did.

- VS.8 The student will apply history and social science skills to explain the reconstruction of Virginia following the Civil War by
- describing what the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution accomplished;
  - examining the effects of Reconstruction on life in Virginia;
  - describing the role that the “Freedmen’s Schools” played in the lives of African Americans in Virginia after the Civil War;
- ~~e-d.~~ ~~discussing the election of African American leader John Mercer to Congress in 1890;~~  
~~e-g.~~ describing the effect of the Supreme Court’s decision in *Plessy v. Ferguson*; and  
~~e-f.~~ analyzing the effects of segregation and “Jim Crow” laws on life in Virginia.



- VS.9 The student will apply history and social science skills to understand the ways in which Virginia became interconnected and diverse by
- explaining the importance of railroads, waterways, new industries, and the growth of cities to Virginia’s economic development in the late 1800s; and
  - explaining the economic and social transition from a rural society to a more urban society.

**Virginia: 1900 to Present**

- VS.10 The student will understand the major roles Virginians played in American history from World War I to the present, including but not limited to
- World War I: President Woodrow Wilson, Anna McFadden, and Richard E. Byrd;
  - World War II: PFC Jacklyn Lucas and Lt. General Lewis B. “Chesty” Puller; and
  - Modern Era: George Marshall.

- VS.11 The student will apply history and social science skills to understand the Civil Rights Movement in Virginia by
- explaining the social and political events connected to disenfranchisement of African American voters in Virginia in the early 20<sup>th</sup> century, desegregation court decisions, and Massive Resistance, with emphasis on the role of Virginians in the Supreme Court cases, including but not limited to *Green v. County Board of New Kent County*, *Brown v. Board of Education*, and *Griffin v. School Board of Prince Edward County*; and
  - investigating the political, social, or economic effects of choices made during the Civil Rights Era, including but not limited to Maggie Walker, Robert Russa Moton, Barbara Johns, Samuel Wilbert Tucker, Oliver W. Hill, Sr., Irene Morgan, Arthur R. Ashe, A. Linwood Holton, Jr., and L. Douglas Wilder.

- VS.12 The student will use history and social science skills to recognize why Virginia is known as the Mother of Presidents by identifying the United States presidents from Virginia and their spouses.

- VS.13 The student will apply history and social science skills to explain Virginia’s role in the global economy in the 21st Century by
- examining major products and industries important to Virginia; and
  - examining the impact of the ideas, innovations and advancements of Virginians on a global market.

**Commented [VP84]:** Note: No problem including Jacklyn Lucas. Medal is accredited to Virginia, though he may be from North Carolina. Eight others accredited to Virginia, so we may want to clarify why we’re choosing particular people.

**Commented [VP85]:** Note: In 4th grade, consider focusing on WW2, noting that WW1 was a precursor, but differentiating between them is difficult at this stage and, without significantly more context, is disjointed from the curriculum here when it is done in a much more comprehensive way in middle school.

**Commented [VP86]:** Requested edit.

**Commented [VP87]:** Requested edit/note: Include Brown v Board here, but except for 4th graders in the involved localities, understanding at a developmentally appropriate level would be very difficult.

Instead, consider including Harry Byrd here.

**Commented [VP88]:** Requested edit: Identifying 16 people in a meaningful way will require significant instructional time.

## Grade 5: United States History to 1865

Students will use skills for historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the Union. The standards for this course relate to the history of the United States from pre-Colonial 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 and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

### Skills

Skills USI The student will apply history and social science skills to the content by

- synthesizing evidence from sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand events in United States history;
- applying geographic skills to determine patterns and trends of people, places, or events;
- developing questions, enhancing curiosity, and engaging in critical thinking and analysis;
- integrating evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
- comparing and contrasting historical, cultural, economic, and political perspectives;
- determining and explaining cause and effect relationships;
- using economic decision-making models, including but not limited to T charts and Venn diagrams to make a decision and explain the incentives and consequences of a specific choice;
- engaging and communicating as civil and informed individuals with different perspectives; and
- developing products that reflect an understanding of content.

### Geography of North America

USI.1 The student will apply history and social science skills to understand the geography of North America by

- locating North America in relation to the other continents and the oceans;
- locating and describing major geographic regions and bodies of water of North America and their impact on the early history of the United States; and
- locating the 50 states and their capitals.

### Early Cultures of North America

USI.2 The student will apply history and social science skills to describe how early cultures developed throughout North America by

- describing how archaeologists have recovered artifacts from ancient settlements, including but not limited to Cactus Hill in Virginia; and
- locating where Indigenous Peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.

USI.3 The student will apply history and social science skills to explain European exploration and colonization in North America by

- describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and
- describing cultural and economic interactions between Indigenous Peoples and Europeans that led to cooperation and conflict.

**Commented [VP89]:** Requested deletion (per earlier comment).

**Commented [VP90]:** Requested edit: Requested edit: "Demonstrated" as a carryover has been used.

**Commented [VP91]:** Requested edit: All 50 capitals is too much memorization at this point and would take too much time from a very important year of instruction.

**Commented [VP92]:** Requested edit: Put this back in USII where it used to be when students have more context and knowledge regarding the states.

**Commented [VP93]:** Requested edit: Change to "explaining."

- USI.4 The student will apply history and social science skills to understand how the Western Hemisphere, including the United States, impacted West Africa by
- identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;
  - ~~describing-examining~~ the arrival of the first Africans to Colonial America at Point Comfort (Fort Monroe);
  - ~~describing-explaining~~ the Transatlantic Slave Trade and its impact on the African coast and Western hemisphere; and
  - identifying the cultural connections, conflicts, and common values of ~~their homelands~~ enslaved people in the Western Hemispheres, as well as challenges and hardships ~~that endured by~~ enslaved people brought to the United States.

**Commented [VP94]:** Requested edit: Per recommendation of AAHEC.

**Commented [VP95]:** Requested edit for clarity.

**Commented [VP96]:** Requested edit: Do we need to clarify that enslaved people shared a single homeland.

### Colonial America and the American Revolution

- USI.5 The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped colonial America by
- describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies;
  - explaining Virginia's importance as one of the most populous and wealthiest colonies;
  - comparing life from the perspectives of various groups, including but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks;
  - ~~explaining~~ ~~describing~~ the specialization and interdependence of the regions on one another; and
  - explaining the changing political and economic relationships between the colonies and Great Britain, including but not limited to representative government and self-rule in the colonies.

**Commented [VP97]:** Requested edit: Add "Indigenous peoples."

- USI.6 The student will apply history and social science skills to explain the American Revolution by
- identifying the causes and effects of the French and Indian War;
  - identifying the issues of dissatisfaction that led to the American Revolution, including but not limited to the "injuries and usurpations" outlined in the Declaration of Independence;
  - comparing and contrasting the political ideas and principles that shaped the revolutionary movement, ~~including, but not limited to ideals from ancient Rome and Greece and the Magna Carta;~~
  - describing the leadership roles of individuals, including but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and
  - examining the causes, course, and consequences of key events and battles of the era.

**Commented [VP98]:** Requested edit: This is covered in Civics and WH1.

**Commented [VP99]:** Requested edit: What about the inclusion of Phillis Wheatley Peters, Abigail Adams, Crispus Attucks and James Armistead Lafayette?

### A New Nation and its Expansion

- USI.7 The student will apply history and social science skills to describe the challenges faced by the new nation by
- explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation;
  - describing the Constitutional Convention and the development of the Constitution of the United States, with emphasis on the role of James Madison;
  - examining constitutional issues debated, including ~~the role of~~ ~~but not limited to opposition to a~~ ~~strong~~ national government and the debate over ratifying of the Constitution, the influence of the Federalist Papers, and the reasons for the addition of the Bill of Rights;
  - explaining the Three-Fifths Compromise;
  - examining the three branches of government; and
  - ~~describing the major accomplishments of the first five presidents of the United States;~~

**Commented [VP100]:** Requested edit: This is VERY expansive and subjective. Difficult to test without being more specific.

USI.8 The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by

- a. describing how territorial expansion affected the political map of the United States, including but not limited to the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican-American War;
- b. describing the causes, course of events, and effects of the War of 1812, the role of Andrew Jackson, and the development of the Monroe Doctrine;
- c. identifying geographic, economic, and religious motivations that influenced the movement of settlers;
- d. analyzing the impact of westward expansion on Indigenous Peoples, including but not limited to the Indian Removal policies, the Trail of Tears, Seminole Wars;
- e. explaining technological advancements and innovations on changing life in America, including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive;
- f. describing major developments in the women's suffrage and abolitionist movements; and
- g. explaining how the expansion of U.S. territory led to increased momentum for the abolitionist and women's suffrage reform movements.

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## The Civil War

USI.9 The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by

- a. describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and was the catalyst for secession of southern states;
- b. describing the differences in the economies of the North and South, growth of agriculture and industry, and how those economies impacted the outcome of the war;
- c. evaluating understanding the leadership and impact of Abraham Lincoln during the Civil War;
- d. describing how individuals influenced the course of the Civil War, including but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Thomas "Stonewall" Jackson, and Frederick Douglass;
- e. describing strategic and geographic influences, major political texts and major battles during the war, including but not limited to Lincoln's Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address, and Lincoln's Second Inaugural Address; and
- f. analyzing the effects of the war from various perspectives of Union and Confederate soldiers, including examining the experiences of Indigenous Peoples, women, European Americans, and enslaved and free Blacks during the war including but not limited to Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser.

Commented [VP101]: Note: Inviting a balanced attention to the various perspectives is too important to not explicitly call out in the language.

## Grade 6: 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 will~~ 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.

Commented [VP102]: Requested deletion (per previous comment).

### Skills

- Skills USII The student will apply history and social science skills to the content by
- synthesizing evidence from sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand events ~~in~~ in United States history;
  - applying geographic skills to determine and predict patterns and trends of people, places or events;
  - developing questions, **enhancing** curiosity, and engaging in critical thinking and analysis;
  - integrate evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
  - comparing and contrasting people, places, events, historical, and political perspectives;
  - determining and explaining cause and effect relationships;**  
**f.g. using an economic decision-making model to analyze the costs and benefits and explain the incentives and consequences of a specific choice made in U.S. history.**
  - ~~analyzing incentives and consequences of a specific choice using various decision making models, including but not limited to T-charts and Venn diagrams; and~~
  - developing products that reflect an understanding of content.

Commented [VP103]: Requested edit: "Demonstrated" has been used.

### Westward Expansion and its Impact on Indigenous Peoples

- USII.1 The student will apply history and social science skills to examine westward expansion after the mid-19th century by
- explaining how technology allowed settlers to adapt to the physical features and climate of the West;
  - identifying the motivations for westward expansion;
  - examine the impact of policies, legislation, and treaties associated with growth of the nation; and
  - explaining the effect that the growth of the United States had on Indigenous Peoples.

### Effects of Reconstruction

- USII.2 The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by
- describing the impact of the assassination of Abraham Lincoln and the political aftermath of the Civil War;
  - analyzing the goals and effects of the Reconstruction Amendments, the Freedmen's Bureau, and civil rights policies that changed the meaning of citizenship in the United States;
  - describing the legacies of Abraham Lincoln and the Gettysburg Address, Ulysses S. Grant, Robert E. Lee, Hiram Revels, and Frederick Douglass;
  - describing the role of Congress and the Supreme Court in Reconstruction plans and policies, including but not limited to Lincoln's Ten Percent Plan;

- e. describing the role and motivations of individuals who sought to gain from the reconstruction of the United States, including but not limited to the election of former ~~enslaved people~~slaves during the years right after the Civil War;
- f. ~~describing racial segregation,~~ housing discrimination via redlining, the rise of “Jim Crow” laws, Black Codes, and threats of violence, including but not limited to intimidation, lynchings, ~~and~~armed conflicts, suppressed voting rights, and limits on political participation faced by African Americans and other people during post-Reconstruction ~~suppressed voting rights and political participation in much of the country;~~
- g. analyzing events and impacts of African American leaders in response to “Jim Crow,” including but not limited to underground cotton markets, formation of the NAACP, strikes, protests, the work of leaders like Booker T. Washington, W.E.B. DuBois, Mary White Ovington, Ida B. Wells-Barnett, and the role of HBCUs; and
- h. explaining how the presidential election in 1876 ended Reconstruction.

## Industrialization and Growth

- USII.3 The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by
- a. explaining relationships among natural resources, transportation, and industrial development from 1865;
  - b. explaining the impact of new inventions, the rise of big business, the growth of industry and the rise of organized labor, and the changes to life on American farms in response to industrialization;
  - c. evaluating and explaining the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, support for eugenics as a social policy, immigration policy, women’s suffrage, and the temperance movement;
  - ~~b-d.~~ explaining the events, factors, and motivations for individuals and groups to migrate to the United States towards the end of the 19th century;
  - ~~e-e.~~ examining the cause and effect relationship between rapid population growth and city government services and infrastructure;
  - ~~d-f.~~ explaining how governmental actions, including but not limited to the Chinese Exclusion Act of 1882, caused harm to Chinese American immigrants; ~~perpetuated challenges for workers;~~
  - ~~e-g.~~ explaining how various groups worked to alleviate the issues facing new immigrants, and how immigrants advocated for themselves; and
  - ~~f-h.~~ describing the technological advances and the broader impact of the 1893 Chicago World's Fair on America’s rise as a world leader in innovation, business, and trade.

- USII.4 The student will apply history and social science skills to explain the changing role of the United States from the late nineteenth century through World War I by
- a. explaining the legacy of Theodore Roosevelt, including but not limited to conservation contributions, progressivism, the building of the Panama Canal, and role in the Spanish-American War;
  - b. explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine;
  - c. analyzing the major causes and consequences of World War I and examining the roles of key leaders and groups~~examining the role of Woodrow Wilson in World War I and the reasons for the United States’ reluctance and eventual involvement;~~
  - d. examining the evolution of warfare tactics and technology, including but not limited to avalry, cavalry, air, submarine, chemical, trench warfare, and other technological

**Commented [VP104]:** Requested edit: All of 2.f should be moved - doesn't belong in section on "effects of Reconstruction." These items may have been part of backlash to Reconstruction but were independent and not right timing either. Should new standard but Would fit better under USII.5 All of 2.f should be moved - doesn't belong in section on "effects of Reconstruction." These items may have been part of backlash to Reconstruction but were independent and not right timing either. Should new standard but Would fit better under USII.5.

**Commented [VP105]:** Requested edit: I'd suggest a new title and/or moving some (not all) of this. Redlining as a term wasn't coined until the 1960's and we're talking about a broader set of issues. Suggest we think about how to rework sequence.

Also, redlining is included later in VA/US, in a more chronologically appropriate place. So, not including here doesn't mean it's not covered.

**Commented [VP106]:** Requested edit: New language moved within sentence and edited for clarity.

**Commented [VP107]:** Note: Is this an accurate statement?

**Commented [VP108]:** Requested edit: Edited for clarity and elevate causes.

- advancements;
- e. explaining how the war was a catalyst for the United States gaining international power and expanded its sphere of international influence; and
- f. examining how post-war sanctions and the failure of the League of Nations set the stage for World War II.

- USII.5 The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early twentieth century by
- a. explaining how capitalism and free markets helped foster developments in factory and labor productivity, transportation, communication, and [how](#) rural electrification changed American life and standard of living;
  - b. examining how the rise of communism affected America, including but not limited to the first Red Scare;
  - c. describing the reasons for and impact of the Great Migration;
  - d. describing the events and leaders that lead to Prohibition, Women’s Suffrage Movement, and the passage of the Nineteenth Amendment, including but not limited to Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells-Barnett, and Sojourner Truth;
  - e. examining the art, literature, and music of the 1920s and 1930s, including but not limited to the Roaring Twenties and the Harlem Renaissance;
  - f. analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans; and
  - g. describing the ~~features, -and-effects, and programs, and lasting institutions~~ [major features, including pros and cons](#) of Franklin D. Roosevelt’s New Deal.

### The Second World War and America’s Transformation

- USII.6 The student will apply history and social science skills to understand the major causes, events, and effects of America’s role in World War II by
- a. [explaining the rise and spread of militarism-fascism](#) and totalitarianism internationally and the policy of appeasement towards Nazi Germany;
  - b. explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
  - c. locating and describing the major events and turning points of the war in Europe, including but not limited to [Battle-the invasion](#) of Normandy (D-Day), [Battle of the Bulge](#), ~~and~~ [Battle of Berlin](#), [and the allied invasion of Italy](#);
  - d. locating and describing the major events and turning points of the war in the Pacific, including but not limited to the Battle of Iwo Jima, Battle of Midway, and Battle of Okinawa;
  - e. explaining and evaluating the role of key political and military leaders of the Allies and Axis powers, including but not limited to the United States, Germany, Japan, Soviet Union, Italy, and Great Britain;
  - f. identifying the roles and sacrifices of American armed forces, including women, segregated units, and other notable heroics, including but not limited to the contributions of the Tuskegee Airmen, the 442nd Regimental Combat Team, Women's Army Auxiliary Corps, the Women Airforce Service Pilots, the Navajo Code Talkers, and the Bedford boys;
  - g. evaluating the effect of the war on the home front, including but not limited to women in the workforce, [American Prisoners of War](#), ~~the~~ incarceration of Japanese Americans, rationing, conservation, [and](#) war bonds, ~~and the GI Bill~~;
  - h. examining the causes and consequences of the Holocaust, including but not limited to Jewish life before the Holocaust, antisemitism, the rise of the Nazi Party, Nuremberg Laws,

**Commented [VP109]:** Requested edit: A good standard and this likely an appropriate place to include fascism.

**Commented [VP110]:** Staff edit.

**Commented [VP111]:** Requested edit: POWs weren't part of the home front.

**Commented [VP112]:** Requested edit: Move this to USII-7 - belongs in discussion of post-war America.



persecution of Jews and other targeted groups, resistance efforts, the United States' response, and the Nuremberg Trials; and

- i. describing the events that led to the surrender of the Axis Powers and America's role in the Allied victory, including but not limited to the Manhattan Project and events that shaped post-war peace.

## The Cold War

- USII.7 The student will apply history and social science skills to understand the transformation of the United States foreign policy between the end of World War II and leading into the new millennium by
- a. explaining how key decisions and agreements, including but not limited to the Atlantic Charter, formation of the United Nations, and NATO established international allies;
  - b. describing the Marshall Plan's objectives for rebuilding Europe ~~and Japan, the occupation and reconstruction of Japan,~~ and the emergence of the United States and the Soviet Union as ~~super powers~~ world powers;
  - c. describing the differences between communism and a democratic nation, including but not limited to self-governance and economic philosophy;
  - d. examining the role of the United States in fighting communism and defending freedom during the Cold War, including but not limited to the Berlin Airlift, Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, the fall of the Berlin Wall and the collapse of communism in Eastern Europe; ~~and~~
  - e. ~~examining key events of the 1960s and 1970s, including but not limited to the Apollo Missions, landing on the moon, assassinations, the women's movement, creation of public sector labor unions, Watergate and Nixon's resignation, and the establishment of the Environmental Protection Act (EPA); and~~
  - f. ~~describing the impact of the "Baby Boom," the changing demographics of the United States Congress, and ending the military draft;~~
    - e.a. ~~describing how the events of 9/11 (September 11, 2001) and the heroic sacrifice of Flight 93 passengers changed domestic policies and global perspectives on the War on Terror.~~

**Commented [VP113]:** Requested edit: Recommend converting 7 and 8 into three standards 7, 8, and 9.

**Commented [VP114]:** Requested edit: To distinguish from US becoming a World Power after Spanish-American War.

**Commented [VP115]:** Requested edits. Editing to what I think is intended here.

## Contemporary America

- USII.8 The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the twentieth and early twenty-first centuries by
- a. examining the contributions of key leaders and events during the Civil Rights Era, including but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, Selma, sit-ins, and boycotts;
  - b. explaining the significance of urban renewal plans, including but not limited to Jackson Ward in Richmond and Vinegar Hill in Charlottesville;
  - e.a. ~~examining key events of the 1960s and 1970s, including but not limited to the Apollo Missions, landing on the moon, assassinations, the women's movement, creation of public sector labor unions, Watergate and Nixon's resignation, and the establishment of the Environmental Protection Act (EPA);~~
  - d.c. describing the protections and provisions of the Americans with Disabilities Act (ADA);
  - e.d. describing the similarities and differences between the objectives of the Women's Movement of the early and mid-twentieth century;
  - f.e. describing expanded educational and economic opportunities for military veterans, women, and minorities;



- ~~g. describing the impact of the “Baby Boom,” the change demographics of the United States Congress, and ending the military draft,~~
- f. describing how the events of 9/11 (September 11, 2001) and the heroic sacrifice of Flight 93 passengers changed domestic policies and global perspectives on the War on Terror.

### **Science and Technology Since the Turn of the Century**

**Commented [VP116]:** Requested edit.

USII.9 The student will apply history and social science skills to... [elaborate here]

- a. describing the challenges and advancements in science and technology; and
- b. describing the changes in American culture related to music, art, media, communication, and advancements in American economics related to banking, business, and industry.

## Grade 7: Civics and Economics

Civics and Economics is the foundational course for government. It examines the roles citizens play in the political, governmental, and economic systems in the United States. Students will examine the foundational documents and principles around 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.

### Skills

- Skills CE The student will apply history and social science skills to the content by
- selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand civics and economics;
  - applying geographic skills to determine and predict patterns and trends of people, places, or events;
  - developing questions, enhancing curiosity, and engaging in critical thinking and analysis;
  - integrating evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
  - comparing and contrasting historical, cultural, economic, and political perspectives;
  - determining and explaining cause and effect relationships;
  - analyzing the costs and benefits and incentives and consequences of a specific choice using various economic decision making models, including but not limited to T charts and Venn diagrams;
  - engaging and communicating as civil and informed individuals with different perspectives; and
  - developing products that reflect an understanding of research, content, and civics and economic concepts.

### Citizenship and Civic Life

CE.6 The student will apply history and social science skills to define citizenship by ~~describing the processes by which an individual becomes a citizen of the United States; describing the rights and privileges guaranteed by the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection under the law (5th and 14th amendments); examining how civic participation can address community needs and serve the public good, including the importance of volunteering, participating in political campaigns, staying informed about current issues, and respecting differing opinions in a diverse society; examining the process and importance of immigration policies at different points in U.S. history; and reviewing the criteria and exam for naturalizing U.S. citizens.~~

Commented [VP117]: Requested deletion, per previous comment.

Commented [VP118]: Requested edit: "Demonstrated" has been used.

Commented [VP119]: Lead with this section (formerly 6)

Commented [VP120]: Requested deletions.

CE.7—The student will apply history and social science skills to describe the character traits that exhibit effective and respectful participation in civic life, including but not limited to civility; trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility; enlisting in the military; self-reliance; hard work; respect for the law; patriotism; and service in one's community.

## American Constitutional Government

- CE.1 The student will apply history and social science skills to explain the foundations of the American constitutional democracy by
- explaining the fundamental principles of limited government, republicanism, checks and balances, federalism, separation of powers, and popular sovereignty;
  - describing the influence of the Magna Carta; English Common law; charters of the Virginia Company of London April 10, 1606, May 23, 1609, and March 12, 1612, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights;
  - compare and contrast debates, compromises, and plans surrounding the drafting and ratification of the U.S. Constitution and the Bill of Rights;
  - describing the purpose of the Constitution of the United States as stated in its Preamble;
  - explaining the fundamental concepts of the U.S. government, including but not limited to Creator endowed unalienable rights, due process, equal justice under the law, equal protection, elections and a representative government, limited government, right to private property, rule of law, Supremacy Clause, and separation of powers; and
  - describing the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.2 The student will apply history and social science skills to analyze how American constitutional government functions at the national level by
- describing the structure and powers of the government (the three branches of government);
  - explaining the legislative branch and the lawmaking process as explained in Article I of the U.S. Constitution;
  - explaining the particular role and powers of the executive branch as explained in Article II of the U.S. Constitution;
  - explaining the particular role and powers of the judicial branch as explained in Article III of the U.S. Constitution; and
  - explaining the principle of separation of powers and the operation of checks and balances.
- CE.3 The student will apply history and social science skills to analyze how constitutional government functions at the state level by
- describing the structure and powers of the state government (the three branches of government);
  - explaining the state lawmaking process;
  - describing the roles and powers of the executive branch and regulatory boards as they affect states; and
  - explaining the relationship between state governments and the national government in the federal system, referencing Federalist #10 and #51; and
  - explaining the principle of separation of powers and the operation of checks and balances.

**Commented [VP121]:** Requested edit: Delete "Creator endowed unalienable rights."

**Commented [VP122]:** Requested edits: This language could be moved elsewhere to a discussion on the Declaration of Independence but it does not belong in this civics section that enumerates fundamental concepts of Constitution.

- CE.4 The student will apply history and social science skills to analyze American constitutional government at the local level by
- describing the structure and powers of the local government and explaining the local lawmaking process;
  - describing how state, national, and international issues and events impact local decision making; and
  - comparing and contrasting powers and responsibilities of local, state, federal, and tribal governments, including but not limited to citizen engagement, how each is financed, and how they work together and independently.
- CE.5 The student will apply history and social science skills to explain the judicial systems established by the Constitution of Virginia and the Constitution of the United States by
- describing the system of state and federal courts, including but not limited to jurisdiction and judicial review;
  - describing how due process protections seek to ensure justice;
  - comparing and contrasting civil and criminal cases; and
  - explaining the effects of Supreme Court cases affecting the judiciary, including but not limited to *Marbury v. Madison*.

### Citizenship and Civic Life

- CE.6 The student will apply history and social science skills to define citizenship by
- ~~describing the processes by which an individual becomes a citizen of the United States;~~
  - ~~describing the rights and privileges guaranteed by the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection under the law (5<sup>th</sup>, 6<sup>th</sup>, and 14<sup>th</sup> amendments), and protection from unreasonable government search and seizure (4<sup>th</sup> Amendment);~~
  - examining ways to peacefully work for change in communities or the nation by participating in political campaigns and methods of peacefully petitioning the government for change;
  - examining how civic participation can address community needs and serve the public good, including the importance of volunteering, participating in political campaigns, staying informed about current issues, and respecting differing opinions/beliefs in a diverse society;
  - examining the process and importance of immigration policies at different points in U.S. history; and
  - reviewing the criteria and exam for naturalizing U.S. citizens.

- CE.7 The student will apply history and social science skills to describe the character traits that exhibit effective and respectful participation in civic life, including but not limited to civility; trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, ~~enlisting in the military~~; self-reliance; hard work; respect for the law; patriotism; and service in one's community.

### Citizenship and Civic Life

- CE.6 The student will apply history and social science skills to define citizenship by
- ~~describing the processes by which an individual becomes a citizen of the United States;~~
  - ~~describing the rights and privileges guaranteed by the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection under the law (5<sup>th</sup> and 14<sup>th</sup> amendments);~~
  - ~~examining how civic participation can address community needs and serve the public good, including the importance of volunteering, participating in political campaigns, staying~~

**Commented [VP123]:** Note: All other items listed here can be reasonably associated with character traits – perhaps delete this because one way a person might express patriotism would include the act of enlisting in the military.

- informed about current issues, and respecting differing opinions in a diverse society;
- e. ~~examining the process and importance of immigration policies at different points in U.S. history; and~~
- f. ~~reviewing the criteria and exam for naturalizing U.S. citizens.~~

CE.7 ~~The student will apply history and social science skills to describe the character traits that exhibit effective and respectful participation in civic life, including but not limited to civility; trustworthiness and honesty; courtesy and respect for the rights of others; personal responsibility, enlisting in the military; self reliance; hard work; respect for the law; patriotism; and service in one's community.~~

### The Political Process

CE.8 The student will apply history and social science skills to examine the political process at the local, state, and national levels of government by

- a. describing the origins, history and functions of political parties;
- b. analyzing campaigns for elective office, with emphasis on the roles of candidates, volunteers, the media, voters, and poll watchers;
- c. explaining the role of campaign contributions and the cost of campaigns;
- d. examining the history of and requirements for voter registration; and
- e. describing the role of the Electoral College in the election of the president and vice president.

CE.9 The student will apply history and social science skills to explain the role of the media and social media and the influence on local, state, and national levels of government by

- a. explaining the role and rights of the press in reporting events;
- b. describing the effect biased reporting can have on public opinion;
- c. explaining that individuals play in the political policy making process by expressing their opinions formally or informally via print, electronically, or in-person; ~~and~~
- d. evaluating the effect of social media on political campaigns, politics, and civic discourse;
- e. identifying the source of a piece of media and considering possible motivations or biases of its creator; and
- f. evaluating multiple sources describing the same event or idea and reflecting on the reasons for any discrepancies.

CE.10 The students will apply history and social science skills to analyze the role of public participation in American civic life by

- a. describing duties and responsibilities of citizens, including paying taxes, jury duty, following the law, voting, selective service;
- b. evaluating voting dates and processes in Virginia; and
- c. explaining voter eligibility and requirements for registration.

### Economic Decisions

CE.11 The student will apply history and social science skills to analyze how economic decisions are made in the marketplace and in daily life by

- a. explaining that because of scarcity, consumers, producers, and governments must make economic choices, and understanding that all choices have an opportunity cost;
- b. explaining the importance of innovation and productivity including the freedom to choose occupations, the role of technology and ~~talent~~ the development of human capital; and
- c. comparing and contrasting free market, command, and mixed economies to determine how each affects the allocation of limited resources and the subsequent effects on individuals'

Commented [VP124]: Requested additions.

Commented [VP125]: Note: Excellent addition.

Commented [VP126]: Note: Need to clarify and distinguish, Duties are legally required, responsibilities are things you should do.

lives.

- CE.12 The student will apply history and social science skills to describe the United States economy by
- evaluating the shared fundamental principles and connection of free enterprise and democracy;
  - describing the critical components of the United States economy such as [limited government regulation](#), private property, ~~capital investment~~, markets, consumer sovereignty, and competition;
  - explaining the effect of supply and demand in a market economy on consumer prices and the concept of inflation;
  - describing the types of business organizations, ~~including but not limited to for and not for profit, private, partnerships, and publicly traded corporations~~, and the role of entrepreneurship;
  - explaining the role of consumers, producers, and the government interactions on the economy;
  - explaining how financial institutions are critical to creating capital to fuel economic growth for individuals and the larger economy [by channeling funds from savers to borrowers through lending](#); and
  - analyzing the role of Virginia in the United States and global economies, with an emphasis on the effect of technological innovations.
- CE.13 The student will apply history and social science skills to analyze the role of government in the United States economy, ~~as formulated by the Founders in our Constitution~~ by
- examining the effect of competition in the marketplace;
  - explaining how and why government provides certain public goods and services;
  - describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services;
  - explaining the structure and main function of the Federal Reserve System, and how it acts as the nation's central bank;
  - explaining the role of government currency and analyzing the purpose of a money economy; and
  - [describing how governments regulate commerce to protect consumers, the environment, competition in the marketplace, and property rights](#);
- ~~f.g.~~ evaluating how and why governments regulate industry and labor, and competition and monopolies in the marketplace.
- CE.14 The student will apply history and social science skills to explain career opportunities and understand the fundamentals of personal finance by
- identifying the talents, interests, and aspirations that can influence career choice;
  - identifying the attitudes and behaviors that strengthen the individual work ethic and promote career success;
  - identifying [human capital](#): abilities, ~~skills~~ (intellectual and physical [skills](#)), work habits, and education and the changing supply of and demand for them in the economy;
  - examining the effect of technological change and globalization on career opportunities;
  - describing the importance of education to one's intellectual life, lifelong learning, and personal ~~financial~~ goals;
  - analyzing the role of financial responsibility in good citizenship, including but not limited to evaluating common forms of credit, savings, [and investments](#), ~~purchases, contractual agreements, warranties, and guarantees~~;

- g. describing the importance of equal opportunities for access to education and training; and
- h. researching jobs and careers in the public and private sector and understanding the pathways to various careers.

## Grade 8: World Geography

The focus of this course is the study of the world's people, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's peoples and their cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between people and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis will be placed on students understanding and applying geographic concepts and skills to their daily lives.

Commented [VP127]: Requested deletion, per previous comment.

### Skills

- Skills WG The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, ~~and~~ diagrams, and geospatial technologies including maps, GIS, and GPS imagery to understand the regions of the world;
  - applying geographic skills to determine and predict patterns and movement of people, places, or events;
  - developing questions, enhancing curiosity, and engaging in critical thinking and analysis;
  - investigating and analyzing evidence from multiple sources to construct arguments;
  - comparing and contrasting historical, cultural, economic, and political perspectives;
  - determining and explaining cause and effect relationships;
  - using economic decision-making models, ~~including but not limited to T charts and Venn diagrams~~ to analyze and explain the incentives for and consequences of a specific choice;
  - engaging and communicating as civil and informed individuals with different perspectives;
  - developing products that reflect an understanding of research, content, and world geography concepts; and
  - contextualizing, corroborating, and evaluating sources for credibility, propaganda, and bias to determine patterns and trends to understand the world.

Commented [VP128]: Requested edit: "Demonstrated."

### Introduction to Geography

- WG.1 The student will apply history and social science skills to explain how geographic information and geospatial tools are used to make decisions by the concept of a region by
- explaining how characteristics of regions have led to regional labels;
  - describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
  - analyzing how cultural characteristics including the world's major languages, ethnicities, and religions, link or divide regions;
  - explaining how cartography is used to reflect regional perspectives, point of view, and perceptions of an area and the creation of mental maps.

### Resources and the Environment

- WG.2 The student will apply social science skills to evaluate the significance of natural, human, and capital resources by
- comparing the distribution of major natural resources throughout world regions;
  - showing the influence of resources on patterns of economic activity and land use; and
  - evaluating perspectives regarding the use of resources.



## Classifying and Identifying Regions

- WG.3 The student will analyze the characteristics of the United States and Canadian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.
- WG.4 The student will analyze the characteristics of the Latin American and Caribbean regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.
- WG.5 The students will analyze the characteristics of the European region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.
- WG.6 The student will analyze the characteristics of the Russian and Central Asian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.
- WG.7 The student will analyze the characteristics of the Sub-Saharan African region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.

**Commented [VP129]:** Requested edit: Consider "analyzing" for each region where this standard is noted.

- WG.8 The student will analyze the characteristics of the North African and Southwest Asian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.
- WG.9 The student will analyze the characteristics of the South Asian and Southeast Asian regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.
- WG.10 The student will analyze the characteristics of the East Asian region by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.
- WG.11 The student will analyze the characteristics of the Australian and Pacific Islands regions by
- identifying and analyzing the location of major geographic regions and major cities on maps and globe;
  - describing major physical and environmental features and how geography may change over time;
  - recognizing cultural influences and landscapes; and
  - explaining important economic characteristics including the distribution of economic activities and global trade.

### **Population and Migration**

- WG.12 The student will apply social science skills to understand the distribution, growth rates, and characteristics of human population by
- examining [the](#) relationship between demographic data to determine the level of economic development;
  - distinguishing between developed and developing countries; and
  - comparing and contrasting the level of economic development to the standard of living, quality of life, form of government, and personal freedom and economic opportunity.

- WG.13 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.14 The student will apply history and social science skills to determine cultural patterns and interactions across time and place by
- a. identifying and describing characteristics that contribute to cultural identity, cultural groups, and cultural landscapes and;
  - b. explaining the intellectual exchanges among cultures, including but not limited to the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

- WG.15 The student will apply social science skills to analyze the patterns of rural and urban migration and development by
- a. applying the concepts of site and situation to major cities in each region; and
  - b. explaining how the functions of towns and cities have changed over time.

### **Globalization**

- WG.16 The student will apply history and social science skills to understand the impact of the growing interdependence of the world by
- a. examining factors that influence the distribution of economic activities and trade; and
  - b. analyzing global trade and communication networks.

### **Political Geography**

- WG.17 The student will apply social science skills to analyze strategic geographic features and resources by
- a. identifying and describing examples of disputed borders and explaining the reasons for the dispute;
  - b. describing and explaining examples of the different types of conflicts that may erupt between and among nations; and
  - c. analyzing the types of conflicts and cooperation that can occur over the use of rivers and bodies of water.

## Grade 9: World History and Geography to 1500 ~~C.E.~~A.D.

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 ~~C.E.~~A.D. 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.

Commented [VP130]: Requested deletion, per previous comment.

### Skills

- Skills WHI The student will apply history and social science skills to the content by
- selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams events in world history;
  - applying geographic skills to determine and predict patterns and trends of people, places, or events;
  - questioning to construct arguments using evidence from multiple sources;
  - investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
  - comparing and contrasting historical, cultural, economic, and political perspectives;
  - determining cause and effect to analyze connections;
  - using **economic** decision-making models, ~~including but not limited to T-charts and Venn diagrams~~ to analyze and explain the incentives for and consequences of a specific choice;
  - engaging and communicating as civil and informed individuals with different perspectives;
  - developing products that reflect an understanding of research and content; and
  - contextualizing and corroborating sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

### Paleolithic Era into the Agricultural Revolution Neolithic Era

- WHI.1 The student will apply history and social science skills to describe the period from the Paleolithic Era into the Neolithic Era by
- describing the archaeological evidence of the first human, and their geographic locations;
  - explaining the effect that geography had on the emergence and migration of hunter-gatherer societies;
  - describing characteristics of hunter-gatherer societies, including their use of tools and fire;
  - analyzing how technological and social developments gave rise to sedentary settlements; and
  - analyzing how archaeological discoveries change current understanding of early societies.

### Social, Cultural, Political, and Economic Development of Early Societies

- WHI.2 The student will apply history and social science skills to describe early societies in the Fertile Crescent
- locating and explaining the development of Egypt and Nubia;
  - locating and explaining the development of Mesopotamia;
  - describing the development of the Israelites as well as the origins, beliefs, traditions, customs, persecution and spread of Judaism; and
  - describing the development of the Phoenicians.

- WHI.3 The students will apply history and social science skills to describe ancient Asian societies by
- analyzing the impact of geography on the development of ancient India and China, including locating them in time and place and describing their major geographic features;
  - describing the social, cultural, political, and economic characteristics that define the societies of the Indian subcontinent, including but not limited to contributions and the concepts of Varna and Jati.
  - describing the origins, beliefs, customs, and spread of Hinduism;
  - describing the origins, beliefs, customs, and spread of Buddhism;
  - describing social, cultural, political, and economic development of ancient China; and
  - describing the impact of Confucianism, Taoism, and Legalism.

- WHI.4 The student will apply history and social science skills to understand Persia and Greece by
- describing the major geographic features of the region and analyzing the effect that geography had on its development;
  - describing the social, cultural, political, and economic aspects of ancient Persia;
  - describing the social, cultural, political, and economic development of Greece, including but not limited to the significance of Athens and Sparta, the development of citizenship, and the different forms of democracy;
  - evaluating the causes and consequences of the Persian and the Peloponnesian wars;
  - evaluating the significance of Alexander the Great's conquest of Greece and the formation and the spread of Hellenistic culture; and
  - explaining the influence of ancient Greek contributions, including but not limited to science, art, architecture, philosophy, and mathematics in the present day.

- WHI.5 The student will apply history and social science skills to understand Rome and the Byzantine Empire by
- describing the influence of geography on Rome's development and the factors that threatened territorial cohesion;
  - comparing and contrasting the political, social and religious structure and development of the Roman Republic and Roman Empire under Julius Caesar and the Roman Empire under Augustus Caesar.
  - describing the social, cultural, political, and economic development of the Byzantine Empire, including but not limited to the establishment of Constantinople, and the eventual division of the Roman Empire;
  - describing the origins, beliefs, customs, and spread of Christianity, including the persecution and eventual adoption and transmission of Christianity, New Testament, differences between the Eastern and Western churches, and the influence of Christianity throughout Europe, Middle Asia, the Middle East, and North Africa; and
  - explaining the influence of Rome, including but not limited to citizenship, the existence of slavery, rights under Roman law, Roman art, architecture, engineering, philosophy.

- WHI.6 The student will apply history and social science skills to understand Islamic societies by
- identifying the physical features and describing the relationship between climate, land and surrounding bodies and water, and nomadic and sedentary ways of life of the Arabian peninsula;
  - describing the origins, beliefs, traditions, customs, persecution and spread of Islam;
  - explaining the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life;
  - describing the expansion of territory under Muslim rule through military conquests and treaties, and the spread of Islam and Arabic language among people in these territories, and the cultural and religious acceptance of Islam and the Arabic language; and

**Commented [VP131]:** Requested edit: The Roman Republic was not developed under Julius Caesar...it was effectively ended by Julius Caesar. Recommend both Caesar's be incorporated in the Framework to allow for these types of distinctions.

**Commented [VP132]:** Requested edit: Let's do all (12).

**Commented [VP133]:** Requested edit: Consider another word here.

- e. describing the growth of cities and the role of merchants in Muslim society, the expansion of trade routes in Asia, Africa, Europe, and the Indian Ocean, and identifying the products and inventions that traveled along these routes, including spices, textiles, paper, steel, new crops.

## The Middle Ages

- WHI.7 The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by
- a. describing the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan;
  - b. describing agricultural, technological, and commercial developments during the Tang and Sung periods;
  - c. analyzing the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods;
  - d. explaining the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty;
  - e. tracing the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder; and
  - f. describing the development of the imperial state and the scholar-official class.
- WHI.8 The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in Medieval Africa by
- a. describing the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and enslaved people; and the growth of the Ghana and Mali empires;
  - b. analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa;
  - ~~e. describing the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islam;~~
  - ~~d.~~c. tracing the growth of the Arabic language in government, trade, and Islam; and
  - ~~e.~~d. describing the importance of written and oral traditions in the transmission of African history and culture.
- WHI.9 The student will apply history and social science skills to understand the civilizations of Medieval Japan by
- a. describing the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan;
  - b. discussing the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign;
  - c. describing the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century;
  - d. tracing the development of distinctive forms of Japanese Buddhism;
  - e. examining the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today including Murasaki Shikibu's *Tale of Genji*; and
  - f. analyzing the rise of a military society in the late twelfth century and the role of the samurai in that society.

Commented [VP134]: Requested deletion: Already including in 6 (above)

- WHI.10 The student will apply history and social science skills to understand the civilizations of Medieval Europe by
- describing the geography of the European and the Eurasian landmass including location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe;
  - describing the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire; and
  - explaining the development and role of feudalism in the medieval European economy, and the role of the manor as the center of feudal relationships at the foundation of the political order; and
  - describing the growth of towns and trade as Europe emerged from feudalism.
- WHI.11 The student will apply history and social science skills to analyze the conflict and cooperation between the Papacy and European monarchs by
- explaining the significance of developments in medieval English legal and constitutional practices, including but not limited to the Magna Carta, parliament, development of habeas corpus, an independent judiciary in England;
  - analyzing the reasons for the Great Schism in 1054;
  - tracing the causes and course of the Crusades, and the effects on the Christian, Muslim, and Jewish populations in Europe and territorial claims;
  - describing the history of the decline of Muslim rule in the Iberian Peninsula that resulted in the expansion of Christian rule and the rise of Spanish and Portuguese kingdoms; and
  - explaining the importance of the Catholic church as a political and intellectual institution, and its effects on education, religious orders, preservation of languages and texts, and philosophy.
- WHI.12 The student will apply history and social science skills to understand the Meso-American and Andean civilizations
- describing the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies;
  - explaining how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish;
  - describing the artistic and oral traditions and architecture in the three civilizations;
  - describing the Meso-American achievements in astronomy and mathematics including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems; and
  - examining the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

### **Leading to the Renaissance**

- WHI.13 The student will apply history and social science skills to understand the factors contributing to the European Renaissance
- determining the economic, political, philosophical, and cultural foundations of the Italian Renaissance;
  - sequencing events related to the rise of Italian city-states and their political development including Machiavelli's theory of governing; and
  - analyzing the contributions of artists and philosophers of the Italian Renaissance including

Leonardo da Vinci, Michelangelo, and Petrarch.



## Grade 10: World History and Geography: 1500 ~~C.E.~~A.D. to the Present

Commented [VP135]: Requested deletion, per pervious comment.

These standards enable students to examine history and geography from 1500 ~~C.E.~~A.D. to the present, with emphasis on development of the modern world. 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.

### Skills

Skills WHII The student will apply history and social science skills to the content by

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams in events in world history;
- b. applying geographic skills to determine and predict patterns and trends of people, places, or events;
- c. questioning to construct arguments using evidence from multiple sources;
- d. investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining cause and effect to analyze connections;
- g. using decision-making models, including but not limited to T-charts and Venn diagrams to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as informed individuals with different perspectives;
- i. developing products that reflect an understanding of research and content to make real life connections; and
- j. contextualizing and corroborating sources for credibility, propaganda, and bias to determine patterns and trends to understand the modern world.

### Emergence of a Global Age

WHII.1 The student will apply history and social science skills to analyze the political, cultural, geographic, and economic conditions in the world around 1500 (~~C.E.~~A.D.) by

- a. locating major states and empires;
- b. describing the beliefs, sacred writings, traditions, customs, and growth of major religions, including but not limited to Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism; and
- c. analyzing major trade patterns, regional and global interactions, cultural exchanges, technological and scientific exchanges.

WHII.2 The student will apply history and social science skills to analyze the Renaissance and Protestant Reformation in terms of their impacts on Western civilization by:

- a. explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
- b. describing how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, and the role of the printing press in disseminating these changes; and

- c. describing the effect of religious conflicts on society and government actions, including but not limited to the Inquisition and the Catholic Reformation.

- WHIIL.3 The student will apply history and social science skills to describe European exploration by
- a. explaining the political, social, cultural, and economic goals of European exploration and colonization;
  - b. comparing and contrasting the social, political, economic and cultural effects of European colonization and the responses of indigenous peoples in Africa, Asia, and the Americas; and
  - c. analyzing how competition for colonies among Britain, France, and Spain changed the economic system of Europe.

### Age of Revolutions

- WHIIL.4 The student will apply history and social science skills to analyze the political, socio-cultural, geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500 (~~C.E.A.D.~~) to about 1800 (~~C.E.A.D.~~) by
- a. describing the series of wars in Europe, including but not limited to the French Wars of Religion, the Thirty Years War, the German Peasants' War, the Tudor Rebellions, and the Dutch Revolt;
  - b. defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world, including but not limited to Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, and Voltaire;
  - c. analyzing Enlightenment themes and how they influenced the political foundations of Virginia and the United States;
  - d. describing the Age of Absolutism with emphasis on the development of France and Louis XIV and the Hapsburg empire and Charles V;
  - e. describing the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy;
  - f. explaining the influence of the American Revolution on the causes and effects of the French and Latin American Revolutions; and
  - g. assessing the effect of Napoleon and the Congress of Vienna on political power in Europe.

### Global Interactions

- WHIIL.5 The student will apply history and social science skills to understand Asia from approximately 1500 ~~C.E.A.D.~~ approximately 1800 ~~C.E.A.D.~~ by
- a. describing the location and development of previously established trade routes, the economic success, the influence of religion, and the factors contributing to the longevity of the Ottoman Empire's influence and power;
  - b. describing the location and development of northern and southern empires in India, including but not limited to the major trading posts, the growth of Sikhism challenging the Mughal Empire, and cultural developments;
  - c. describing the location, origins, and development of China, including but not limited to the expansion, development, and social and cultural patterns within the Ming and Qing (Manchu) dynasties; and
  - d. describing the location, origins, and development of Japan, including but not limited to the incentives and consequences of the Tokugawa shogunate's closed country policy, the roles of important figures in Japanese society such as the Emperor and the Shogun, and the importance of religion in Japanese society.

- WHII.6 The student will apply history and social science skills to understand sub-Saharan Africa from approximately 1500 ~~C.E.A.D.~~ to approximately 1800 ~~C.E.A.D.~~ by
- describing the location and development of Eastern and Western Africa;
  - explaining the influence of Askia Muhammad in the region;
  - analyzing the role of religion in Eastern and Western Africa, including Islam in Songhai, Coptic Christianity in Ethiopia, and Animism in the Songhai and Asante (Ashanti) Empires;
  - analyzing the role of the Ashanti and other powerful Western African Empires in the ~~Trans-Atlantic-Transatlantic~~ Slave Trade;
  - examining the Swahili trade network and its impacts on Eastern Africa;
  - comparing and contrasting the development of Central and Southern Africa, including but not limited to the political systems of the Songhai, Asante (Ashanti), Kongo, and Zulu empires;
  - analyzing the adoption of African Christianity in Kongo and compare it to the practice of Indigenous religions in the Zulu Empire; and
  - identifying trading partners, resources and products exchanged with major Central and Southern African empires.

Commented [VP136]: Staff edit.

- WHII.7 The student will apply history and social science skills to analyze the global impact of changes in European nations between 1800 and 1900 by
- explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;
  - ~~explaining the effects of decolonization and other methods of gaining independence;~~
  - analyzing the effects of the First and Second Industrial Revolution;
  - evaluating responses to imperialism, including but not limited to the Sepoy Mutiny and Boxer Rebellion;
  - explaining the events related to the unification of Italy and the role of Italian nationalism; and
  - explaining the events related to the unification of Germany and the role of Bismarck.

Commented [VP137]: Requested move: Moved to 11 (below)

### Era of Global Wars

- WHII.8 The student will apply history and social science skills to understand World War I by
- explaining economic and political causes and identifying major events and leaders of the war, including but not limited to the assassination of Archduke Franz Ferdinand, Georges Clemenceau, John J. Pershing, Kaiser Friedrich Wilhelm II, and Woodrow Wilson;
  - identifying the changes to modern warfare used in battles along the Eastern and Western fronts;
  - describing major battles, including but not limited to Gallipoli, Marne, Meuse-Argonne, Somme, and Verdun;
  - analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, and the mandate system;
  - identifying the causes and consequences of the Russian Revolution;
  - explaining the causes and effects of worldwide depression in the 1930s; and
  - examining the rise of totalitarianism.
- WHII.9 The student will apply history and social science skills to understand World War II by
- explaining economic and political causes and identifying major events and leaders of the war, including but not limited to Winston Churchill, Dwight Eisenhower, Adolf Hitler, Michinomiya Hirohito, Douglas MacArthur, Franklin D. Roosevelt, Harry Truman, and Admiral Chester Nimitz;

- b. describing the major battles, including but not limited to Leningrad, Midway, Normandy, Okinawa, and Stalingrad;
- c. identifying the role of technology on the war, including but not limited to cavity magnetron, naval power, radar, computers—the Electronic Numerical Integrator and Computer (ENIAC), antibiotics, and the atomic bomb;
- d. describing key causes, events, [victims](#), and impact of the Holocaust including antisemitism, the rise of the Nazi Party, Kristallnacht, the establishment of ghettos, concentration and death camps, mobile killing squads, rescue, Jewish resistance and liberation;
- e. examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, the creation of international cooperative organizations, the Universal Declaration of Human Rights (1948), and the creation and defense of the modern State of Israel; and
- f. describing the heroic aspects, including but not limited to D-Day, French Resistance, Dunkirk Evacuation, covert action, and Operation Jedburgh.

- WHII.10 The student will apply history and social science skills to understand the significance of the Cold War during the second half of the twentieth century by
- a. explaining the causes, the domino theory, the role of containment, and the differences between the United States and Soviet Union’s economic and political systems;
  - b. describing the events, conflicts, and revolutionary movements, including but not limited to the Berlin Blockade, Suez Canal Crisis, Hungarian Revolution, Bay of Pigs, Cuban Missile Crisis, and Prague Spring, and the impact of clandestine operations on the Cold War;
  - c. describing conflicts, events, and major leaders in Asia, including Mao Zedong, Chiang Kai-shek, Deng Xiaoping, and Ho Chi Minh, and Tiananmen Square;
  - d. explaining the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War, including the actions of Mikhail Gorbachev, Pope John Paul II, Ronald Reagan, Margaret Thatcher, and [Václav Havel](#);
  - e. examining the political and economic causes and global consequences of the breakup of the Soviet Union; and
  - f. analyzing how nations around the world developed a culture of global interdependence.

Commented [VP138]: Staff edit.

- WHII.11 The student will apply history and social science skills to identify the political, economic, and socioeconomic aspects of independence movements and decolonization by
- a. describing the struggles for self-rule, including Gandhi’s leadership and the development of India’s democracy;
  - b. describing African independence movements in Ghana, Algeria, Kenya, and South Africa, including but not limited to Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa ; ~~and~~
  - [f.](#) describing the end of the League of Nations’ mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdel Nasser, ~~and-~~
  - [g.](#) explaining the effects of decolonization and other methods of gaining independence;

- WHII.12 The student will apply history and social science skills to explain global changes during the twenty-first century by
- a. identifying modern era genocides and crimes against humanity, including but not limited to Mao’s Cultural Revolution, Stalin Regime, Armenia, Cambodia, Fidel Castro’s Cuba, Darfur, Rwanda, and China’s minority Uyghur population;
  - b. identifying contemporary economic and political issues and ethnic and religious conflicts resulting in the migrations of refugees;
  - c. examine the development, role, and effects of technology, including social media and

- chemical and biological technologies;
- d. analyzing the increasing impact, events, and conditions that have given rise to international terrorism, including but not limited to the US Embassy bombing in Beirut, the Lockerbie Bombing/Pan AM Flight 103, the US Embassy bombings in Nairobi and Kenya, and 2011 Breivik shootings; [and](#)
  - e. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

## Grade 11: 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.

**Commented [VP139]:** Requested deletion, per previous comment.

### Skills

Skills VUS The student will apply history and social science skills to the content by

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams, to question and understand information about events in Virginia and United States history;
- b. applying geographic skills to determine and/or predict patterns and trends of people, places, or events;
- c. questioning and using inquiry to construct arguments using evidence from multiple sources;
- d. investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining cause and effect to analyze connections;
- g. using **economic** decision-making models, ~~including but not limited to T charts and Venn diagrams~~ to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as informed individuals with different perspectives;
- i. developing products that reflect an understanding of research and content to make real life connections; and
- j. contextualizing corroborating and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States history.

VUS.1 The student will apply history and social science skills to describe the early explorations of the Americas by

- a. describing the entrepreneurial characteristics of early explorers, including but not limited to Christopher Columbus, Francisco Vázquez de Coronado, Ponce de León and the technological developments that made ~~sea-nautical~~ exploration possible;
- b. connecting the aims, obstacles, and accomplishments of the explorers and sponsors of key expeditions to the Spanish Reconquista, the Protestant Reformation, and the Counter-Reformation; and
- c. examining the trade routes and the resources and products that linked Africa, the West Indies, the colonies, and Europe.

**Commented [VP140]:** Requested edit: What about the opportunity to revisit the VUS.1 from the August draft, which provides an opportunity to include content re: Indigenous people of North America and what was true about their way of life before we focus on early explorers.

### Early America Through the Founding of the New Nation

VUS.2 The student will apply history and social science skills to describe the political, religious, social, and economic characteristics of the first thirteen colonies by

- a. distinguishing how different Indigenous people of North America used available resources to develop their culture, language, skills and perspectives, including, but not limited to the nations in the Northeast, Mississippi River Valley, along the Atlantic seaboard, the Pacific

- coast and the Southwest regions of North America;
- b. describing the reasons, individuals, and groups establishing colonies in North America, including but not limited to John Smith, Roger Williams, William Penn, Lord Baltimore, William Bradford, and John Winthrop;
- c. describing European settlement in the Americas, the Great Awakening, character, practices, and the growth of religious toleration, and the free exercise of religion;
- d. describing the development of political self- government and a free-market economic system as well as the differences among the British, Spanish, and French colonial systems; and
- e. explaining the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town councils.

VUS.3 The student will apply history and social science skills to explain the development of African American culture in America and the impact of the institution of slavery by

- a. describing the diverse cultures, languages, skills, and perspectives of Africans ~~who were captured and enslaved in the Americas brought to the Americas;~~
- b. describing the Middle Passage, the Transatlantic Slave Trade, ~~and the types of chattel~~ slavery, ~~including but not limited to chattel, indentured servitude~~bonded, and forced labor;
- c. describing the slave trade in the U.S., Virginia, and Richmond;
- ~~d. describing how industrialization affected slavery and the economy;~~
- ~~e.d.~~ 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
- ~~f.e.~~ examining the cultures of enslaved Africans and identifying the various ways they persisted towards freedom.

**Commented [VP141]:** Requested edit: I recommend adding "chattel" back in. Ed Ayers feels strongly this is important concept.

**Commented [VP142]:** Requested edits for clarity.

**Commented [VP143]:** Staff edit.

VUS.4 The student will apply history and social science skills to analyze the cooperation and conflict between the Indigenous Peoples and the new settlers by

- a. describing the competition among the English, French, Spanish, Dutch, and Indigenous Peoples for control of North America;
- b. describing the cooperation that existed at times between the colonists and Indigenous Peoples during the 1600s and 1700s, including but not limited to agriculture, the fur trade, military alliances, treaties, and cultural interchanges;
- ~~c. describing the significance of Bacon's Rebellion;~~
- ~~e.d.~~ explaining the conflicts before the Revolutionary War, ~~including but not limited to the Pequot and King Philip's Wars in New England, the Powhatan Wars and Bacon's Rebellion in Virginia, the French and Indian War;~~
- ~~d.e.~~ describing the violent conflicts among the Indigenous Peoples' nations, including the competing claims for control of lands;
- ~~e.e.~~ ~~explaining the role of broken treaties and the factors that led to the defeat of the Indigenous Peoples, including but not limited to the resistance of Indian nations to encroachments and assimilation, and the Trail of Tears;~~
- ~~f.~~ explaining the influence and achievements of significant leaders of the time, including but not limited to John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah; and
- ~~g.f.~~ analyzing the United States' subsequent actions with respect to its Indigenous Peoples, including but not limited to the Indian Reorganization Acts and *McGirt v. Oklahoma*.

**Commented [VP144]:** Note: Move to framework.

**Commented [VP145]:** Requested edit: Move to 7 b (below).

VUS.5 The student will apply history and social science skills to understand the issues and events leading to and during the Revolutionary Period by

- a. describing the results of the French and Indian War;

- b. describing how political, religious, and economic ideas and interests contributed to the start of the American Revolution, including but not limited to the resistance to imperial policy, the Stamp Act, the Townsend Acts, taxes on tea, Coercive Acts, Boston Tea Party, the Boston Massacre, Patrick Henry’s “Give Me Liberty, or Give Me Death” speech, the Battles of Lexington and Concord, the Battle of Bunker Hill, the Second Continental Congress and the Olive Branch Petition, and Thomas Paine’s *Common Sense*;
- c. describing efforts by individual and groups to mobilize support for the American Revolution, including the Minutemen, Sons of Liberty, the First and Second Continental Congress and the Committees of Correspondence;
- d. examining the contributions of those involved in the drafting and signing of the Declaration of Independence and the lasting legacy of the document;
- e. analyzing the intervention of France and other factors that led to colonial victory in the Revolutionary War;
- f. evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy; and
- g. analyzing the U.S. Presidents of this era with emphasis on the presidents from Virginia.

- VUS.6 The student will apply history and social science skills to describe the development and significance of the American political system by
- a. examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
  - b. identifying the strengths and weaknesses of the Articles of Confederation;
  - c. describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the struggles of ratification, the reasons for the Bill of Rights, and the roles of James Madison, Alexander Hamilton, George Mason, John Adams and George Washington;
  - d. compare the powers granted by the Constitution to citizens, Congress, the president, and the Supreme Court with those reserved to the states;
  - e. analyzing the issues and debates over the role of the federal government and the formation of political parties during the early National Era; and
  - f. explaining the significance of Chief Justice John Marshall and the *Marbury vs. Madison* decision.

### Expansion, Civil War, and Reconstruction

- VUS.7 The student will apply history and social science skills to analyze major events in Virginia and United States history during the first half of the nineteenth century by
- a. assessing the political and economic changes that occurred during this period, with emphasis on James Madison, and the War of 1812;
  - b. explaining the role of broken treaties and the factors that led to the defeat of the Indigenous Peoples, including but not limited to the resistance of Indian nations to encroachments and assimilation, and the Trail of Tears;
  - c. explaining the influence and achievements of significant leaders of the time, including but not limited to John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah; and
  - ~~a-d.~~ describing the political results of territorial expansion and its impact on Indigenous Peoples;
  - ~~b-e.~~ analyzing the social and cultural changes during the period, including but not limited to immigration and “The Age of the Common Man” (Jacksonian Era);

Commented [VP146]: Staff edit. Both b and c are moved from VUS.4 (e and f) for accurate chronology.



~~e.f.~~ examining the Texas Revolution and the Mexican-American War; and  
~~e.g.~~ evaluating the cultural, economic, and political issues that divided the nation including the role of slavery, the abolitionist movements, and tariffs in the conflicts that led to the Civil War.

- VUS.8 The student will apply history and social science skills to analyze the development and abolition of slavery in the United States by
- explaining how slavery is the antithesis of freedom;
  - describing the impacts of abolitionists, including but not limited to Sojourner Truth, William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe;
  - analyzing key policies and actions, including but not limited to the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, *Dred Scott v. Sanford*, and the Emancipation Proclamation; and
  - explaining the extension of rights provided in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.

- VUS.9 The student will apply history and social science skills to analyze the major turning points of the Civil War and Reconstruction eras by
- describing major events and the roles of key leaders of the Civil War Era, including but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
  - evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including but not limited to the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;
  - evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;
  - evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and
  - evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States; [sharecropping, the Freedman's Bureau, the rise of white supremacist groups; and](#)
  - [evaluating Virginia's stance on the 14<sup>th</sup> Amendment, Virginia's 1870 Constitution and readmittance to Congress; and](#)
- ~~f.g.~~ evaluating the role of the biracial Readjuster Party in Virginia during Reconstruction in creating a system of public schools and expanding employment opportunities for African Americans.

Commented [VP147]: Requested edit.

## Industrialization, Emergence of Modern America, and World Conflicts

- VUS.10 The student will apply history and social science skills to analyze how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- analyzing the effect of westward movement and the admission of new states on the Indigenous Peoples and the conflicts with the U.S. government, including but not limited to the Battle of Little Bighorn and Wounded Knee;
  - examining and evaluating the motivations, contributions, and challenges immigrants to the United States faced before, during, and upon arrival;
  - analyzing the transformation of the American economy from agrarian to industrial, growth cities and trade, the role of the railroads and communication systems, and the concentration of wealth and mass production that created goods at cheaper and faster rates, including but not limited to industrial leaders such as Andrew Carnegie, Andrew Mellon, and John D. Rockefeller and the growth of American philanthropy;

- d. explaining the social and cultural impact of industrialization, including but not limited to rapid urbanization, the effects on living and working conditions, [the development of labor unions](#), and the emergence of more leisure time and activities;
- e. evaluating and explaining the Progressive Movement and the impact of its legislation, including but not limited to regulations for pollution, child labor, and food safety;
- e-f. [Examining the “Byrd machine” and its dominance in Virginia government in the first half of the 20<sup>th</sup> Century;](#)
- f-g. analyzing the effects of prejudice, discrimination, and “Jim Crow” laws including but not limited to the responses of Booker T. Washington and W.E.B. DuBois, lynching and racial terror, [race riots, the suppression of voting rights in Virginia and other Southern states](#), Ida B. Wells-Barnett’s anti-lynching crusade, the practice of eugenics, and the U.S. Supreme Court 1927 *Buck v. Bell* decision; and
- g-h. explaining the emergence of public colleges, HBCUs, and land grant institutions in Virginia and the United States as a way to expand educational opportunities and build specific skills and knowledge in agricultural and technological advances.

Commented [VP148]: Requested edit.

Commented [VP149]: Requested edit.

VUS.11 The student will apply history and social science skills to analyze the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by

- a. explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, including but not limited to the impact of the Spanish-American War;
- b. explaining the international significance of U.S. decisions and actions, including but not limited to the Roosevelt Corollary to the Monroe Doctrine, the Spanish-American War, the acquisition of Alaska and Hawaii, the Panama Canal construction, [and the expedition to capture Pancho Villa;](#)
- c. [evaluating understanding](#) the events, [leaders](#), and changes that brought America out of a period of “isolationism” to enter WWI;
- d. evaluating the United States’ involvement in World War I, including but not limited to Woodrow Wilson’s Fourteen Points and the establishment of the League of Nations; and
- e. evaluating and explaining the terms of the Treaty of Versailles, including but not limited to the national debate in response to the formation of the League of Nations.

Commented [VP150]: Requested edit: Consider for framework.

VUS.12 The student will apply history and social science skills to understand key international and domestic events, interests, and philosophies during the 1920s and 1930s by

- a. analyzing the attacks on civil liberties, including but not limited to the re-emergence of the Ku Klux Klan, Chicago riot of 1919, Tulsa Race Massacre and the decimation of Black Wall Street, and the institution of redlining [and resulting racial wealth gaps;](#)
- b. analyzing the connections between the Bolshevik Revolution and the First Red Scare, anarchist bombings, and the Palmer Raids;
- c. analyzing the effects of changes in immigration to the United States including, but not limited to the Immigration Act of 1918, the Immigration Act of 1924;
- d. examining the purposes of Marcus Garvey’s “back-to-Africa” movement, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League;

Commented [VP151]: Requested edit.

- e. analyzing the Roaring 20s, post wartime effects on the American economy, how life changed as a result of innovation and inventions, and the worldwide diffusion of American popular culture;
- f. examining the changing role of women in society and in the passage of the Eighteenth Amendment and the Nineteenth Amendments to the Constitution of the United States; and
- g. examining the Great Migration and its influence on the Harlem Renaissance, prompting new trends in literature, music, art, and the work of writers, including but not limited to Zora Neale Hurston and Langston Hughes.

Commented [VP152]: Staff edit.

- VUS.13 The student will apply history and social science skills to describe the effects of the Great Depression and New Deal policies on the United States by
- a. explaining the causes of the Great Depression, including but not limited to bank failures, stock purchases on margins, credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash; and
  - ~~b. evaluating and explaining how Franklin D. Roosevelt’s New Deal measures addressed the Great Depression and expanded the government’s role in the economy, its features and effects. ~~creating opportunities for some and losses for others.~~~~

- VUS.14 The student will apply history and social science skills to analyze America’s involvement in World War II by
- a. comparing and contrasting totalitarianism and Imperial Japan, communist Soviet Union, and Italy and Nazi Germany;
  - b. analyzing the causes and events that led to America’s involvement, including the attack on Pearl Harbor, United States’ response with Executive Order 9066 and the internment of Japanese Americans, and the Supreme Court case *Korematsu v. United States*;
  - c. Identifying the similarities and differences in the strategy, major battles, and impacts of key leaders of the Axis and Allied Powers;
  - d. evaluating and explaining the contributions of heroic military units including, but not limited to segregated, minority units, women, and the role of Virginia units in the America war effort;
  - e. describing major battles of World War II, including Midway, Normandy, Holland, Italy, and North Africa. Iwo Jima, Okinawa, and the Battle of the Bulge;
  - f. analyzing the Holocaust beginning with the history and role of antisemitism in the persecution of Jews, the persecutions of other targeted groups, challenges related to the immigration of Jews, Hitler’s “Final Solution,” liberation, post-war trials, and post-war immigration to the United States and the creation of the modern State of Israel;
  - g. explaining American military intelligence and technology, including island hopping, the Manhattan Project, and the bombings of the Japanese cities of Hiroshima and Nagasaki; and
  - h. describing the significance of America’s role in the Allied victory, the Marshall Plan and the significance of the United Nations.

Commented [VP153]: Requested edit: Interested in perspective on options for different language. "Analyze the rise and spread of militarism and totalitarianism internationally, including but not limited to Imperial Japan, fascist Italy, Nazi Germany, and the communist Soviet Union."

### The United States since World War II

- VUS.15 The student will apply history and social science skills to analyze the United States’ foreign policy during the Cold War era by
- a. explaining the origins and early development of the Cold War and how it changed

American foreign policy, including but not limited to the Truman Doctrine and the policy of containment;

- b. explaining the long-term impact of the Marshall Plan, the formation of NATO, the Warsaw Pact and the efforts of the United States to protect Western Europe;
- c. describing events and leaders of the Cold War, including the Bay of Pigs and Cuban Missile Crisis, and John F. Kennedy and Nikita Khrushchev;
- d. analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China; and
- e. explaining how American foreign policy pressure, [economic power and defense policy](#), and the assertion of American [principles such as personal freedom, equality, and liberty values](#) led to the end of the Cold War.

VUS.16 The student will apply history and social science skills to analyze the causes and effects of the Civil Rights Movement by

- a. analyzing the origins of the Civil Rights Movement, the effects of segregation, and efforts to desegregate schools, transportation, and public areas;
- b. [evaluating and explaining the impact of the Brown v. Board of Education decision and Virginia's response of Massive Resistance, including but not limited to the roles of Barbara Johns and R.R. Moton High School in Prince Edward County, Thurgood Marshall, and Oliver W. Hill, Sr.](#)
- ~~b-c.~~ evaluating the legacy of Dr. Martin Luther King, Jr., including "A Letter from a Birmingham Jail," civil disobedience, the Southern Christian Leadership Conference, "I Have a Dream" speech, and his assassination;
- ~~e-d.~~ analyzing key events, including but not limited to the murder of Emmett Till, bus boycotts, Little Rock Central High School desegregation, Greensboro sit-ins, Freedom Rides, Birmingham demonstrations, 1963 March on Washington, Freedom Summer, and Selma to Montgomery Marches, with additional emphasis on events in Virginia;
- ~~d-a.~~ [evaluating and explaining the impact of the Brown v. Board of Education decision and Virginia's response of Massive Resistance, including but not limited to the roles of Barbara Johns and R.R. Moton High School in Prince Edward County, Thurgood Marshall, and Oliver W. Hill, Sr.](#)
- e. explaining how the tenets of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965 had an effect on all Americans; and
- f. analyzing the effect of the Black Power Movement.

VUS.17 The student will apply history and social science skills to analyze political and social conditions in the United States during the second half of the twentieth century and early twenty-first century by

- a. assessing the development of and changes in domestic policies due to Supreme Court decisions and acts of Congress, including but not limited to [Brown v. Board of Education](#), Federal Highway Act of 1956, the American Indian Movement (AIM), the Indian Self-Determination and Education Assistance Act, Equal Pay Act, Americans with Disabilities Act, Title IX of the Education Amendments of 1972, Marriage Equality Act, [Obergefell v. Hodges](#), [Gideon v. Wainwright](#), [Miranda v. Arizona](#), and [Roe v. Wade](#) leading to [Dobbs v. Jackson Women's Health Organization](#);
- b. analyzing key events and conditions that have given rise to terrorism as an attack on democracy and the United ~~State's~~ [States'](#) role in defending democracy, including but not limited to 1993 bombing of the World Trade Center, 2000 bombing of the USS Cole, [attacks on U.S. Embassies in Kenya and Tanzania](#), and 9/11 attacks on the United States in 2001.

**Commented [VP154]:** Requested edit: Suggest moving all SCOTUS cases to Govt.

- c. explaining social movements, including but not limited to the Vietnam War and the rise of the anti-war movement, Woodstock, the rise of the conservative movement and the election of Ronald Reagan, womens' movement, gay rights movement, pro-life movement, and an increased domestic focus on HIV/AIDS, the rise of antisemitism and hate crimes, and domestic terrorism;
- d. connecting the legacy of the Civil Rights Movement to the election of Barack Obama to the Office of the President; and
- e. explaining scientific and technological changes and evaluating their impact on American culture, including media.

## Grade 12: 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.

Commented [VP155]: Requested deletion, per previous comment.

### Skills

- Skills GOVT The student will apply history and social science skills to the content by
- selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams, to question and understand government and politics;
  - applying geographic skills to determine and/or predict patterns and trends;
  - questioning and using inquiry to construct arguments using evidence from multiple sources;
  - investigating and analyzing evidence from multiple sources to construct arguments and draw conclusions;
  - comparing and contrasting historical, cultural, economic, and political perspectives;;
  - determining cause and effect to analyze connections;
  - using [economic](#) decision-making models, ~~including but not limited to T-charts and Venn diagrams~~ to analyze and explain the incentives for and consequences of a specific choice;
  - engaging and communicating as informed individuals with different perspectives;
  - developing products that reflect an understanding of research and content to make real life connections; and
  - contextualizing corroborating and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States government and politics.

### Foundations of American Constitutional Government

- GOVT.1 The student will apply history and social science skills to understand the foundations of American constitutional government by
- describing the features of a democratic republic as influenced by forms of Athenian democracy and the Roman Republic;
  - analyzing the foundational principles found in historical writings and prior governing documents, including the Magna Carta, charters of the Virginia Company of London ~~April 10, 1606, May 23, 1609, and March 12, 1612~~, the works of Enlightenment philosophers (Locke, Hobbes, Rousseau, and others), the Great Awakening, and the English Bill of Rights;
  - evaluating the foundational principles expressed in the Constitution of Virginia, the Declaration of Independence, Articles of Confederation, and the Constitution of the United States; and
  - analyzing George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

- GOVT.2 The student will apply history and social science skills to describe the concept of democracy by
- explaining the concepts of popular sovereignty, natural rights, the rule of law, self-government and “consent of the governed”;
  - comparing structures of government including constitutional republic, autocracy, direct democracy, representative democracy, presidential system, and parliamentary system;
  - recognizing the equality of all citizens under the law;
  - recognizing majority rule and minority rights;
  - recognizing the necessity of compromise; and
  - and recognizing the freedom of the individual.

- GOVT.3 The student will apply history and social science skills to analyze the Virginia and United States Constitution and the Bill of Rights by
- examining the ratification debates and The Federalist Papers, including but not limited to #10 and #51;
  - evaluating the purposes for government stated in the Preamble;
  - defining the structure and authority of the national government as outlined in Article I, Article II, and Article III;
  - examining the differences between the powers and authority of state and national governments;
  - connecting the fundamental principles of checks and balances and separation of powers to the three branches of government;
  - describing how the Bill of Rights affirms natural rights as something that precedes politics; and
  - explaining the amendment process; and
  - ~~analyzing how the interpretation of the Constitution has changed over time and remains the nation’s fundamental and enduring law~~

- GOVT.4 The student will apply history and social science skills to explore and understand the significance, reverence and pride around the foundation of the American republic by
- analyzing the five values of liberty, egalitarianism, individualism, populism, and laissez-faire government as described by Alexis de Tocqueville;
  - understanding the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust";
  - describing the fundamental concepts of American constitutional democracy, including how the government derives its power from the people, and the primacy of individual liberty;
  - defining the meaning of the American Creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution; and
  - evaluating how the U.S. Constitution and the Bill of Rights protect freedoms and limit government.

- GOVT.5 The student will apply history and social science skills to explain the rights and responsibilities of United States Citizenship by
- describing the paths to U.S. citizenship;
  - obeying the law and paying taxes;
  - serving as a juror;
  - participating in the political process and voting in local, state, and national elections;
  - performing public service;
  - keeping informed about current issues;
  - practicing personal and fiscal responsibility; and

**Commented [VP156]:** Requested edit/note: Maybe add h. back in here and move the string of key decisions from VUS to right after h. here.

- h. understanding that the United States has a voluntary military and the importance of Selective Service registration.

## Elections

- GOVT.6 The student will apply history and social science skills explain the process of local, state, and national elections by
- a. describing how amendments [and laws](#) have extended the right to vote to previously disenfranchised Americans;
  - b. examining campaign finance laws and campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of interest groups;
  - c. describing the nomination and election process, including the organization and evolving role of political parties and interest groups;
  - d. analyzing the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications;
  - e. explaining the role of the Electoral College and the impact of reapportionment and redistricting on elections and governance; and
  - f. evaluate challenges of the election process including redistricting [and](#), gerrymandering, ~~and at large voting.~~
- GOVT.7 The student will apply history and social science skills to describe the scope and limits of the powers of the federal legislative branch of the U.S. government as delineated in Article I of the Constitution by
- a. describing its structure and the process for the election of its members;
  - b. describing how the power of the legislative branch has changed over time ~~including Twentieth, Twenty-second, and Twenty-fifth Amendments;~~ and
  - c. evaluating how the processes of the legislative branch reflects the democratic principles of American constitutional government.
- GOVT.8 The student will apply history and science skills to describe the powers of [the](#) executive branch of the U.S. government as delineated in Article II of the Constitution by
- a. describing the structure and organization of the executive branch;
  - b. describing how the power of the executive branch has changed over time [including the Twentieth, Twenty-second, and Twenty-fifth Amendments;](#) and
  - c. comparing and contrasting executive branch processes with the legislative branch.
- GOVT.9 The student will apply history and social science skills to describe the scope and limits of the powers of the federal judiciary as delineated in Article III of the U.S. Constitution by
- a. describing the organization, jurisdiction, and proceedings of federal courts;
  - b. explaining how the Marshall Court established the Supreme Court as an independent branch of government in *Marbury v. Madison*;
  - c. describing how the Supreme Court decides cases; and
  - d. comparing the philosophy of originalism, [judicial pragmatism](#), judicial activism, and judicial restraint.

Commented [VP157]: Staff edit for accuracy.

Commented [VP158]: Staff edit for accuracy.

## State and Local Government

- GOVT.10 The student will apply history and social science skills to explain the organization and powers of the state and local governments as described in the Constitution of Virginia by
- a. analyzing legislative, executive, and judicial branches;
  - b. explaining the law-making process at the state and local levels;



- c. examining the structure and powers of local governments (county, city, and town);
- d. analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
- e. comparing partisan and nonpartisan offices; and
- f. investigating and explaining the ways individuals and groups exert influence on state and local governments.

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

- a. explaining the difference between civil rights and civil liberties;
- b. explaining the purpose of the Bill of Rights, with emphasis on First Amendment freedoms;
- c. analyzing the rights of the accused and due process of law expressed in the Bill of Rights and the Fourteenth Amendments;
- d. explaining how the Supreme Court has applied most of the protections of the Bill of Rights to the states through a process of selective incorporation;
- e. evaluating the balance between individual liberties and the public interest; and
- f. 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 in the global economy, including trends in international trade.

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. ~~explaining the differences among and distinctions between different political and economic systems such as defining~~ capitalism, communism, Marxism, socialism, ~~fascism~~, authoritarianism, and totalitarianism; ~~clarify which are political systems and which are economic systems, and give historical examples of each.~~
- b. comparing the characteristics of economies as described by Adam Smith, Karl Marx, John Maynard Keynes, Friedrich Hayek, Milton Friedman, and Thomas Sowell;
- c. comparing and contrasting the role of government in capitalism and socialism as economic systems, including the role of government in each and individual economic freedoms;
- d. explaining the differences between the principles of the Bill of Rights and the Communist Manifesto;
- e. ~~describing ideas about free markets and the invisible hand from Adam Smith's, "The Wealth of Nations";~~
- ~~f.~~e. evaluating the factors that influence production and distribution of goods in a market system; and
- ~~g.~~f. explaining how competition and free enterprise influence the local, national, and global economies.

**Commented [VP159]:** Requested edit: Smith is already in 13 b above, consider moving to framework.

## The Role of the Government in the Economy

- GOVT.14 The student will apply history and social science skills to explain the role of government in the Virginia and United States economies by
- a. explaining government's limited but important role in free enterprise and how that affects individual economic freedoms;
  - b. describing the provision of government goods and services that are not readily produced by the market;
  - c. evaluating government's establishment and maintenance of the rules and institutions in which markets operate, including the establishment and enforcement of property rights, contracts, consumer rights, labor-management relations, environmental protection, and competition in the marketplace;
  - d. investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government;
  - e. analyzing how Congress can use fiscal policy to stabilize the economy; and
  - f. [describing how the Federal Reserve can use monetary policy ~~and the effects on interest rates, price stability, employment, and the economy~~ to pursue price stability, full employment, and economic growth with the goal of stabilizing the economy.](#)  
[f.g. evaluating the trade-offs in government decisions.](#)