

# Excellence *in* Social Studies: Consensus Curriculum Instructional Framework



**CATHOLIC  
SCHOOLS**

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DIOCESE *of* RICHMOND

July 1, 2024

## **Mission Statement**

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

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## Introduction

Through its mission, the Office of Catholic Schools in the Diocese of Richmond is called to establish a climate and framework for fostering excellence in its schools. Aligning to this mission, the Office of Catholic Schools has developed this document, “Excellence in Social Studies: Consensus Curriculum Instructional Framework.”

The Consensus Curriculum Instructional Framework serves as the structure for Social Studies instruction in all Catholic schools in the Diocese of Richmond. This document identifies the standards and benchmarks that comprise the Social Studies program and articulates what students should know and be able to do. Additionally, it guides and supports teachers in delivering high-quality, effective instruction. The purpose is to assist all students as they mature into skillful readers, writers, and communicators while they grow their understanding of the Roman Catholic faith and deepen their relationship with Jesus Christ.

The revision process included educators from across the Diocese and representing all grade-level bands. In developing the standards, the committee reviewed the existing Consensus Curriculum standards and the 2010 National Curriculum Standards for Social Studies, along with the standards from various other dioceses including the Diocese of Arlington and the Diocese of Raleigh, as well as the Virginia Department of Education (2022) draft Social Studies Standards of Learning Curriculum Framework. This document represents a compilation of information gleaned from these sources.

## Philosophy

Throughout this social studies curriculum, rooted within a Catholic worldview, lies a profound philosophy that seeks to highlight the interconnectedness of humanity through the lens of faith, compassion, and social responsibility. Grounded in the teachings of Christ, this framework emphasizes the inherent dignity of every individual as a beloved creation of God, fostering a deep respect for human rights, diversity, and the common good. It encourages students to critically engage with history, society, and cultures, recognizing both the potential for greatness and the imperfections inherent in human endeavors. Through the exploration of ethical principles, such as justice, solidarity, and stewardship, students are encouraged to become active contributors to a just and harmonious world, addressing societal challenges with empathy and a commitment to transformative change. By melding the lessons of the past with the ethical imperatives of their faith, students are empowered to navigate the complexities of the present and shape a future guided by the light of compassion and love for all of God's creation.

This document is crafted for educators, offering multiple levels of support tailored to their experience and expertise. For seasoned teachers and subject matter experts, the standards and benchmarks outline the core elements necessary for instruction. For novice teachers, those new to the classroom, or those with a general understanding of the content, the essential knowledge section provides more detailed guidance on the material to be taught.

The early elementary curriculum progresses from a focus on the individual in kindergarten through a focus on community in 3rd grade. The 4th-6th grades show a progression of Virginia and American History from the Age of Exploration through present day. 7<sup>th</sup> grade focuses on Civics and Economics. Schools may elect to have eighth grade students take

World Geography or the High School World History I course. High school credit courses are World History I, World History II, United States History, and United States Government.

The standards for grades K-4 are presented as interconnected ideals and principles, fostering students' appreciation for the study of human existence. Starting in 5th grade, the standards transition to a more chronological approach, outlining key events in our society. In alignment to Virginia graduation requirements, standards and benchmarks focusing on Personal Finance are included. These may be covered in either 11<sup>th</sup> or 12<sup>th</sup> grade, perhaps through an elective course.

This well-designed curriculum not only imparts knowledge but also equips students with essential skills that they will use throughout their lives. Among these skills are critical thinking, reasoning, problem-solving, and study skills. Critical thinking involves evaluation arguments and evident to make informed decisions. Reasoning is the process of using logic to reach conclusions. Problem-solving is the ability to identify, analyze, and solve problems effectively. Study skills refer to the techniques that students use to manage their time, organize information, and retain what they learn. Across all grade levels, the final standard represents these skills and should be integrated into instruction in a developmentally appropriate manner. By incorporating these skills into the curriculum, students in the Diocese of Richmond learn how to approach challenges systematically, think creatively, and become independent learners who are capable of adapting to a changing world.

## Structure of the Framework

To guide the organization of the Consensus Curriculum, the Diocese of Richmond categorizes the Social Studies essential skills and understandings into six domains: Culture, History, Attitudes (or Catholic Identity), Norms (or Civics and Government), Geography, and Economics. These domains provide the focus of instruction.

**C – Culture:** Culture involves fostering an understanding of the rich heritage, values, and traditions that have shaped the world throughout history. Students are encouraged to develop a holistic perspective that acknowledges the spiritual, moral, and communal dimensions of human existence.

**H – History:** History involves a deep appreciation for the moral and spiritual dimensions of human events. By connecting historical narratives to the principles of Catholic social teaching, students are encouraged to discern lessons that contribute to a just and compassionate society.

**A – Attitudes** [Catholic Identity]: Attitudes involve nurturing virtues rooted in love, compassion, and humility. Attitudes foster the development of character, encouraging students to embrace virtues that contribute to their spiritual and moral well-being and that of the whole of society.

**N – Norms** [Civics and Government]: Norms involve instilling values of social justice, human dignity, and the common good. Students are encouraged to understand the principles of governance as instruments to promote peace, compassion, and the well-being of all individuals, especially the marginalized. Additionally, students are empowered to actively participate in shaping just and equitable societies inspired by their faith.

**G – Geography:** Geography integrates the understanding of the physical world with the spiritual dimension of creation. It emphasizes the interconnectedness of all peoples and places, promoting a sense of global stewardship. Students are encouraged to recognize the beauty, diversity, and unity of God's creation while fostering a sense of responsibility for its preservation and equitable development.

**E – Economics:** Economics includes the analysis of economic systems and policies through the lens of justice, solidarity, and stewardship of resources. Students discuss the importance of addressing poverty, inequality, and environmental sustainability, while promoting ethical decision-making that promotes the well-being of all, particularly the most vulnerable.

**S – Skills:** Skills are key competencies in historical thinking, geographical analysis, economic decision making, and responsible citizenship. Integrated through all other standards.

The Diocesan Social Studies Instructional Framework is rooted in these six fundamental domains. These domains repeat in every grade with increasing levels of cognitive demand. While at some grades and for some courses, specific domains will be more dominant than others, all the domains are highly interrelated.

The **Scope and Sequence** document provides a longitudinal view of the instructional standards within each domain across the grades.

Grade specific matter follows. The format for each grade begins with the **Domain**, followed by a **Standard**, which offers the teacher guidance in the key concept to be covered. Each of the standards is then delineated into three components:

**Benchmarks**, which are the core content and specific knowledge students will know or be able to articulate at their grade level. They are minimum competencies that are measurable.

**Essential Knowledge**, or the key facts, concepts, and ideas needed to successfully meet benchmarks. These provide more detail about the teaching and learning of the benchmarks.

**Essential Questions**, or the overarching or topical questions that guide the lessons; these questions promote conceptual thinking and add coherence to instruction. They are not intended to be assessment questions, rather thinking questions.

It is important to recognize that certain elements of our instruction are revisited in greater depth at each grade level. Students receive spiraling instruction which develops skills in critical thinking, problem-solving, and study habits.

Additionally, sample **Pacing Guides** and **Instructional Outlines** are provided electronically in the evolving Curriculum Corner to assist teachers in long- and short-term planning.

Scope and Sequence

	Kindergarten	1st	2nd	3rd	4th	5th United States History, Part I (to 1861)	6th United States History, Part II (from 1861)	7th Civics & Economics	8th World Geography
C: Culture	C1. Understand cultural differences among families. C2. Recognize family structures.	C1. Understand cultural differences in Virginia's communities. C2. Recognize family structures.	C1. Understand why major US holidays are celebrated. C2. Understand community structures.	C1. Understand the contributions of ancient cultures and their influence on communities of today.	C1. Describe how Virginia's culture was influenced by past societies.	Understand the geography of North America and its geographic regions.  Explain the influences that shaped Colonial America.  Explain the effects of European colonization on North America.  Understand the key elements of the Revolutionary War.  Understand the creation of the US Constitution and the life of the Early Republic.  Understand the key elements leading to the Civil War.  Understand the key elements of the Civil War.  Apply history and social science skills to the content.	Develop foundational understanding of the changes in governance.  Understand the impact of the Civil War.  Understand the development of the Western US after the Civil War.  Understand the development of the US into an industrialized country after the Civil War.  Understand the emergence of the United States as a world power from the Spanish American War through World War I.  Understand the emergence of the United States as a world power from post-World War I through the Great Depression.  Understand the causes, events, and effects of World War II.  Understand the social, political, technological, and economic changes in US society in the: <ul style="list-style-type: none"><li>1950s.</li><li>1960s.</li><li>1970s.</li><li>1980s.</li><li>digital era.</li></ul> Apply history and social science skills to the content.	Understand citizenship and the rights, duties, and responsibilities of American citizens.  Understand the foundations of American constitutional government.  Understand the Bill of Rights and the importance of the amendments, including the amendment process.  Understand key elements of federalism.  Understand the functions of government at the national level.  Understand the functions of government at the state level.  Understand the functions of government at the local level.  Understand the key elements of the US and Virginia judicial systems.  Understand the political process at the local, state, and national levels of government.  Understand the United States economy.  Understand the role of government in the United States economy.  Apply history and social science skills to the content.	Analyze how physical and ecological processes shape Earth's surface.  Apply the concept of a region.  Apply social science skills to evaluate the significance of natural, human, and capital resources.  Analyze the characteristics of the region(s) of the: <ul style="list-style-type: none"><li>United States and Canada.</li><li>Latin American and Caribbean regions.</li><li>European region.</li><li>Russian and Central Asian regions.</li><li>Sub-Saharan African region.</li><li>North African and Southwest Asian regions.</li><li>South Asian and Southeast Asian regions.</li><li>East Asian region.</li><li>Australian and Pacific Islands regions.</li></ul> Compare and contrast the distribution, growth rates, and characteristics of human population.  Analyze past and present trends in human migration and cultural diffusion.  Analyze the patterns of urban development.  Analyze impact of globalization.  Analyze how forces of conflict and cooperation affect the division and control of Earth's surface.  Apply history and social science skills to the content.
H: History	H1. Recognize history describes events and people from other times and places. H2. Understand everything changes over time.	H1. Explain the impact of influential Virginians. H2. Understand historical events in Virginia's past.	H1. Compare the cultural life of American Indians. H2. Explain the contributions of influential Americans. H3. Describe important innovations in US history.	H1. Explain the contributions from American Indians. H2. Explain the contributions from European explorers.	H1. Explain the contributions of English explorers. H2. Explore the early settlements in America. H3. Explore Virginia's role in the Revolutionary War. H4. Explore Virginia's role in the establishment of the new American nation. H5. Explore Virginia's role in the Civil War.				
A: Attitudes Catholic Identity	A1. Exemplify gospel values of positive attitudes towards others. A2. Express love for Church and country.	A1. Exemplify gospel values of positive attitudes towards others. A2. Express love for Church, state, and country.	A1. Exemplify gospel value of positive attitudes towards American Indians.	A1. Exemplify gospel values of positive attitudes towards people from the past. A2. Understand how people in the past had different viewpoints.	A1. Recognize the faith contributions of various cultural groups.				
N: Norms Civics/Government	N1. Recognize patriotic symbols and icons. N2. Understand the roles and characteristics of a responsible citizen.	N1. Recognize state and national icons. N2. Understand the roles and characteristics of a responsible citizen.	N1. Recognize national symbols and traditions. N2. Explain the roles and characteristics of a responsible citizen.	N1. Understand the impact of geographical features on the expansion of civilization.	N1. Recognize and know the significance of Virginia state symbols. N2. Describe current Virginia government and its evolution.				
G: Geography	G1. Read and use simple maps and globes. G2. Memorize his or her personal information.	G1. Develop basic map skills. G2. Understand different communities in Virginia.	G1. Develop an understanding of world geography. G2. Develop an understanding of North American Geography.	G1. Develop an understanding of world geography. G2. Develop an understanding of North American geography.	G1. Identify and explain the relationship between physical geography and the lives of Virginians, past and present. G2. Interpret basic maps and globes.				
E: Economics	E1. Understand basic economic concepts. E2. Identify basic needs.	E1. Explore basic economic concepts.	E1. Understand basic economic concepts.	E1. Understand the forces that impacted the economic systems of ancient cultures.	E1. Describe the major products and industries important to Virginia's economy.  E2. Explain Virginia's industrial and economic growth over time.				
S: Skills	S1. Apply history and social science skills to the content.	S1. Apply history and social science skills to the content.	S1. Apply history and social science skills to the content.	S1. Apply history and social science skills to the content.	S1. Apply history and social science skills to the content.				



9 <sup>th</sup> World History, Part I	10 <sup>th</sup> World History, Part II	11 <sup>th</sup> US History	12 <sup>th</sup> Government & Economics/Personal Finance
<p>Understand the period from the Paleolithic Era to the agricultural revolution.</p> <p>Understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, and the civilizations of the Hebrews and Phoenicians.</p> <p>Understand the ancient river valley civilizations, including those of the Indus River Valley and China.</p> <p>Understand ancient Greece in terms of its impact on Western civilization.</p> <p>Understand ancient Rome from about 700BCE to 500CE in terms of its impact on Western civilization.</p> <p>Understand the Byzantine Empire and Eastern Europe from about 300 to 1000 CE.</p> <p>Understand the Islamic civilization from about 600 to 1000 CE.</p> <p>Understand the civilizations of Post-classical China.</p> <p>Understand Western Europe during the Middle Ages from about 500CE to 1000CE in terms of its impact on Western civilization.</p> <p>Understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai.</p> <p>Understand the civilizations and empires of Asia, with emphasis on Feudal Japan and China.</p> <p>Understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan.</p> <p>Understand the social, economic, and political changes and cultural achievements in the high and late medieval periods.</p> <p>Demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.</p>	<p>Analyze the political, cultural, geographic, and economic conditions in the world around 1500 C.E.</p> <p>Analyze the Renaissance and Protestant Reformation in terms of their impacts on Western civilization.</p> <p>Describe European exploration.</p> <p>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.) to about 1800 (C.E.).</p> <p>Understand Asia from approximately 1500 C.E. approximately 1800 C.E.</p> <p>Understand sub-Saharan Africa from approximately 1500 C.E. to approximately 1800 C.E.</p> <p>Analyze the global impact of changes in European nations between 1800 and 1900.</p> <p>Explain global changes during the twentieth century.</p> <p>Understand the causes, events, and impacts of World War I.</p> <p>Understand the causes, events, and impacts of World War II.</p> <p>Understand the significance of the Cold War during the second half of the twentieth century.</p> <p>Identify the political, economic, and socioeconomic aspects of independence movements and decolonization.</p> <p>Explain global changes during the twenty-first century.</p> <p>Demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.</p>	<p>Understand the impact of the Age of Exploration.</p> <p>Understand early European colonization.</p> <p>Understand the issues and events leading to and during the Revolutionary Period.</p> <p>Understand the development of the American political system.</p> <p>Understand major events in Virginia and United States history during the first half of the nineteenth century.</p> <p>Understand the Civil War and Reconstruction eras and their significance as major turning points in American history.</p> <p>Understand how the nation grew and changed from the end of Reconstruction through the early twentieth century.</p> <p>Understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries.</p> <p>Understand key events during the 1920s and 1930s.</p> <p>Understand the United States' involvement in World War II.</p> <p>Understand the United States' foreign policy during the Cold War era.</p> <p>Understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century.</p> <p>Understand political and social conditions in the United States during the early twenty-first century.</p> <p>Demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship</p>	<p><b><u>Government</u></b></p> <p>Understand the foundations of American constitutional government.</p> <p>Describe the concept of democracy.</p> <p>Understand the Constitution of the United States.</p> <p>Understand the federal system of government described in the Constitution of the United States.</p> <p>Understand local, state, and national elections.</p> <p>Understand the organization and powers of the national government.</p> <p>Understand the organization and powers of the state and local governments described in the Constitution of Virginia.</p> <p>Understand the process by which public policy is made.</p> <p>Understand the federal judiciary.</p> <p>Analyze civil liberties and civil rights.</p> <p>Understand the role of the United States in a changing world.</p> <p><b><u>Economics</u></b></p> <p>Understand how world governments and economies compare and contrast with the government and the economy in the United States.</p> <p>Understand economic systems.</p> <p>Demonstrate knowledge of the role of producers, consumers, and the government in the US economy.</p> <p>Demonstrate knowledge of the price system in the US economy.</p> <p>Understand the role of government in the Virginia and United States economies.</p> <p>Demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth.</p>
		<div><p><b>Personal Finance</b></p><p>Develop consumer skills.</p><p>Demonstrate knowledge of planning for living and leisure expenses.</p><p>Demonstrate knowledge of banking transactions.</p><p>Demonstrate knowledge of credit and loan functions.</p><p>Demonstrate knowledge of the role of insurance in risk management.</p><p>Demonstrate knowledge of income earnings, taxes, and reporting.</p><p>Demonstrate knowledge of personal financial planning.</p><p>Demonstrate knowledge of investment and savings planning.</p><p>Demonstrate knowledge of the many factors that affect income.</p><p>Demonstrate knowledge of financing postsecondary education.</p></div>	

## Kindergarten

### The student will:

#### Culture



- Understand cultural differences among families.
- Recognize family structures.

#### History



- Recognize history describes events and people from other times and places.
- Understand everything changes over time.

#### Attitudes



- Exemplify the gospel value of positive attitudes towards others.
- Express love for Church and country.

#### Norms



- Recognize patriotic symbols and icons.
- Understand the roles and characteristics of a responsible citizen.

#### Geography



- Read and use simple maps and globes.
- Memorize his or her personal information.

#### Economics



- Understand basic economic concepts.
- Identify basic needs.

#### Skills



- Apply history and social science skills to the content.

**Standard K.1**

**The student will understand cultural differences among families.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Understand that all families are diverse
- b. Identify own family members
- c. Learn the importance of identity and relationships in the family and society.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Understand that all families are diverse
  - i. Families may be comprised of different people
  - ii. Jesus is part of the Holy Family
- b. Identify own family members
  - i. Value of sharing family responsibilities
  - ii. Identifying basic needs of families (love, spiritual, food, etc.)
  - iii. Understand rules and decision making
  - iv. Recognizing the importance of communication within the family
- c. Learn the importance of identity and relationships in the family and society
  - i. Recognize oneself as a unique person created in God's image
  - ii. Develop positive attitudes towards others and treating all with dignity and respect

**Defined Vocabulary:**

Family: a group of people who live together.

Respect: shows concerns for others

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a family?
- Who is part of your family?
- How are families different?



**Standard K.2**

**The student will recognize family structures.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify spiritual, nuclear, extended and blended families. b. Appreciate the beauty of multicultural families.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to:</b> a. Identify spiritual, nuclear, extended and blended families. b. Appreciate the beauty of multicultural families.  Defined Vocabulary: Family: a group of people who live together.	<ul style="list-style-type: none"><li>• What is a family?</li><li>• Who is part of your family?</li><li>• How are families different?</li></ul>



Standard K.3

History

The student will recognize that history describes events and people from other times and places.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<div>a. Recognize that history describes events and people from other times and places.</div> <div>b. Examine events, stories, and legends that helped shape our community.</div>	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<div><b>To be successful with this standard, students are expected to:</b></div> <div><div>a. Recognize that history describes events and people from other times and places.</div><div>b. Examine events, stories, and legends that helped shape our community.<div>i. Each local community has a unique history that include stories that have developed over time</div></div></div> <div><b>Defined Vocabulary:</b> History – events that have already happened Community – a place where people live, work, and play</div>	<div>•</div>

**Standard K.4**

**The student will understand that everything changes over time.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Understand change over time and sequence.
- b. Describe how everyday life has changed.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Understand change over time and sequence.
  - i. past, present, future
- b. Describe how everyday life has changed

Defined Vocabulary:

Past – time that has already happened

Present – time that is happening right now

Future – time that is yet to come

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is history?
- How do we measure time?
- What happens to you over time?
- How do things change?
- How are things different?

**Standard K.5**

**The student will exemplify the gospel value of positive attitudes towards others.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Demonstrate respect for all people.
- b. Recognize the value of honesty and truthfulness to oneself and others.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Demonstrate respect for the human dignity of all people
  - i. God created each individual, and we should treat others with respect and dignity
- b. Recognize the value of honesty and truthfulness to oneself and others.
  - i. Recognize traits of a good person
    1. Practice self-control
    2. Demonstrate effort
    3. Taking responsibility
    4. Participate in class

Defined Vocabulary:

Respect: concern for others

Trait: quality or characteristic

What is respect?

How do you show respect to others?

How can we be truthful to others?

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is respect?
- How do you show respect to others?
- How can we be truthful to others?

Standard K.6

Attitudes



The student will express love for Church and country (patriotism).

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Recognize important celebrations of our nation and Church b. Identify current leaders of our nation and Church	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to:</b> a. Recognize important celebrations of our nation and Church a. Memorial Day/ July 4/ Labor Day b. Ash Wednesday/ Good Friday/ Easter Sunday/ Christmas b. Identify current leaders of our nation and Church a. Pope (Francis)/ Bishop (Knestout) b. President (Biden)	<ul style="list-style-type: none"><li>• What is a holiday?</li><li>• What is a leader?</li></ul>





Standard K.7

Norms

The student will recognize patriotic symbols and icons.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<div>a. Identify the American Flag</div> <div>b. Recite the Pledge of Allegiance</div> <div>c. Know the President is the leader of the United States</div> <div>d. Recognize key holidays of the United States and the people associates with each</div>	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<div><b>To be successful with this standard, students are expected to:</b></div> <div><div>a. Identify the American Flag</div><div><div>i. The American flag has white stars on a blue rectangle, and it also has red and white stripes.</div></div><div>b. Recite the Pledge of Allegiance</div><div><div>i. Show respect</div><div><div>1. Stand facing the flag</div><div>2. Right hand over the heart</div><div>3. Appropriate voice level and speed of recitation</div></div></div><div>c. Know the President is the leader of the United States</div><div><div>i. Current President is ____.</div></div><div>d. Recognize key holidays of the United States and the people associates with each</div><div><div>i. Thanksgiving Day: This is a day to remember the sharing of the harvest between the American Indians and the Pilgrims. It is observed in November.</div><div>ii. Martin Luther King, Jr., Day: This is a day to remember an African American man who worked so that all people would be treated fairly. It is observed in January.</div><div>iii. George Washington Day (Presidents' Day): This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February.</div><div>iv. Independence Day (Fourth of July): This is a day to remember when the United States became a country. It is sometimes called America's birthday. It is observed in July.</div></div></div>	<div><div>• Why does a country have a flag?</div><div>• What does it mean to "pledge allegiance"?</div></div>

Defined Vocabulary: Patriotism - feeling of respect for and love of country and state	
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**Standard K.8****Norms**

**The student will understand the roles and characteristics of a responsible citizen.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Recognize and demonstrate examples of being a responsible citizen b. Demonstrate following rules c. Take turns and share d. Show respect to personal belongings and others e. Understand the concept of freedom of religion.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to:</b></p> a. Recognize and demonstrate examples of being a responsible citizen <ul style="list-style-type: none"> <li>i. Examples might include:               <ol style="list-style-type: none"> <li>1. Leadership</li> <li>2. Taking turns</li> <li>3. Sharing</li> <li>4. Completing classroom assignments</li> <li>5. Taking care of one's things</li> <li>6. Respecting what belongs to others</li> <li>7. Being honest</li> <li>8. Practicing self-control</li> <li>9. Being kind to others</li> <li>10. Participating in making classroom decisions</li> <li>11. Working well with classmates in groups</li> </ol> </li> </ul> b. Demonstrate following rules <ul style="list-style-type: none"> <li>i. Practice school, home and community rules</li> <li>ii. Will recognize authority</li> </ul> c. Take turns and share d. Show respect to personal belongings and others <ul style="list-style-type: none"> <li>i. Practicing self-control</li> <li>ii. Taking responsibility for his/her own action</li> </ul> e. Understand the United States was founded on the concept of freedom of religion	<ul style="list-style-type: none"> <li>• What is a citizen?</li> <li>• How can we be good citizens?</li> <li>• How should we treat others?</li> </ul>

<ul style="list-style-type: none"><li>i. The First Amendment</li><li>ii. The Constitution</li></ul>	
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**Standard K.9****Geography**

**The student will read and use simple charts, maps and globes.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Describe the relative location of people, places and things
- b. Recognize a simple map and globe
- c. Identify basic map symbols in a legend
- d. Identify land and water features on a map
- e. Identify places and objects of a familiar area
- f. Describe how the location, climate, and physical surroundings of a community affect people

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Describe the relative location of people, places and things
  - i. Location can be described in terms of position to others
  - ii. near, far
  - iii. above, below
  - iv. left, right
  - v. behind, in front of
- b. Recognize a simple chart, map and globe
  - i. Use classroom resources to organize events (such as weather)
  - ii. Develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth
- c. Identify basic map symbols in a legend
  - i. Title
  - ii. Compass rose
  - iii. Symbols
- d. Identify land and water features on a map
  - i. Land is often represented with green
  - ii. Water is often represented with blue
- e. Identify places and objects of a familiar area
  - i. maps of the classroom or school

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a map?
- Why is a map important?
- What is a globe?

- f. Describe how the location, climate, and physical surroundings of a community affect people
  - i. Location, climate, and physical surroundings affect the way people in a community meet their basic wants. This includes the
    - 1. foods they eat
    - 2. clothing they wear
    - 3. types of houses they build

Defined Vocabulary:

Map - a drawing that shows what a place looks like from above

Globe - a round model of Earth

Model - something that stands for something else

Symbol – a picture or thing that stands for something else

map legend - a list of shapes and symbols used on a map and an explanation of what each one stands for

Standard K.10

The student will memorize his or her personal information.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Recite by heart his or her personal information b. Recognize appropriate persons to share personal information	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to:</b> a. Recite by heart his or her personal information i. First and last name ii. Address iii. Parent/guardian phone number iv. birthday b. Recognize appropriate persons to share personal information i. Safe vs unsafe persons	<ul style="list-style-type: none"><li>Why should we know by heart our personal information?</li></ul>

**Standard K.11****Economics**

**The student will understand basic economic concepts.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Explain the difference of wants and needs
- b. Understand money is used in exchange for goods
- c. Recognize various community helpers

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Explain the difference of wants and needs
  - i. People cannot have everything they want. A decision-making model helps people make choices.
  - ii. People have to make choices about things they want.
- b. Understand money is used in exchange for goods
  - i. People work to earn money and use it to buy the things they want.
  - ii. All work has dignity, and all jobs have value
- c. Recognize various community helpers
  - i. Examples of helpers:
    - ii. Doctors and nurses are people who take care of other people when they are sick.
    - iii. Construction workers are people who build houses and other buildings.
    - iv. Teachers are people who help students learn.
    - v. Chefs are people who prepare meals.
    - vi. Farmers are people who grow crops and raise animals.
    - vii. Firefighters are people who put out fires.

Defined Vocabulary:

Choice - deciding among two or more things

Wants - things people would like to have

Money - what people use to buy the things they want (paper bills and coins are examples of money)

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a "want"?
- What is a "need"?
- What are "goods"?
- Why do we use money?
- Why do we have to make choices?
- Who helps us in our community?





## Skills

### Standard K.13

The student will apply history and social science skills to the content.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

##### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    1. historical,
    2. cultural,
    3. economic
    4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.
- h. Develop products that reflect an understanding of research and content; and

- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.

## 1st Grade

### The student will:

#### Culture



- Understand cultural differences in Virginia's communities.
- Recognize family structures.

#### History



- Explain the impact of influential Virginians.
- Understand historical events in Virginia's past.

#### Attitudes



- Exemplify the gospel value of positive attitudes towards others.
- Express love for Church, state, and country.

#### Norms



- Recognize state and national icons.
- Understand the roles and characteristics of a responsible citizen.

#### Geography



- Develop basic map skills.
- Understand different communities in Virginia.

#### Economics



- Explore basic economic concepts.

#### Skills



- Apply history and social science skills to the content.

**Standard 1.1**

**The student will understand cultural differences in Virginia's communities.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Understand that state and local government official are elected by voters
- b. Recognize the contributions of the people of Virginia to their communities
- c. Describe how location, climate, and physical surroundings affect the way people live.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Understand that state and local government official are elected by voters
  - i. Voters in Virginia elect officials to make decisions for them in the state and local governments.
- b. Recognize the contributions of the people of Virginia to their communities
  - i. People contribute to their communities by practicing the responsibilities of good citizenship and volunteering to make communities better
  - ii. All citizens in the U.S. have the right to vote. Citizens choose their leaders by voting.
- c. Describe how location, climate, and physical surroundings affect the way people live
  - i. Food, clothing, shelter, transportation, recreation

Vocabulary: Voters, governmental official, community, contribution

Defined Vocabulary:

Culture - a way of life

Citizen - a member of the community, state, and country

Government - a group of people who work together to run a city, a state, or a country

Vote - to make a choice that can be counted

Community - a place where people work, live, and play together

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is culture?
- What does a government do?
- How do people vote?
- What is a community?

Standard 1.2

The student will recognize family structures.



<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<p>a. The student will identify the family as the basic foundation of the nation and the Church.</p> <p>b. The student will describe the responsibilities of family members.</p>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> <p>a. The student will identify the family as the basic foundation of the nation and the Church.</p> <p>b. The student will describe the responsibilities of family members.</p> <p>Defined Vocabulary: Family - a group of related people who live together. Responsible - to take care of important things Responsibility - something people should do. Respect - shows concerns for others</p>	<ul style="list-style-type: none"><li>• What is a family?</li><li>• Who is part of your family?</li><li>• What is responsibility?</li><li>• How are you responsible?</li></ul>

**Standard 1.3**

**The student will explain the impact of influential Virginians.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify influential Virginians and their contributions.
- b. Describe the lives of Virginians associated with major holidays.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Identify influential Virginians and their contributions.
  - i. Powhatan: chief of the Powhatan Indians
  - ii. Pocahontas: taught the settlers and served as a guide
  - iii. Christopher Newport: English explorer who brought people and supplies to Jamestown
  - iv. Maggie Walker: first African American woman in the US to establish a bank and become a bank president
  - v. Arthur Ashe, Jr.: First African American winner of major men's tennis championship, civil rights leader
- b. Describe the lives of Virginians associated with major holidays
  - i. Thomas Jefferson, 4th of July
  - ii. George Washington, President's Day

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a holiday?
- What holidays do we celebrate?
- Who is an important Virginian?
- What is a contribution?

**Standard 1.4**

**The student will understand historical events in Virginia's past.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Describe the settlement of Virginia at Jamestown.
- b. Describe famous Virginians who helped form a new nation
- c. Explore how American Indians of Virginia contributed to the success of Jamestown.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Describe the settlement of Virginia at Jamestown.
  - i. Jamestown became the first permanent English settlement in North America.
  - ii. Jamestown was established because the settlers wanted to make their own choices about their government and religion.
  - iii. Virginia started at Jamestown 400 years ago.
- b. Describe famous Virginians who helped form a new nation
  - i. George Washington:
    1. He was born in Virginia.
    2. He was a leader who helped develop the country.
    3. He was the first president of the United States.
    4. He is known as the "Father of Our Country."
  - ii. Thomas Jefferson:
    1. He was born in Virginia.
    2. He was the third president of the United States.
- c. Explore how American Indians of Virginia contributed to the success of Jamestown.
  - i. Settlers learned skills and abilities to hunt and fish
  - ii. Settlers learned how to trade
  - iii. Settlers learned how to plant corn, squash, beans

Defined Vocabulary:

Settler - people who make a home in a new land

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What was life like in the past?
- What is a settlement?
- What is Jamestown?
- Who helped create the United States?

**Standard 1.5**

**The student will exemplify the gospel value of positive attitudes towards others.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Demonstrate respect for the human dignity of all people
- b. Recognize the value of honesty and truthfulness to oneself and others.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Demonstrate respect for the human dignity of all people
  - i. God created each individual, and we should treat others with respect and dignity
- b. Recognize the value of honesty and truthfulness to oneself and others.
  - i. Recognize traits of a good person
  - ii. Practice self-control
  - iii. Demonstrate effort
  - iv. Taking responsibility
  - v. Participate in class

Defined Vocabulary:

- o Respect: concern for others
- o Trait: quality or characteristic

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is respect?
- How do you show respect to others?
- How can we be truthful to others?



**Standard 1.6**

**The student will demonstrate respect for Church, state, and country.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify Catholic symbols
- b. Demonstrate respect for the Catholic Church
- c. Model patriotism for state and country

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Identify Catholic symbols.
  - i. Crucifix, statues, patron saint of school, dove, lamb
- b. Demonstrate respect for the Catholic Church
  - i. Facing the cross during prayers
  - ii. Model reverence in mass, genuflect
- c. The student will model patriotism for state and country.
  - i. Stand and participate in the Pledge of Allegiance
  - ii. Singing the *Star-Spangled Banner*, *God Bless America*, *America the Beautiful*, *My Country 'Tis of Thee*.
  - iii. Identify the head of government
    - 1. Name the president and governor

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is patriotism?
- Why do we have symbols?
- How do we show respect and reverence in God's presence?

Standard 1.7



The student will recognize state and national icons.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<div>a. Identify national symbols.</div> <div>b. Identify state symbols.</div> <div>c. Identify key historical individuals.</div>	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<div><b>To be successful with this standard, the student will be able to:</b></div> <div><div>a. Identify national symbols.</div><div><div>i. American Flag</div><div>ii. The Bald Eagle</div><div>iii. Uncle Sam</div><div>iv. Washington Monument</div><div>v. White House</div><div>vi. Statue of Liberty</div></div><div>b. Identify state symbols.</div><div><div>i. State flag</div><div>ii. State bird (Cardinal)</div><div>iii. State flower (Flowering Dogwood)</div></div><div>c. Identify key historical individuals</div><div><div>i. George Washington</div><div>ii. Thomas Jefferson</div><div>iii. Dr. Martin Luther King, Jr.</div></div></div> <div><div>Defined Vocabulary:</div><div>Symbol: an object that stands for something else or a picture that stands for something real</div></div>	<div><div>• Why do we use symbols?</div><div>• What is a famous U.S. symbol?</div></div>

Standard 1.8

Norms



The student will understand the roles and characteristics of a responsible citizen.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
<div>a. Recognize traits of a good citizen.</div> <div>b. Demonstrate fair play and treat others with respect</div>	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<div><b>To be successful with this standard, the student will be able to:</b></div> <div><div>a. Recognize traits of a good citizen.</div><div><div>i. Practice school, home and community rules</div><div>ii. Will recognize authority</div></div><div>b. Demonstrate fair play and treat others with respect</div><div><div>i. Practicing self-control</div><div>ii. Taking responsibility for his/her own action</div><div>iii. Valuing truth and honesty in oneself and others</div></div></div> <div><div>Defined Vocabulary:</div><div><div>o Citizen: a member of a community, state, and country</div><div>o Responsibility: something people should do</div><div>o Rights: something that people are free to do</div><div>o Privileges: a special right only available to a particular person or group</div></div></div>	<div><div>• What is a citizen?</div><div>• How can we be good citizens?</div><div>• How should we treat others?</div></div>

**Standard 1.9****Geography**

**The student will develop basic map skills.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Read, use and construct simple maps b. Recognize basic map symbols c. Locate and identify key areas on a map and globe.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> a. Read, use and construct simple maps <ol style="list-style-type: none"> <li>Understand names associated with places               <ol style="list-style-type: none"> <li>Town, city, state, country, continent</li> </ol> </li> <li>Draw simple maps</li> </ol> b. Recognize basic map symbols <ol style="list-style-type: none"> <li>Will use cardinal directions on maps</li> <li>Identify a map key</li> <li>use symbols for land, water, cities, and road</li> </ol> c. Locate and identify key areas <ol style="list-style-type: none"> <li>United States and Virginia</li> <li>Richmond (capitol of Virginia)</li> <li>Washington D.C. (capitol of US)</li> <li>Seven continents</li> </ol> <p>Defined Vocabulary:            Map - a drawing of a place that shows where things are            Physical map - a map that shows Earth's land and water            Cardinal direction - one of the four main directions on Earth            Map key - a list of what symbols on a map mean.</p>	<ul style="list-style-type: none"> <li>What is a map?</li> <li>Why is a map important?</li> <li>What helps us read a map?</li> </ul>

**Standard 1.10****Geography**

**The student will understand different communities in Virginia.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Recognize types of communities
- b. Recognize how communities are influenced by their location and seasons.
- c. Explain the differences between neighborhoods of the past with today.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Recognize types of communities
  - i. Rural, Urban, Suburban
  - ii. Parish, class, family, school, neighborhood
- b. Recognize how communities are influenced by their location and seasons.
  - i. Location
    1. Mountain
    2. Coastal
    3. Plains
  - ii. Seasons
    1. Fall, spring, summer, winter
- c. Explain the difference between neighborhoods of the past with today
  - i. Human and environmental interactions
    1. Comparing neighborhoods
      - a. Past
      - b. Present

Defined Vocabulary:

- o Urban: made up of a city and places around it
- o Rural: having small towns and farms
- o Suburban: close to a city where people live
- o Natural Feature: a feature that exists in nature, made by God

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do Virginia's natural features affect life?
- How does climate affect the way people live?
- How do physical surroundings affect the way people live?

**Standard 1.11**

**The student will explore basic economic concepts.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Explain the differences between goods and services.
- b. Explain the differences between needs and wants.
- c. Demonstrate the exchange of money for goods and services.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Explain the differences between goods and services.
  - i. Goods: Things people make or use to satisfy wants
  - ii. Services: Activities that satisfy people's wants
- b. Explain the differences between needs and wants.
  - i. Needs: What people need to survive (food, water, shelter)
  - ii. Wants: Goods and services satisfy people's wants.
- c. Demonstrate the exchange of money for goods and services.
  - i. Saving vs. spending

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a need?
- What is a want?
- Why do people need to make choices?
- Why is it important to recognize the needs of others?
- Why do people save money?



## Skills

### Standard 1.12

The student will apply history and social science skills to the content.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

##### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    1. historical,
    2. cultural,
    3. economic
    4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.
- h. Develop products that reflect an understanding of research and content; and

- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.



## 2nd Grade

### The student will:

#### Culture



- Understand why major US holidays are celebrated.
- Understand community structures.

#### History



- Compare the cultural life of American Indians.
- Explain the contributions of influential Americans.
- Describe important innovations in US history.

#### Attitudes



- Exemplify the gospel value of positive attitudes towards American Indians.

#### Norms



- Recognize national symbols and traditions.
- Explain the roles and characteristics of a responsible citizen.

#### Geography



- Develop an understanding of world geography.
- Develop an understanding of North American geography.

#### Economics



- Understand basic economic concepts.

#### Skills



- Apply history and social science skills to the content.

**Standard 2.1**

**The student will understand why major US holidays are celebrated.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify the national holidays, customs, and traditions of our nation b. Identify the national holidays, customs, and traditions of our Church	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> <p>a. Identify the national holidays, customs, and traditions of our nation</p> <ol style="list-style-type: none"> <li>Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day (Fourth of July), Labor Day, Indigenous Peoples's (Columbus) Day, Veterans Day, and Thanksgiving Day.</li> <li>Reciting the Pledge of Allegiance</li> </ol> <p>b. Recognize holidays, customs, and traditions of our Church</p> <ol style="list-style-type: none"> <li>Holy Days of Obligation, Easter, Epiphany, Holy Week</li> <li>How to make the sign of the cross</li> </ol> <p>Defined Vocabulary:</p> <ul style="list-style-type: none"> <li>Holiday: a special day</li> <li>Holy Days of Obligation: religious feast day that must attain Mass</li> </ul>	<ul style="list-style-type: none"> <li>What is a holiday?</li> <li>Why do we celebrate holidays?</li> <li>How do we celebrate major holidays?</li> <li>What are the important holidays in our Church?</li> </ul>

Standard 2.2

Culture



The student will understand community structures.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Identify local, state and national communities b. Identify urban, rural, suburban communities	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> <p>a. Identify local, state, national communities</p> <ul style="list-style-type: none"><li>i. Local: neighborhood, school, city</li><li>ii. State: Virginia</li><li>iii. National: United States of America</li></ul> <p>b. Identify urban, rural, suburban communities</p> <ul style="list-style-type: none"><li>i. Urban: town, city</li><li>ii. Rural: agriculture, nature, open spaces</li><li>iii. Suburban: outlying part of a city (neighborhoods)</li></ul>	<ul style="list-style-type: none"><li>• What is a community?</li><li>• How does culture influence you? Others? Communities?</li></ul>



## Standard 2.3 History

The student will compare the cultural life of American Indians.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Understand the relationship between the environment and culture of the Powhatan, Lakota, and Pueblo American Indians. b. Identify how our lifestyles are different from the American Indians.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> a. Understand the relationship between the environment and culture of the Powhatan, Lakota, and Pueblo Indians. <ol style="list-style-type: none"> <li>American Indians have developed different cultures because they lived in different environments of North America.</li> <li>Contributions of American Indians                             <ol style="list-style-type: none"> <li>Arts (pottery, weaving, carving)</li> <li>Knowledge of the environment</li> <li>Respect for nature</li> <li>Farming of corn and tobacco</li> </ol> </li> </ol> b. Identify how our lifestyles are different from the American Indians. <ol style="list-style-type: none"> <li>American Indians cultures have changed over time.</li> </ol>	<ul style="list-style-type: none"> <li>Who were the American Indians?</li> <li>Who are the different American Indians?</li> <li>How did the American Indians live?</li> </ul>

**Standard 2.4**

**The student will explain the contributions of influential Americans.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

a. Recognize influential figures and their contributions to American society.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Recognize historical figures and their contributions to American society.
- George Washington: the first president
  - Benjamin Franklin: one of the founding fathers of the US
  - Abraham Lincoln: the 16th president who worked to end slavery
  - George Washington Carver: a person of color who was a scientist and inventor
  - Alexander Bell: inventor of the telephone
  - Helen Keller: an inspirational blind and deaf woman who learned how to read, write, and talk
  - Neil Armstrong: first person to walk on the moon
  - Susan B. Anthony: a leader in the fight for women's rights
  - Jackie Robinson: the first person of color to play in the MLB
  - Rosa Parks: helped spark the American Civil Rights movement, wanted equality and freedom.
  - Cesar Chavez: started the first union for farmworkers in America.
  - Martin Luther King, Jr.: a leader in the fight for equal rights for African Americans.

Defined Vocabulary:

- Contribution: to help something/bring about a result

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Who is an important American?
- What is a contribution?
- What is their contribution?

**Standard 2.5**

**The student will describe important innovations in US history.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify innovations and their contributions in US history.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Identify innovations and their contributions in US history.
- i. Transportation- car, horse and buggy, wagon, trains, steamboat, airplanes
  - ii. Communication- telephone, radio, television, cell phone, internet

Defined Vocabulary:

- o Innovation: making new ideas, methods, products, services
- o Community: a place where people live, work, and have fun together
- o Invention: something that is made for the first time

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is an innovation?
- How do innovations impact communities?
- How do innovations change over time?

**Standard 2.6**

**The student will exemplify the gospel value of positive attitudes towards American Indians.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and demonstrate positive attitudes towards American Indians.
- b. Recognize the different lifestyle and cultures of American Indians.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Identify and demonstrate positive attitudes towards American Indians.
  - i. Positive attitude- awareness and appreciation for others
  - ii. Respect for nature and environment
- b. Recognize the different lifestyle and cultures of American Indians.
  - i. Lifestyle and Occupation: hunting, basket weaving, transportation, farming

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a positive attitude?
- How can we love other cultures like Jesus did?
- How can we respect the culture of the American Indians?
- How can we acknowledge the traditions of the American Indians?

**Standard 2.7**

**The student will recognize national symbols and traditions.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Understand the importance and history of the Pledge of Allegiance b. Describe important American symbols	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> a. Understand the importance and history of the Pledge of Allegiance <ol style="list-style-type: none"> <li>Marks the 400th anniversary of the arrival of Christopher Columbus.</li> <li>Written in 1892 by Francis Bellamy</li> </ol> b. Describe important American symbols <ol style="list-style-type: none"> <li>American flag</li> <li>Bald Eagle</li> <li>Washington Monument</li> <li>Statue of Liberty</li> <li>White House</li> </ol> <p>Defined Vocabulary:</p> <ul style="list-style-type: none"> <li>Symbol: 1. an object that stands for something else. 2. A picture that stands for something real</li> <li>Tradition: a special way that a group does something that is part of its culture</li> </ul>	<ul style="list-style-type: none"> <li>What is a symbol?</li> <li>What is a tradition?</li> <li>Why are national symbols important?</li> <li>Why do we recite the Pledge of Allegiance?</li> </ul>



**Standard 2.8****Norms**

**The student will explain the roles and characteristics of a responsible citizen.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Respect the rights and properties of others b. Recognize the purpose of rules and laws c. Recognize the purpose of voting and decision making	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> a. Respect the rights and properties of others <ul style="list-style-type: none"> <li>i. Acts of a responsible citizen: respect of others, participation, cooperation</li> </ul> b. Recognize the purpose of rules and laws <ul style="list-style-type: none"> <li>i. Rules and Laws: keep people safe and maintain order</li> </ul> c. Recognize the purpose of voting and decision making <ul style="list-style-type: none"> <li>i. Citizen: a member of a community (town, city, state)</li> <li>ii. Voting: to make a choice that can be counted               <ul style="list-style-type: none"> <li>1. Participating in the decision-making process</li> <li>2. Everyone has the right to vote</li> <li>3. Privilege and responsibility</li> <li>4. Participate in mock elections, classroom decisions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What is a citizen?</li> <li>• What makes a responsible citizen?</li> <li>• How can you be a responsible citizen?</li> <li>• What is voting? Why is it important?</li> <li>• How does the voting process work?</li> </ul>

**Standard 2.9****Geography**

**The student will develop an understanding of world geography.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify the seven continents and five oceans b. Identify the equator and prime meridian c. Identify map features	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> <ul style="list-style-type: none"> <li>a. Identify the seven continents and five oceans               <ul style="list-style-type: none"> <li>i. Continents:                   <ul style="list-style-type: none"> <li>1. North America, South America, Europe, Asia, Africa, Australia, Antarctica</li> </ul> </li> <li>ii. Oceans                   <ul style="list-style-type: none"> <li>1. Atlantic, Pacific, Indian, Arctic, Southern</li> </ul> </li> </ul> </li> <li>b. Identify the equator and prime meridian               <ul style="list-style-type: none"> <li>i. Equator: Imaginary line dividing the Earth into the Northern and Southern Hemispheres</li> <li>ii. Prime Meridian: Imaginary line dividing the Earth into the Eastern and Western Hemispheres</li> </ul> </li> <li>c. Identify map features               <ul style="list-style-type: none"> <li>i. Map Legend</li> <li>ii. Compass Rose: North, South, East, West</li> <li>iii. Title</li> <li>iv. Identify an island, peninsula, rivers, mountains, lakes and oceans                   <ul style="list-style-type: none"> <li>1. Know the basic difference of each</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What are the seven continents?</li> <li>• What are the five oceans?</li> <li>• Where are the seven continents?</li> <li>• Where are the five oceans?</li> <li>• Where is the equator and prime meridian?</li> <li>• How do we identify map features?</li> <li>• What are the four hemispheres?</li> </ul>

Standard 2.10

Geography



The student will develop an understanding of North American geography.

Benchmarks	
Key knowledge and skills we want students to know and be able to do	
a. Identify the United States and the two countries that border her. b. Identify Virginia in the United States	
Essential Knowledge	Essential Questions
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> <p>a. Identify, on a map of North America, the countries of .</p> <ul style="list-style-type: none"><li>i. Canada, Mexico, United States</li><li>ii. Know that there are 50 states</li><li>iii. Identify border lines</li></ul> <p>b. Identify Virginia on a United States map</p> <p>Defined Vocabulary:</p> <ul style="list-style-type: none"><li>o Continent: one of the seven largest areas of land on Earth</li></ul>	<ul style="list-style-type: none"><li>• What continent do we live on?</li><li>• What are the two countries in North America border the United States?</li><li>• Where are these countries located on a map?</li></ul>

**Standard 2.11****Economics**

**The student will understand basic economic concepts.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Distinguish between the use of barter and money in exchange for goods and services
- b. Identify a consumer and producer
- c. Describe capital, human, natural resources

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Distinguish between the use of barter and money in exchange for goods and services
  - i. Barter: The exchange of goods and services without the use of money
  - ii. money: Coins, paper bills, and checks used in exchange for goods and services
  - iii. Goods: things that people make or grow
  - iv. Services: a job a person does for you
- b. Identify a consumer and producer
  - i. Consumer- people who buy goods and services
  - ii. Producer- people who create, or produce, goods and provide service
- c. Describe capital, human, natural resources
  - i. Capital resources: are goods produced and used to make other goods or services (Example: buildings, computers)
  - ii. Human resources: are people who use their skills to produce a good or service. (Example: teacher)
  - iii. Natural resources: are from nature and are used in their natural form (Example: trees)

Defined Vocabulary:

- Resource: something that is useful
- Economy: the way people spend and make money

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the difference between trading and bartering?
- What is the purpose of an economy?
- What is a consumer?
- What is a producer?
- How do we make economic choices?
- What are resources?



## Skills

### Standard 2.12

The student will apply history and social science skills to the content.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

##### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    1. historical,
    2. cultural,
    3. economic
    4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.
- h. Develop products that reflect an understanding of research and content; and

- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.

## 3rd Grade

### The student will:

#### Culture



- Understand the contributions of ancient cultures and their influence on communities of today.

#### History



- Explain the contributions of American Indians.
- Explain the contributions of European explorers.

#### Attitudes



- Exemplify the gospel value of positive attitudes towards people from the past.
- Understand how people in the past had different viewpoints.

#### Norms



- Understand the impact of geographical features on the expansion of civilization.

#### Geography



- Develop an understanding of world geography.
- Develop an understanding of North American geography.

#### Economics



- Understand the forces that impacted the economic systems of ancient cultures.

#### Skills



- Apply history and social science skills to the content.

**Standard 3.1**

**The student will understand the contributions of ancient cultures and their influence on communities of today.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Explain how the contributions of ancient civilizations influenced the present world in terms of architecture, inventions, the calendar, and written language.
- b. Explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- c. Describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.
- d. Understand how ancient world cultures changed over time.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Explain how the contributions of ancient Mesopotamia, China, Indus Valley and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
  - i. Contributions of ancient Mesopotamia, China, Indus valley, and Egypt
    1. Mesopotamia
      - a. Concept of time
      - b. Math
      - c. Maps
    2. China
      - a. Written language: Characters, symbols
      - b. Inventions: Kite, silk cloth, compass, fireworks
      - c. Architecture: Great Wall Egypt
      - d. Written language: Hieroglyphics
      - e. Inventions: Paper made from papyrus, 365-day calendar, clock
      - f. Architecture: Pyramids
    3. Indus valley
      - a. Standardized measurements
      - b. Art carvings

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do we have customs?
- How did people live in the past?



<ul style="list-style-type: none"><li>4. Egypt<ul style="list-style-type: none"><li>a. Written language: Hieroglyphics</li><li>b. Inventions: Paper made from papyrus, 365-day calendar, clock</li><li>c. Architecture: Pyramids</li><li>d. Many inventions of ancient China and Egypt are still used today</li></ul></li><li>b. Explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.<ul style="list-style-type: none"><li>i. The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.<ul style="list-style-type: none"><li>1. Architecture<ul style="list-style-type: none"><li>a. The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today.<ul style="list-style-type: none"><li>i. Greece: The Parthenon (columns)</li><li>ii. Rome: The Colosseum and aqueducts (arches)</li></ul></li><li>2. The arts<ul style="list-style-type: none"><li>a. Mosaics, sculpture, and paintings are displayed on buildings in ancient Greece and Rome.<ul style="list-style-type: none"><li>i. Greece: Pottery</li><li>ii. Rome: Mosaics</li></ul></li></ul></li><li>3. Government<ul style="list-style-type: none"><li>a. The government of the United States is based on ideas developed in ancient Greece and Rome.<ul style="list-style-type: none"><li>i. Greece: Birthplace of democracy (government by the people); a direct democracy</li><li>ii. Rome: Republican (representative) form of government; a representative democracy</li></ul></li></ul></li><li>4. Sports<ul style="list-style-type: none"><li>a. Olympic games of today are modeled after the games of ancient Greece.</li></ul></li></ul></li></ul></li></ul></li></ul>	
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<p>c. Describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.</p> <ul style="list-style-type: none"> <li>i. Africa was the home of several great empires. One of the most prosperous was the early West African empire of Mali.</li> <li>ii. Many storytellers in Mali passed on stories and traditions from one generation to the next.</li> <li>iii. The kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.</li> <li>iv. Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold mines of West Africa. For the people of the desert, salt was a valuable natural resource. People used salt for health reasons and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</li> <li>v. Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.</li> </ul> <p>d. Understand how ancient world cultures changed over time</p> <ul style="list-style-type: none"> <li>i. The sizes and locations of ancient world cultures have changed over time.</li> <li>ii. Viewing maps of ancient civilizations during different time periods helps students begin to understand changes in relationships among peoples, places, and environments.             <ul style="list-style-type: none"> <li>1. Location of ancient world cultures at the beginning of their culture                 <ul style="list-style-type: none"> <li>a. Ancient China was located in eastern Asia centered on the Huang He River.</li> <li>b. Ancient Egypt was located along the Nile River in northeast Africa.</li> <li>c. Ancient Greece was located on a peninsula with many islands, surrounded by the Mediterranean Sea.</li> <li>d. Ancient Rome was located by a river on a peninsula in the Mediterranean Sea.</li> </ul> </li> </ul> </li> </ul>	
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- e. The West African empire of Mali was located by a river in a grassland region in west Africa.
- 2. Location of ancient world cultures during their period of greatest influence
  - a. Ancient China spread southward to the Yangtze River.
  - b. Ancient Egypt spread southward along the Nile River and eastward and westward along the Mediterranean coast.
  - c. Ancient Greece spread throughout the eastern Mediterranean region.
  - d. Ancient Rome spread throughout the Mediterranean region and most of western Europe.
  - e. The West African empire of Mali spread westward to the Atlantic coast and northward into the Sahara Desert.
- 3. Location of ancient world cultures today
  - a. China includes most of East Asia westward into the deserts of Central Asia.
  - b. Egypt is located in the northeastern corner of Africa along the Nile River.
  - c. Greece is located on a peninsula with many islands, surrounded by the Mediterranean Sea.
  - d. Rome is a city located in present-day Italy.
  - e. Mali is a country located in West Africa.

Terms to know

ancient: Long ago

architecture: The design of buildings

contribution: The act of giving or doing something

Contributions of ancient China and Egypt

China

Written language: Characters, symbols

Inventions: Kite, silk cloth, compass, fireworks

Architecture: Great Wall

direct democracy: A government in which people vote to make their own rules and laws

representative democracy: A government in which the people vote for (elect) a smaller group of citizens to make the rules and laws for everyone	
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**Standard 3.2**

**The student will explain the contributions of American Indians.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify the general geographical location of American Indian groups of Navajo, Cherokee, Sioux, Seminole, Iroquois, and Powhatan Nations
- b. Describe how American Indians used the resources in their environment.
- c. Interpret archaeological artifacts to demonstrate daily life of American Indians.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

**To be successful with this standard, the student will be able to:**

- a. Identify on a map of the United States the general geographical location of the following American Indian groups:
  - i. Navajo: Southwestern US
  - ii. Cherokee: Mid-Atlantic
  - iii. Sioux: Northern Great Plains
  - iv. Seminole: Florida
  - v. Iroquois: Northeastern US
  - vi. Powhatan: Virginia
- b. Describe how American Indians used the resources in their environment
  - i. Natural resources: fish, wild animals (hunting), crops, medicinal plants
  - ii. Human resources: People who fished, made clothing, and hunted animals
  - iii. Capital resources: canoes, bows, and spears made by American Indians
- c. Interpret archaeological artifacts to demonstrate daily life of American Indians.
  - i. Arrowheads, pottery, and other tools tell about the lives of people who lived in the past

- Who were the American Indians?
- How did the First People survive?
- How are we similar to the American Indians?

**Standard 3.3**

**The student will explain the contributions of European explorers.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify various European Explorers
- b. Identify the obstacles and contributions towards exploration of the west.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Identify various European Explorers
  - i. Marco Polo
  - ii. Christopher Columbus
  - iii. Francisco Coronado
  - iv. Juan Ponce de Leon
  - v. Samuel de Champlain
  - vi. Robert de La Salle
  - vii. Jacques Cartier
  - viii. Sir Walter Raleigh
  - ix. John Cabot
- b. Identify the obstacles and contributions towards exploration of the west.
  - i. Obstacles
    - 1. Poor maps and navigational tools
    - 2. Disease and starvation
    - 3. Fear of the unknown
    - 4. Lack of adequate supplies
    - 5. Hostile encounters with Native Peoples
  - ii. Contributions
    - 1. Exchanged goods and ideas
    - 2. Improved navigational tools and ships
    - 3. Claimed territories

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is an explorer?
- Why did explorers travel around the world?

**Standard 3.4****Attitudes**

**The student will exemplify gospel values and positive attitudes towards people from the past.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Describe the relationship between Explorers and American Indians.
- b. Describe the impact of sharing the Gospel with American Indians.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Describe the relationship between Explorers and American Indians.
  - i. Spanish
    1. Conquered and enslaved American Indians
    2. Introduced European diseases to American Indians
  - ii. French
    1. Established trading posts
  - iii. English
    1. Established settlements on American Indians land and claimed ownership of land
    2. Learned farming techniques from American Indians
    3. Traded with American Indians
  - iv. American Indians
    1. Taught farming techniques to European settlers
    2. Believed that land was to be used
- b. Describe the impact of sharing the Gospel with American Indians.
  - i. Brought Christianity to the New World
  - ii. Established missions
  - iii. Spread of Christian Religion

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is an explorer?
- Who are the American Indians?
- What was the relationship between the American Indians and the explorers?

**Standard 3.5**

**The student will understand how people in the past had different viewpoints.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Demonstrate respect for diverse cultural influences of people of the past.
- b. Recognize the importance of protecting the rights and property of past peoples.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Demonstrate respect for diverse cultural influences of people of the past.
  - i. The American people have different ethnic origins and come from different countries but are united as Americans
  - ii. Recall the significance of national holidays, customs, and traditions.
- b. Recognize the importance of protecting the rights and property of past peoples.
  - i. Treat others with love and respect

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a culture?
- Is our culture today the same as the culture of the American Indians?



**Standard 3.6****Norms**

**The student will explore the organizational structure of ancient civilizations and American Indians.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Explain the influence of ancient Rome and Greece on governmental structure. b. Explain the organization of tribal communities of American Indians.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, the student will be able to:</b></p> <p>a. Explain the influence of ancient Rome and Greece on governmental structure.</p> <ol style="list-style-type: none"> <li>i. The government of the United States is based on ideas developed in ancient Greece and Rome.               <ol style="list-style-type: none"> <li>1. Greece: Birthplace of democracy (government by the people); a direct democracy</li> <li>2. Rome: Republican (representative) form of government; a representative democracy</li> </ol> </li> </ol> <p>b. Explain the organization of tribal communities of American Indians.</p> <ol style="list-style-type: none"> <li>i. American Indians groups can be divided in a number of ways.               <ol style="list-style-type: none"> <li>1. Tribe                   <ol style="list-style-type: none"> <li>a. A tribe was an indigenous group that shared a common language, common beliefs, and who saw themselves as sharing a common heritage.</li> <li>b. They often named themselves "the people."</li> <li>c. Most tribes are matriarchal, where a child is "born into" one's mother's clan.</li> <li>d. Some tribes have only a few clans, while others may have fifty or more.</li> <li>e. Today, many tribes call themselves nations because they fit the basic definition of a nation.</li> </ol> </li> <li>2. Internal Subdivisions                   <ol style="list-style-type: none"> <li>a. Clan                       <ol style="list-style-type: none"> <li>i. Members who are related to each other theoretically or actually.</li> </ol> </li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• What is a government?</li> <li>• Who are the American Indians?</li> </ul>

- ii. Members of the same clan are expected to show hospitality to fellow clan members.
- b. Bands/other smaller groups
  - i. Groups that live and travel together.
- c. Extended families
  - i. Grandparents, aunts, uncles, and cousins often live nearby and are in constant contact with each other.
  - ii. All members of the extended family may help with child rearing.
  - iii. In some tribes, uncles have an important role in disciplining their nieces and nephews and an aunt is addressed with the same term of "mother" as a child's biological mother.
  - iv. Many modern American families are "nuclear families" consisting of a mother and/or father and their children, with other relatives such as grandparents, aunts, uncles, or cousins sometimes living hundreds, if not thousands, of miles away and having little contact with each other.

The term "tribe" often has connotations of being a primitive grouping, but just as indigenous languages can be very sophisticated and complex, so can the social systems of tribes.

Some tribes can be very similar to other tribes, speaking dialects of the same language and practicing similar customs. However, they can also be very different from each other with their languages as different as Chinese is from English, and their customs as different as well.

**Standard 3.7****Geography**

**The student will understand the impact of geographical features on the expansion of civilization.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Locate major ancient civilization geographical features.
- b. Examine the importance of ancient civilization geographical features.
- c. Recognize North American geographical features impacted development of European expansion.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Locate major ancient civilization geographical features.
  - i. Africa
    1. Nile River: The longest river in the world
    2. Atlas Mountains: Separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert
    3. Sahara Desert: The largest hot desert in the world
  - ii. Asia
    1. Huang He River: Flows through much of China
    2. Himalaya Mountains: Home to some of highest peaks on Earth
    3. Gobi Desert: Asia's largest desert
  - iii. Europe
    1. Mediterranean Sea: An intercontinental sea situated between Europe to the north, Africa to the south, and Asia to the east
    2. Alps Mountains: The largest mountain system in Europe
    3. Italian Peninsula: A boot-shaped peninsula in southern Europe extending into the Mediterranean Sea
  - iv. South America
    1. Amazon River: The second longest river in the world
    2. Andes Mountains: The longest continental mountain range in the world
    3. Amazon rainforest: The largest tropical rainforest in the world; includes many types of plants and animals
- b. Examine the importance of ancient civilization geographical features.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a geographical feature?
- What is an ancient civilization?
- What is expansion?

<ul style="list-style-type: none"><li>i. China- Huang He and Yangtze River</li><li>ii. Egypt- Nile River</li><li>iii. Greece and Rome- Located on the Mediterranean Sea</li></ul> <p>c. Recognize North American geographical features impacted development of European expansion.</p> <ul style="list-style-type: none"><li>i. North America<ul style="list-style-type: none"><li>1. Mississippi River: One of the longest rivers in North America</li><li>2. Rio Grande: Marks part of the boundary between Mexico and the United States</li><li>3. Rocky Mountains: Located in western North America and extend from Canada to New Mexico</li><li>4. Appalachian Mountains: Located in eastern North America and extend from Canada to Alabama</li><li>5. Great Lakes: A series of interconnected freshwater lakes located in northeastern North America</li></ul></li></ul>	
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**Standard 3.8**

**The student will understand the forces that impacted the economic systems of ancient cultures.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Recognize how natural resources impacted the economy of Ancient Civilizations and American Indians.
- b. Recognize how trade of goods and services impacted the economy of Ancient Civilizations and American Indians.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the student will be able to:**

- a. Recognize how natural resources impacted the economy of Ancient Civilizations and American Indians.
  - i. Ancient Greece and Rome:
    - 1. Limited farming due to mountains
    - 2. Traded across the Mediterranean Sea
    - 3. Built ships to fish in and trade across the Mediterranean Sea
  - ii. West Africa and Mali:
    - 1. Mined gold
    - 2. Traded gold for salt from the Sahara Desert
    - 3. Farmed and raised animals on the grasslands
  - iii. Ancient Egypt:
    - 1. Farmed in fertile soil along the Nile River
    - 2. Created irrigation systems
    - 3. Traded along the Mediterranean coast
  - iv. American Indians:
  - v. Fishing
  - vi. Hunting animals
  - vii. crops
- b. Recognize how trade of goods and services impacted the economy of Ancient Civilizations and American Indians.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a natural resource?
- How do we use natural resources?
- Why do natural resources exist?



## Skills

### Standard 3.9

The student will apply history and social science skills to the content.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

##### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    - 1. historical,
    - 2. cultural,
    - 3. economic
    - 4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.
- h. Develop products that reflect an understanding of research and content; and

- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.

## 4th Grade – Virginia Studies

### The student will:

#### Culture



- Describe how Virginia's culture was influenced by past societies.

#### History



- Explain the contributions of English explorers.
- Explore the early settlements in America.
- Explore Virginia's role in the Revolutionary War.
- Explore Virginia's role in the establishment of the new American nation.
- Explore Virginia's role in the Civil War.

#### Attitudes



- Recognize the faith contributions of various cultural groups viewpoints.

#### Norms



- Recognize and know the significance of Virginia state symbols.
- Describe the current Virginia government structure and its evolution

#### Geography



- Identify and explain the relationship between physical geography and the lives of Virginians, past and present.
- Interpret basic maps and globes.

#### Economics



- Describe the major products and industries important to Virginia's economy.
- Explain Virginia's industrial and economic growth over time.

#### Skills



- Apply history and social science skills to the content.



**Standard 4.1**

**The student will describe how Virginia's culture was influenced by past societies.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Locate the three American Indians' language groups: the Algonquian, the Siouan, and the Iroquoian on the map of Virginia.
- Describe how American Indians related to the climate and their environment .
- Describe how archaeologists have recovered new material evidence at sites including Werowocomoco and historic Jamestown.
- Describe the lives on Virginia's American Indians today.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- Locate the three American Indians' language groups:
  - the Algonquian, the Siouan, and the Iroquoian on the map of Virginia
  - American Indians were the American Indians who lived in Virginia.
  - American Indians lived in all areas of the state.
  - There were three major American Indian language groups in Virginia.
    - Algonquian:
      - The Powhatan tribe in the Tidewater region
    - Siouan:
      - The Monacan tribe in the Piedmont region
    - Iroquoian:
      - The Cherokee tribe in Southwest/Southern Virginia
- Describe how American Indians related to the climate and their environment
  - Virginia's American Indians worked with the climate and the environment to meet their basic wants.
  - The climate in Virginia is relatively mild with distinct seasons—spring, summer, fall, and winter—resulting in a variety of vegetation.
  - Forests, which have a variety of trees, cover most of the land. Virginia's American Indians are referred to as Eastern Woodland Indians.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Who are the American Indians?
- What is culture?
- How did the American Indians meet their basic needs?

<ul style="list-style-type: none"> <li>iv. Many American Indians lived in towns situated along rivers, which made for good farming, good fishing, and easy travel.</li> <li>v. The kinds of food American Indians ate, the clothing they wore, and the shelters they had depended upon the seasons.             <ul style="list-style-type: none"> <li>1. Foods changed with the seasons                 <ul style="list-style-type: none"> <li>a. In winter, they hunted birds and other animals and lived on foods stored the previous fall.</li> <li>b. In spring, they hunted, fished, and picked berries.</li> <li>c. In summer, they grew crops (e.g., beans, corn, squash).</li> <li>d. In fall, they harvested crops and hunted for foods to preserve and keep for the winter.</li> </ul> </li> <li>2. Animal skins (deerskin) were used for clothing.</li> <li>3. Shelter was made from materials found around them.</li> </ul> </li> <li>vi. Native peoples of the past farmed, hunted, and fished. They made homes, using natural resources. They used animal skins for clothing.</li> <li>vii. Native Americans tried to escape from the English colonists by hiding and living in the Dismal Swamp.</li> <li>viii. Today, most native peoples live like other Americans. Their cultures have changed over time.</li> <li>c. Describe how archaeologists have recovered new material evidence at sites including Werowocomoco and historic Jamestown             <ul style="list-style-type: none"> <li>i. Archaeology is a way to help people understand the past.</li> <li>ii. Archaeologists study all kinds of material evidence left by people from the past.</li> <li>iii. Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.                 <ul style="list-style-type: none"> <li>1. Werowocomoco was a large Indian town, located on the York River, used by Indian leaders for several hundred years before the English settlers came. It was the headquarters of the leader Powhatan in 1607.</li> <li>2. Jamestown became the first permanent English settlement in North America. Archaeologists have discovered the site of the original fort. The recovered artifacts give archaeologists clues about the</li> </ul> </li> </ul> </li> </ul>	
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<p>interactions of the Indians, English, and Africans in early Virginia</p> <p>d. Describe the lives on Virginia's American Indians today.</p> <ul style="list-style-type: none"><li>i. American Indians have lived in Virginia for thousands of years.</li><li>ii. Virginian American Indians have contributed to the Commonwealth of Virginia and the nation.</li><li>iii. American Indians, whose ancestors have lived in Virginia for thousands of years before 1607, continue to live in all parts of the state today.</li><li>iv. Virginian American Indians live and work as modern Americans.<ul style="list-style-type: none"><li>1. Many practice ancient traditions and crafts while incorporating new customs over time.</li></ul></li><li>v. American Indians and their culture were greatly affected by white European colonization.<ul style="list-style-type: none"><li>1. They intermingled with the English and Africans.</li></ul></li><li>vi. The current state-recognized American Indians tribes are located in regions throughout Virginia.<ul style="list-style-type: none"><li>1. The tribes maintain tribal museums and lands on which they hold public festivals called powwows. The powwow is a way of teaching American Indians and visitors about American Indian culture, past and present.</li></ul></li><li>vii. Today, Virginian American Indians maintain their vibrant cultural heritage through drumming, singing, dance, art, jewelry, clothing, crafts, pottery, and storytelling.</li><li>viii. Virginian American Indians contribute to American society as active citizens.</li></ul>	
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Standard 4.2

The student will explain the contributions of English explorers.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify the contributions of Henry Hudson, John Cabot, Walter Raleigh and John Smith	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. identify the contributions of: <ul style="list-style-type: none"><li>o Henry Hudson- looking for a Northwestern passage to India, settled in present day New York</li><li>o John Cabot- explored eastern Canada.</li><li>o Walter Raleigh- East Coast of North America, Roanoke Colony</li><li>o John Smith- Leader of the Jamestown Colony</li></ul>	<ul style="list-style-type: none"><li>• Why were English explorers looking to settle in North America?</li><li>• How did their explorations spark greater interest to settle in the New World?</li></ul>

**Standard 4.3**

**The student will explore the early settlements in America.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify the location of the early settlements in America
- b. Explain the reasons for English Colonization
- c. Describe and analyze the successes and hardships of the early settlements.
- d. Describe the interactions between the early settlers and American Indians.
- e. Identify the thirteen English Colonies

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- a. Identify the location of the early settlements in America
  - i. Jamestown
  - ii. Plymouth
  - iii. Roanoke Island
  - iv. Massachusetts Bay Company
  - v. Quakers settled in Pennsylvania
- b. Explain the reasons for English Colonization
  - i. Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America.
  - ii. Reasons for English colonization in America
    1. England wanted to establish an American colony to increase its wealth and power to compete with other European nations.
    2. England hoped to find silver and gold in America.
    3. An American settlement would furnish raw materials, while opening new markets for trade.
  - iii. The first permanent English settlement in British North America was Jamestown
    1. Jamestown was primarily an economic venture.
    2. The stockholders of the Virginia Company of London financed the settlement of Jamestown.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What did everyday life look like in the Colonies?

<ul style="list-style-type: none"><li>3. Jamestown, founded in 1607, became the first permanent English settlement in British North America.</li><li>4. Reasons for site choice<ul style="list-style-type: none"><li>a. Instructions from England told the settlers to go inland and find a suitable place for their colony.</li><li>b. The location could be easily defended from attack by sea (by the Spanish).</li><li>c. The water along the shore was deep enough for ships to dock.</li><li>d. They believed the site had a good supply of fresh water.</li><li>e.</li></ul></li><li>5. Natural resources from Jamestown included timber and iron.</li></ul> <p>iv. The importance of the charters of the Virginia Company of London in establishing Jamestown</p> <ul style="list-style-type: none"><li>1. The King of England had the power to grant charters allowing settlement in North America.</li><li>2. The King of England granted charters to the Virginia Company of London to<ul style="list-style-type: none"><li>a. establish a settlement in North America</li><li>b. define the physical boundaries of the colony</li><li>c. extend English rights to the settlers.</li></ul></li></ul> <p>c. Describe and analyze the successes and hardships of the early settlements.</p> <ul style="list-style-type: none"><li>i. The English settlers found life in Virginia harder than they had expected.<ul style="list-style-type: none"><li>1. Hardships faced by the settlers<ul style="list-style-type: none"><li>a. The site they chose to live on was marshy and lacked safe drinking water.</li><li>b. A drought at the time of settlement reduced the amount of food available to everyone in Virginia.</li><li>c. The settlers lacked some skills necessary to provide for themselves.</li><li>d. Many settlers died of starvation and disease.</li></ul></li></ul></li></ul>	
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<ul style="list-style-type: none"><li>2. Changes that resulted in survival<ul style="list-style-type: none"><li>a. The arrival of ships bringing supplies and new settlers</li><li>b. The forced work program and strong leadership of Captain John Smith</li><li>c. The development of new settlements that spread away from the unhealthy environment of Jamestown</li><li>d. The emphasis on agriculture</li></ul></li><li>d. Describe the interactions between the early settlers and American Indians.<ul style="list-style-type: none"><li>i. The American Indians and English settlers in Virginia established bartering relationships and, for a while, had positive interactions.</li><li>ii. Captain John Smith initiated bartering relationships with the American Indians<ul style="list-style-type: none"><li>1. They bartered food, fur, and leather with the English in exchange for tools, pots, and copper for jewelry.</li></ul></li><li>iii. The American Indians contributed to the survival of the Jamestown settlers in several ways:<ul style="list-style-type: none"><li>1. Powhatan, the chief of many tribes, provided leadership to his people and taught the settlers survival skills.</li><li>2. Pocahontas, the daughter of Powhatan, served as a contact between the American Indians and the English.</li><li>3. The American Indians showed the settlers how to plant corn and harvest tobacco.</li></ul></li><li>iv. Over time, the American Indians realized the English settlement would continue to grow. They came to see the settlers as invaders who would take over their land.</li></ul></li><li>e. Identify the thirteen English Colonies<ul style="list-style-type: none"><li>i. Thirteen Colonies- Virginia, New York, New Hampshire, Massachusetts, Maryland, Connecticut, Rhode Island, Delaware, North Carolina, South Carolina, New Jersey, Pennsylvania, and Georgia</li></ul></li></ul>	
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**Standard 4.4**

The student will explore Virginia's role in the Revolutionary War.

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify why Virginia and the colonies went to war with Great Britain.
- b. Identify key Virginians and their contributions during the Revolutionary War.
- c. Identify the importance of the American victory at Yorktown.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Identify why Virginia and the colonies went to war with Great Britain
  - i. Revolutionary War (American Revolution): The war between the American Patriots in the 13 colonies and the British Government resulting in American Independence
  - ii. Conflicts developed between the colonies and Great Britain over how the colonies should be governed.
    1. The colonists and the British Parliament disagreed over how the colonies should be governed:
      - a. Parliament believed it had legal authority in the colonies, while the colonists believed their local assemblies had legal authority.
      - b. Parliament believed it had the right to tax the colonies, while the colonists believed they should not be taxed because they had no representation in Parliament.
  - iii. The Declaration of Independence gave reasons for independence and ideas for self-government.
    1. The Declaration of Independence, written by Thomas Jefferson, states that authority to govern belongs to the people rather than to kings and that all people are created equal and have rights to life, liberty, and the pursuit of happiness.
- b. Identify key Virginians and their contributions during the Revolutionary War
  - i. George Washington: Leader of the American Army

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What inspired the colonists to declare their independence from England?
- Why were many Virginians involved in the fight for independence?



<ul style="list-style-type: none"><li>ii. Thomas Jefferson: Author of the Declaration of Independence</li><li>iii. Patrick Henry: Patriot who gave the "Give me liberty, or give me death" speech. ,</li><li>iv. James Lafayette: African American/Virginian served as a spy in the Continental Army.</li><li>v. Lord Dunmore, defeated at the Battle of Great Bridge</li></ul> <p>c. Identify the importance of the American victory at Yorktown</p> <ul style="list-style-type: none"><li>i. The last major battle of the Revolutionary War was fought at Yorktown, Virginia.<ul style="list-style-type: none"><li>1. The American victory at Yorktown resulted in the surrender of the British army in 1781, which led to the end of the war.</li><li>2. While this victory did not end the war, it was the last significant military battle involving British forces and the Continental Army.</li></ul></li><li>ii. The war ended with the Treaty of Paris in 1783.</li></ul>	
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**Standard 4.5**

The student will explore Virginia's role in the establishment of the new American nation.

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Explain why George Washington is called "Father of our Country".
- b. Explain why James Madison is called the "Father of the Constitution".
- c. Identify the ideals of George Mason and Thomas Jefferson as expressed in foundational documents.
- d. Explain the influence of geography and technological influences on the migration of Virginians into other states and western territories.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- a. Explain why George Washington is called "Father of our Country"
  - i. George Washington, a Virginian, was elected as the first president of the United States of America. He provided the strong leadership needed to help the young country and provided a model of leadership for future presidents. Thus, he is often called the "Father of our Country."
- b. Explain why James Madison is called the "Father of the Constitution"
  - i. James Madison, a Virginian, believed in the importance of having a United States constitution. He kept detailed notes during the Constitutional Convention. His skills at compromise helped the delegates reach agreement during the difficult process of writing the Constitution of the United States of America. This earned him the title "Father of the Constitution."
- c. Identify the ideals of George Mason and Thomas Jefferson as expressed in foundational documents
  - i. The Virginia Declaration of Rights, written by George Mason, states that all Virginians have many rights, including freedom of religion and freedom of the press.
  - ii. The Virginia Statute for Religious Freedom, written by Thomas Jefferson, states that all people should be free to worship as they please.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why did the colonists revolt?

- d. Explain the influence of geography and technological influences on the migration of Virginians into other states and western territories
- i. After the American Revolution, Virginia's agricultural base began to change, and as a result, large numbers of Virginians moved west and to the deep South to find better farmland and new opportunities:
    - 1. Tobacco farming was hard on the soil, causing many farmers to look west and south for new land to farm.
    - 2. The development of the cotton gin led to the opening of new lands in the south and attracted settlers from Virginia.
    - 3. The mechanical reaper allowed farmers to grow more wheat with fewer workers, which forced many Virginians to leave the state in search of jobs.
    - 4. Virginians migrated into western territories, looking for large areas of land and new opportunities.
    - 5. As Virginians moved, they took their enslaved people, traditions, ideas, and cultures with them.
    - 6. Many enslaved African Americans were sold to people who lived in other southern states and western territories, permanently separating many families by hundreds of miles.
    - 7. Settlers crossed the Appalachian Mountains through the Cumberland Gap as they migrated to new lands in the west.

**Standard 4.6**

The student will explore Virginia's role in the Civil War.

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify the major events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia.
- b. Identify major Civil War events that took place in Virginia.
- c. Describe the roles of American Indians, whites, enslaved African Americans and free African Americans.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Identify the major events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia
  - i. Cultural, economic, and constitutional differences between the North and the South based in slavery eventually resulted in the Civil War.
  - ii. The North and the South were unable to resolve their conflicts, and the South seceded from the United States.
    1. Abolitionists, The Fugitive Slave Act, and the Underground Railroad were all contributing factors to the Civil War because most white Southerners strongly believed they had the right to slavery.
      - a. Nat Turner led a revolt against slavery in Virginia.
      - b. Abolitionists campaigned to end slavery.
      - c. Harriet Tubman supported secret routes that enslaved African Americans used. These routes became known as the "Underground Railroad."
      - d. John Brown led a raid on the United States Armory (Arsenal) at Harpers Ferry, Virginia (present-day West Virginia). He was trying to start a slave rebellion. He was captured and hanged.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What inspired the colonists to declare their independence from England?
- What were important contributions Virginians made in the Revolutionary War?
- Why were many Virginians involved in the fight for independence?

- e. After Abraham Lincoln was elected president of the United States in 1860, some southern states seceded from the Union and formed the Confederate States of America. Later, Virginia seceded and joined them.
  - iii. Virginians were divided about secession from the Union, which led to the creation of West Virginia.
    - 1. Conflict grew between the eastern counties of Virginia that relied on slavery and the western counties that did not favor slavery.
    - 2. Many disagreements between the two regions of the state led to the creation of West Virginia.
- b. Identify major Civil War events that took place in Virginia
  - i. Major Civil War Events battles fought in Virginia
    - 1. The First Battle of Bull Run (also known as the Battle of First Manassas) was the first major clash of the Civil War. Confederate General Thomas "Stonewall" Jackson played a major role in this battle.
    - 2. General Robert E. Lee, Commander of the Army of Northern Virginia, defeated Union troops at Fredericksburg, Virginia.
    - 3. Richmond was the capital of the Confederacy. It fell to General Ulysses S. Grant and was burned by the Confederacy near the end of the war. Fires were set by retreating Confederate forces to keep war supplies from approaching Union forces.
    - 4. President Abraham Lincoln used the Union navy to blockade southern ports. An important sea battle between the Monitor (Union) and the Merrimack (Confederacy), two ironclad ships, took place in Virginia waters near Norfolk and Hampton. The battle was fought to a draw.
    - 5. The Civil War ended at Appomattox Court House, Virginia, where Confederate General Robert E. Lee surrendered his army to Union General Ulysses S. Grant in April 1865.
    - 6. The Confederates were using slaves to help them in the war effort. Three men (Shepherd Mallory, Frank Baker, and James Townsend) refused and escaped to Fort Monroe, this led to the Contraband decision,

which led to tens of thousands of enslaved people to seek refuge with the Union Army.

- c. Describe the roles of American Indians, whites, enslaved African Americans and free African Americans.
  - i. They had varied experiences during the Civil War
    - 1. Many American Indians did not take sides during the Civil War.
    - 2. Most white Virginians supported the Confederacy.
    - 3. The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army.
    - 4. Many enslaved African Americans sought freedom by following the Union Army, where many found work.
      - a. Some women and men provided labor, and some men fought for the Union Army.
      - b. African American soldiers were paid less than white soldiers.
    - 5. Some free African Americans joined the Union Army and Union Navy.
    - 6. Clara Barton, a Civil War nurse, created the American Red Cross.
    - 7. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad.
    - 8. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army.
    - 9. Mary Bowser was an African American Union spy.
    - 10. Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism.
      - a. He was elected to the United States House of Representatives after the war.

**Standard 4.7****Attitudes**

**The student will recognize the faith contributions of the Catholic Church.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Analyze the history of the Catholic Church in Virginia	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, the student will be able to:</b> a. Analyze the history of the Catholic Church in Virginia <ol style="list-style-type: none"> <li>A group of Spanish Jesuits planted the seeds of Christian faith near present-day Williamsburg</li> <li>Developments in transportation (canals, railroads, trolley lines, and automobiles) led to modest growth in the Catholic population</li> <li>Richmond became the seventh diocese in the United States</li> </ol>	<ul style="list-style-type: none"> <li>How did Catholics contribute to the growth of the Virginia colony?</li> <li>What was the influence of transportation on the settlement of Catholics across Virginia?</li> </ul>

**Standard 4.8**

**The student will recognize and know the significance of Virginia state symbols.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify and explain the significance of various Virginian icons and symbols	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, students are expected to</b> a. Identify and explain the significance of various symbols and icons <ol style="list-style-type: none"> <li>i. State flag: Virginia seal with blue background</li> <li>ii. State bird: Cardinal</li> <li>iii. State flower: Flowering Dogwood</li> <li>iv. State seal: Represented on the state flag               <ol style="list-style-type: none"> <li>1. Image</li> <li>2. Motto</li> </ol> </li> <li>v. State Songs: Our Great Virginia (Oh Shenandoah) and Sweet Virginia Breeze</li> <li>vi. Capital Building: Richmond</li> <li>vii. Monticello: Home of Thomas Jefferson</li> <li>viii. State symbols: to recognize the heritage of our states and what makes us different</li> </ol>	<ul style="list-style-type: none"> <li>• How do the Virginia symbols inspire appreciation for our state and its history?</li> <li>• Why do we have state symbols?</li> <li>• How do historic sites reflect the accomplishments of Virginians?</li> </ul>



**Standard 4.9**

**The student will describe the current Virginia government structure and its evolution.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Explain how the current government structure evolved from colonial b. Identify the three branches of Virginia's current government and each of their purpose	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> a. Explain how the current government structure evolved from colonial <ol style="list-style-type: none"> <li>As Jamestown grew, Virginia's system of government evolved.</li> <li>In 1619, the governor of Virginia called a meeting of the General Assembly. The General Assembly included two representatives, called burgesses, from each of the divisions of Virginia, along with the governor's Council and the governor. They met as one legislative body. At that time, only certain free adult men had the right to take part.</li> <li>The current Virginia General Assembly dates back to 1619 with the establishment of the General Assembly and its burgesses in Jamestown. It was the first elected legislative body in English North America and gave some settlers the opportunity to take part in controlling their own government.</li> <li>House of Burgesses               <ol style="list-style-type: none"> <li>By the 1640s, the burgesses became a separate legislative body, called the House of Burgesses. They met separately from the governor's Council as one of the two legislative bodies of the General Assembly.</li> <li>House of Burgesses: the first democratically elected legislative body in the British American colonies</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>How did the needs of the early settlers lead to the establishment of the first legislative assembly in the Western Hemisphere?</li> <li>How did changes in Virginia lead to the decision to move Virginia's capital?</li> </ul>

<ul style="list-style-type: none"><li>v. Relocation of Virginia's capital from Jamestown to Williamsburg to Richmond</li><li>b. Identify the three branches of Virginia's current government and each of their purpose<ul style="list-style-type: none"><li>i. 3 Branches of Government: Judicial, Legislative, Executive<ul style="list-style-type: none"><li>1. Judicial Branch: Supreme Court</li><li>2. Legislative: Virginia General Assembly:<ul style="list-style-type: none"><li>a. Two bodies- House of Delegates and Senate</li><li>b. Oldest continuous law-making body in the Western Hemisphere</li><li>c. First elected legislative assembly in the Western Hemisphere</li></ul></li><li>3. Executive Branch: governor, lieutenant governor, and attorney general</li></ul></li></ul></li></ul>	
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**Standard 4.10****Geography**

**The student will identify and explain the relationship between physical geography and the lives of Virginians, past and present.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify Virginia and its bordering states on maps of the United States b. Locate and describe Virginia's five regions c. Locate and identify key water features in Virginia	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> <p>a. Identifying Virginia and its bordering states on maps of the United States</p> <ol style="list-style-type: none"> <li>Relative location may be described by using terms that show connections between two places, such as next to, near, and bordering.</li> <li>Bordering bodies of water               <ol style="list-style-type: none"> <li>Atlantic Ocean</li> <li>Chesapeake Bay</li> </ol> </li> <li>Bordering states               <ol style="list-style-type: none"> <li>Maryland</li> <li>West Virginia</li> <li>Kentucky</li> <li>Tennessee</li> <li>North Carolina</li> </ol> </li> </ol> <p>b. Locate and describing Virginia's five regions</p> <ol style="list-style-type: none"> <li>Geographic regions have distinctive characteristics.</li> <li>Virginia can be divided into five geographic regions.</li> <li>Fall Line: The natural border between the Coastal Plain (Tidewater) and Piedmont regions, where waterfalls prevent further travel on the river</li> <li>plateau: Area of elevated land that is flat on top</li> <li>Geographic regions               <ol style="list-style-type: none"> <li>Coastal Plain (Tidewater)                   <ol style="list-style-type: none"> <li>Flat land</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Where is our place in the world?</li> </ul>

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>b. Located near Atlantic Ocean and Chesapeake Bay (includes the Eastern Shore)</li> <li>c. East of the Fall Line</li> </ul> </li> <li>2. Piedmont ("at the foot of mountains")                             <ul style="list-style-type: none"> <li>a. Rolling hills</li> <li>b. West of the Fall Line</li> </ul> </li> <li>3. Blue Ridge Mountains                             <ul style="list-style-type: none"> <li>a. Old, rounded mountains</li> <li>b. Part of the Appalachian Mountain system</li> <li>c. Located between the Piedmont and Valley and Ridge regions</li> <li>d. Source of many rivers</li> </ul> </li> <li>4. Valley and Ridge                             <ul style="list-style-type: none"> <li>a. Includes the Great Valley of Virginia and other valleys separated by ridges (the Blue Ridge Mountains and the Valley and Ridge regions are part of the Appalachian Mountain system)</li> <li>b. Located west of the Blue Ridge Mountains</li> </ul> </li> <li>5. Appalachian Plateau                             <ul style="list-style-type: none"> <li>a. Located in Southwest Virginia</li> <li>b. Only a small part of the plateau located in Virginia</li> </ul> </li> </ul> </li> <li>c. Locate and identify key water features in Virginia             <ul style="list-style-type: none"> <li>i. Peninsula: A piece of land bordered by water on three sides</li> <li>ii. Water features                     <ul style="list-style-type: none"> <li>1. Atlantic Ocean                             <ul style="list-style-type: none"> <li>a. Provided transportation links between Virginia and other places (e.g., Europe, Africa, Caribbean)</li> </ul> </li> <li>2. Chesapeake Bay                             <ul style="list-style-type: none"> <li>a. Provided a safe harbor</li> <li>b. Was a source of food and transportation</li> </ul> </li> <li>3. James River                             <ul style="list-style-type: none"> <li>a. Flows into the Chesapeake Bay</li> <li>b. Richmond and Jamestown located along the James River</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
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| <ol style="list-style-type: none"><li>4. York River<ol style="list-style-type: none"><li>a. Flows into the Chesapeake Bay</li><li>b. Yorktown located along the York River</li></ol></li><li>5. Potomac River<ol style="list-style-type: none"><li>a. Flows into the Chesapeake Bay</li><li>b. Alexandria located along the Potomac River</li></ol></li><li>6. Rappahannock River<ol style="list-style-type: none"><li>a. Flows into the Chesapeake Bay</li><li>b. Fredericksburg located on the Rappahannock River</li></ol></li><li>7. Lake Drummond<ol style="list-style-type: none"><li>a. Located in the Coastal Plain (Tidewater) region</li><li>b. Shallow natural lake surrounded by the Dismal Swamp</li></ol></li><li>8. Dismal Swamp<ol style="list-style-type: none"><li>a. Located in the Coastal Plain (Tidewater) region</li><li>b. Variety of wildlife</li></ol></li><li>9. Each river was a source of food and provided a pathway for exploration and settlement of Virginia.</li><li>10. The Eastern Shore is a peninsula bordered by the Chesapeake Bay to the west and the Atlantic Ocean to the east.</li></ol> |  |
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**Standard 4.11**

**The student will interpret basic maps and globes.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Find Virginia in relation to the 13 colonies b. Find locations using latitude and longitude c. Identify map features	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<b>To be successful with this standard, the student will be able to:</b> a. Find Virginia in relation to the 13 colonies i. Locate Virginia on a map b. Find locations using latitude and longitude i. Latitude- Lines of latitude (also called parallels) circle Earth parallel to the Equator ii. Longitude- Lines of longitude run between the North Pole and the South Pole c. Identify map features i. Mountain and water features ii. Legends and keys	<ul style="list-style-type: none"> <li>• Why do we use maps?</li> <li>• What is a map feature?</li> </ul>

**Standard 4.12****Economics**

**The student will describe the major products and industries important to Virginia's economy.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify the top products and services for Virginia.
- b. Explain how transportation, communications, and technology contribute to Virginia's prosperity and role in the global economy.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Identify the top products and services for Virginia.
  - i. Top products and services for Virginia include
    1. architectural or engineering services
    2. banking and lending
    3. computer programming or systems design
    4. food products
    5. shipbuilding.
  - ii. The service industry is important to Virginia's economy. Virginians earn income through jobs in
    1. private health care, computer programming or systems design, and engineering
    2. government services, including operation of public schools, hospitals, and military bases.
  - iii. Manufacturing (i.e., making goods on a large scale, using machinery) is also a top industry. Top manufactured products in Virginia include
    1. ships
    2. tobacco products
    3. beverages (such as soft drinks)
    4. chemical goods
    5. motor vehicle parts and trucks.
  - iv. Fertile soil and a favorable climate make agriculture an important industry in Virginia:
    1. Chickens (broilers), cows, milk, turkeys, and hogs are Virginia's leading livestock products.
    2. Soybeans, corn, tobacco, tomatoes, apples, and peanuts are among Virginia's leading cash crops.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a natural resource?
- How do we use natural resources?

<p>Tobacco, once the basis of Virginia's economy, has been replaced by livestock and livestock products as the state's most valuable source of agricultural income.</p> <ul style="list-style-type: none"><li>v. Access to deep water ports and proximity to the Chesapeake Bay and the Atlantic Ocean make shipbuilding, fishing, crabbing, and oyster harvesting possible.</li><li>vi. Historically, the success of Appalachian coalfields was due to the expansion of railroads that transport coal to piers in Tidewater for shipment to both domestic and international markets. Today, coal is less crucial to Virginia's economy as businesses and individuals shift to other sources of energy.</li></ul> <p>b. Explain how transportation, communications, and technology contribute to Virginia's prosperity and role in the global economy.</p> <ul style="list-style-type: none"><li>i. Virginia's transportation system, which includes highways, railroads, air transportation, and shipping, moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.</li><li>ii. Virginia has a large number of communications and other technology industries.</li><li>iii. Tourism is a major part of Virginia's economy.</li><li>iv. Because many federal government workers live and/or work in Virginia, the federal government has a significant impact on Virginia's economy.</li><li>v. Virginia has increased trade relationships with other countries.</li></ul>	
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**Standards 4.13****Economics**

**The student will explain Virginia's industrial and economic growth over time.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Describe the economic and social transition from a rural, agricultural society to a more urban, industrialized society. b. Describe the importance of railroads, new industries, and the growth of cities	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to</b></p> a. Describe the economic and social transition from a rural, agricultural society to a more urban, industrialized society. <ol style="list-style-type: none"> <li>Africans arrived in Virginia against their will in 1619.               <ol style="list-style-type: none"> <li>The first Africans who were forcibly brought to Old Point Comfort were originally free people who were captured by Portuguese soldiers by hired mercenaries in an Angolan region of West Central Africa.</li> </ol> </li> <li>With the forced arrival of these Africans, Virginia would create a system of people treated as property based on their skin color.</li> <li>The Virginia colony's economy was greatly dependent upon temporary and permanent servitude.               <ol style="list-style-type: none"> <li>Within just a few years, 90% of the Virginia population were in some form of servitude.</li> </ol> </li> <li>In these early years, Virginia would create a disparity between English colonists and Africans.</li> <li>The arrival of additional English women in 1620 made it possible for more settlers to start families, which helped to establish Jamestown as a permanent colony in Virginia.</li> <li>During the twentieth century and beyond, Virginia changed from a rural, agricultural society to a more urban, industrialized society.               <ol style="list-style-type: none"> <li>Agriculture began to change:                   <ol style="list-style-type: none"> <li>Mechanization (e.g., the tractor) and improvements in transportation changed farming.</li> </ol> </li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>How does the way we live change over time?</li> </ul>

- b. Crop prices were low.
- 2. Growth of Virginia's cities
  - a. People moved from rural to urban areas for economic opportunities.
  - b. Technological developments in transportation (roads, railroads, and streetcars) helped cities grow.
  - c. Coal mining spurred the growth of Virginia.
- 3. During the twentieth century, Northern Virginia experienced growth due to an increase in the number of federal government jobs located in the region.
- 4. In the late twentieth century and the early twenty-first century, Northern Virginia and the Coastal Plain (Tidewater) region have grown due to computer technology.
- 5. Virginia's population has become increasingly diverse as people have moved to the state from many other states and countries.
- b. Describe the importance of railroads, new industries, and the growth of cities
  - i. After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia's economy.
    - 1. Virginia's cities grew with people, businesses, and factories.
    - 2. Railroads were a key to the expansion of business, agriculture, and industry. They facilitated the growth of small towns into cities.
    - 3. Other parts of Virginia grew as other industries developed. Coal deposits were mined in the Appalachian Plateau.
    - 4. The need for more and better roads increased.
    - 5. Tobacco farming and the manufacture of tobacco products became important Virginia industries.



## Skills

### Standard 4.14

The student will apply history and social science skills to the content.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

##### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    1. historical,
    2. cultural,
    3. economic
    4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.
- h. Develop products that reflect an understanding of research and content; and

- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.

## 5th Grade – United States History to 1861



### The student will:

- understand the geography of North America and its geographic regions.
- explain the influences that shaped Colonial America.
- explain the effects of European colonization on North America.
- understand the key elements of the Revolutionary War.
- understand the creation of the US Constitution and the life of the Early Republic.
- understand the key elements leading to the Civil War.
- understand the key elements of the Civil War.
- apply history and social science skills to the content.

**Standard 5.1**

**The student will understand the geography of North America and its geographic regions.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Review the seven continents and five oceans.
- b. Locate and describe the major geographic regions of North America.
- c. Locate major water features and explain their importance to the early history of the United States.
- d. Identify and label the 50 states and 5 permanent US territories on a map.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Review the seven continents and five oceans
  - i. Continents are large land masses surrounded by water.
    1. Continents
      - a. North America
      - b. South America
      - c. Africa
      - d. Asia
      - e. Australia
      - f. Antarctica
      - g. Europe\*
      - h. Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.
  - ii. Oceans
    1. Atlantic Ocean
    2. Pacific Ocean
    3. Arctic Ocean
    4. Indian Ocean
    5. Southern Ocean
- b. Locate and describe major geographic regions of North America
  - i. Geographic regions' locations and physical characteristics
    1. Coastal Plain

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What are some physical characteristics of the geographic regions of North America?
- What role did these major bodies of water play in North American history?
- Why are geographic features important in history?

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| <ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>a. Located along the Atlantic Ocean and Gulf of Mexico</li><li>b. Broad lowlands, providing many excellent harbors</li></ul></li><li>2. Appalachian Mountains<ul style="list-style-type: none"><li>a. Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont</li><li>b. Old, eroded mountains (oldest mountain range in North America)</li></ul></li><li>3. Canadian Shield<ul style="list-style-type: none"><li>a. Wrapped around the Hudson Bay in a horseshoe shape</li><li>b. Hills worn by erosion and hundreds of lakes carved by glaciers</li></ul></li><li>4. Interior Lowlands<ul style="list-style-type: none"><li>a. Located west of the Appalachian Mountains and east of the Great Plains</li><li>b. Rolling flatlands with many rivers, broad river valleys, and grassy hills</li></ul></li><li>5. Great Plains<ul style="list-style-type: none"><li>a. Located west of the Interior Lowlands and east of the Rocky Mountains</li><li>b. Flat lands that gradually increase in elevation westward, grasslands</li></ul></li><li>6. Rocky Mountains<ul style="list-style-type: none"><li>a. Located west of the Great Plains and east of the Basin and Range</li><li>b. Rugged mountains stretching from Alaska almost to Mexico; high elevations</li><li>c. Contains the Continental Divide, which determines the directional flow of rivers</li></ul></li><li>7. Basin and Range<ul style="list-style-type: none"><li>a. Located west of the Rocky Mountains and east of the Coastal Range</li><li>b. Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</li></ul></li><li>8. Coastal Range</li></ul> |  |
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- a. Located along the Pacific Coast, stretching from California to Canada
  - b. Rugged mountains and fertile valleys
  - c. Includes the Sierra Nevada and the Cascades
- c. Locate major water features and explain their importance to the early history of the United States
  - i. The United States has access to numerous and varied bodies of water.
  - ii. Bodies of water support interaction among regions, form borders, and create links to other areas.
    - 1. Major bodies of water
      - a. Oceans: Atlantic, Pacific
      - b. Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence
      - c. Lakes: Great Lakes
      - d. Gulf: Gulf of Mexico
    - 2. Trade, transportation, exploration, and settlement
      - a. The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world.
      - b. The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.
      - c. The Ohio River was the gateway to the west prior to the Louisiana Purchase.
      - d. Inland port cities grew in the Midwest along the Great Lakes.
      - e. The Mississippi and Missouri rivers were used to transport farm and industrial products. They created links to United States ports and other parts of the world.
      - f. The Columbia River was explored by Lewis and Clark.
      - g. The Colorado River was explored by the Spanish.
      - h. The Rio Grande forms part of the border with Mexico.
      - i. The Pacific Ocean was an early exploration destination as a route to Asia.



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| <ul style="list-style-type: none"><li>j. The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.</li><li>k. The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean.</li></ul> <p>d. Locate and label the 50 US states and 5 permanent territories</p> <ul style="list-style-type: none"><li>i. US states</li><li>ii. Us Territories:<ul style="list-style-type: none"><li>1. American Samoa, Guam, Northern Mariana Islands, Puerto Rico, US Virgin Islands</li></ul></li></ul> |  |
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**Standard 5.2**

**The student will explain the influences that shaped Colonial America.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Examine where the American Indians lived on the Eastern seaboard with an emphasis on Virginia.
- b. Describe how the American Indians used the resources in their environment with a focus on food, clothing and shelter in their particular climate and environment.
- c. Describe the French and Indian War and its impact on British/colonial relations.
- d. Explain how the debt incurred from the French and Indian War prompted unfair taxation.
- e. Describe why colonists viewed themselves as patriots or loyalists.
- f. Describe how colonists protested British Rule.
- g. Identify several issues of dissatisfaction that led to the American Revolution.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Examine where the American Indians lived on the Eastern seaboard with an emphasis on Virginia.
  - i. Algonquian (Tidewater region)
  - ii. Siouan (Piedmont region)
  - iii. Iroquoian (Southwestern VA)
- b. Describe how the American Indians used the resources
  - i. Spring - hunted, fished, picked berries
  - ii. Summer - grew crops (e.g. beans, corn, squash)
  - iii. Fall - harvested crops and hunted for foods to preserve in the winter
  - iv. Winter - hunted birds and other animals, lived on foods stored from fall
- c. Economic, political and social causes of the American Revolution
  - i. Debt incurred from the French and Indian war
  - ii. Taxation without representation was seen as unjust
- d. Debt incurred from the French and Indian War prompted unfair taxation
  - i. Stamp Act
  - ii. Sugar Act
  - iii. Townshend Act

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why did geography and resources affect the development of Native American cultures?
- Why were the colonists dissatisfied?
- Why is the Declaration of Independence an important document?
- How does revolution change lives?
- Is revolution inevitable?



**Standard 5.3**

**The student will explain the effects of European colonization on North America.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Describe the religious and economic events and conditions that led to the colonization of America.
- Describe life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services.
- Describe specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies.
- Describe colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans.
- Explain the political and economic relationships between the colonies and Great Britain.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- describe the religious and economic events and conditions that led to the colonization of America.
  - Colonies in North America were established for religious and economic reasons.
  - Colonies and the reasons they were established
    - Roanoke Island (Lost Colony) was established as an economic venture.
    - Jamestown settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company.
    - Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution.
    - Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution.
    - Pennsylvania was settled by the Quakers, who wanted freedom to practice their faith without interference.
    - Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?
- How did the competition between European empires around the world affect relations among the various peoples in North America?

economic freedom and start a new life in the New World.

- b. describe life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services.
  - i. Geographic features influenced life in the colonies.
  - ii. The colonies consisted of different groups of people whose lives varied greatly depending on their social position.
  - iii. Interactions of people and environment
    - 1. New England
      - a. Geography and climate
        - i. Appalachian Mountains, harbors, hilly terrain, rocky soil, jagged coastline.
        - ii. Moderate summers, cold winters
      - b. Resources
        - i. Natural resources: timber, fish, deep harbors
        - ii. Human resources: skilled craftsmen, fishermen, merchants, shipbuilders
        - iii. Capital resources: tools, buildings
      - c. Social life
        - i. Village, school, and church as center of life.
        - ii. Religious reformers and separatists
      - d. Political and civic life
        - i. Town meetings
    - 2. Mid-Atlantic
      - a. Geography and climate
        - i. Appalachian Mountains, coastal plains, harbors, rivers, rich farmlands.
        - ii. Moderate climate
      - b. Resources
        - i. Natural resources: rich farmlands, rivers
        - ii. Human resources: unskilled and skilled workers, farmers, fishermen, merchants
        - iii. Capital resources: tools, buildings

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>c. Social life                             <ul style="list-style-type: none"> <li>i. Villages and cities</li> <li>ii. Diverse cultural backgrounds</li> <li>iii. Diverse religions</li> </ul> </li> <li>d. Political and civic life                             <ul style="list-style-type: none"> <li>i. Market towns</li> </ul> </li> </ul> </li> <li>3. South             <ul style="list-style-type: none"> <li>a. Geography and climate                     <ul style="list-style-type: none"> <li>i. Appalachian Mountains, Piedmont, Atlantic Coastal Plain, harbors, rivers, fertile farmland</li> <li>ii. Humid climate</li> </ul> </li> <li>b. Resources                     <ul style="list-style-type: none"> <li>i. Natural resources: fertile farmlands, rivers, harbors, forests</li> <li>ii. Human resources: farmers, enslaved African Americans, indentured servants</li> <li>iii. Capital resources: tools, buildings</li> </ul> </li> <li>c. Social life                     <ul style="list-style-type: none"> <li>i. Plantations, mansions, few cities, few schools</li> <li>ii. Church of England</li> </ul> </li> <li>d. Political and civic life                     <ul style="list-style-type: none"> <li>i. Counties</li> </ul> </li> </ul> </li> <li>c. describe specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies.             <ul style="list-style-type: none"> <li>i. Economic specialization and interdependence existed among the colonies in the production of goods and services.</li> <li>ii. Specialization increases productivity. It also requires trade and increases interdependence.</li> <li>iii. New England colonies                     <ul style="list-style-type: none"> <li>1. Specialization                             <ul style="list-style-type: none"> <li>a. Fishing, shipbuilding, naval supplies, metal tools, equipment</li> </ul> </li> <li>2. Examples of interdependence</li> </ul> </li> </ul> </li> </ul> </li></ul>	
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<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>a. The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo.</li><li>b. They depended on the Mid-Atlantic colonies for livestock and grains.</li></ul></li><li>iv. Mid-Atlantic colonies<ul style="list-style-type: none"><li>1. Specialization<ul style="list-style-type: none"><li>a. Livestock, grains, fish</li></ul></li><li>2. Examples of interdependence<ul style="list-style-type: none"><li>a. The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce.</li><li>b. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, indigo, and forest products.</li><li>c. They traded with the New England colonies for metal tools and equipment.</li></ul></li></ul></li><li>v. Southern colonies<ul style="list-style-type: none"><li>1. Specialization<ul style="list-style-type: none"><li>a. Tobacco, rice, indigo, forest products (lumber, tar, pitch)</li></ul></li><li>2. Examples of interdependence<ul style="list-style-type: none"><li>a. The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment.</li><li>b. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.</li></ul></li></ul></li><li>d. describe colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans.<ul style="list-style-type: none"><li>i. The colonies were made up of different groups of people whose lives varied greatly depending on their social position.<ul style="list-style-type: none"><li>1. Large landowners<ul style="list-style-type: none"><li>a. Lived predominantly in the South</li></ul></li></ul></li></ul></li></ul>	
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- b. Relied on indentured servants and/or enslaved African Americans for labor
  - c. Were educated in some cases
  - d. Had rich social culture
- 2. Farmers
  - a. Worked the land according to the region
  - b. Relied on family members for labor
- 3. Artisans
  - a. Worked as craftsmen in towns and on plantations
  - b. Lived in small villages and cities
- 4. Merchants
  - a. Worked to buy and sell goods to the colonists
  - b. Lived in towns and cities
- 5. White Women
  - a. Worked as caretakers, house-workers, and homemakers
  - b. Could not vote
  - c. Had few opportunities for getting an education
- 6. Free African Americans
  - a. Were able to own/inherit land in some cases
  - b. Had limited economic freedom and could work for pay and decide how to spend their money in some cases
  - c. Had varying degrees of freedom and were not allowed to vote (men or women)
- 7. Indentured servants
  - a. Were men and women who did not have money for passage to the colonies and who agreed to work without pay for the person who paid for their passage
  - b. Were free at the end of their contract
- 8. Enslaved African Americans
  - a. Were captured in their native Africa and sold to slave traders, then were shipped to the colonies where they were sold into slavery



<p>b. Were owned as property for life and did not have any rights</p> <p>c. Were often born into slavery (i.e., children of enslaved African Americans were born into slavery)</p> <p>e. explain the political and economic relationships between the colonies and Great Britain.</p> <p>i. Great Britain established and attempted to maintain control over the colonies.</p> <p>1. Economic relationships</p> <p>a. Great Britain imposed strict control over trade.</p> <p>b. Great Britain taxed the colonies after the French and Indian War.</p> <p>c. The colonies traded raw materials for goods made in Great Britain.</p> <p>2. Political relationships</p> <p>a. Colonists had to obey British laws, which were enforced by governors.</p> <p>b. Colonial governors were appointed by the king or by the proprietor.</p> <p>c. A colonial legislature made laws for each colony but was monitored by the colonial governor.</p> <p><u>Terms to know</u></p> <ul style="list-style-type: none"><li>• resources: natural, capital, or human</li><li>• specialization: Focus on producing one product or a few products</li><li>• interdependence: Two or more people depending on others</li></ul>	
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**Standard 5.4**

**The student will understand the key elements of the Revolutionary War.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Explain the issues of dissatisfaction that led to the American Revolution.
- b. Describe how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.
- c. Describe key events in the American Revolution
- d. Describe the roles of key individuals in the American Revolution
- e. Explain how the colonies were able to gain independence from Great Britain.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Economic, political and social causes of the American Revolution
- b. Debt incurred from the French and Indian war
  - i. Taxation without representation was seen as unjust
- c. The culture of the colonies embraced the ideas of freedom and liberty Influence of faith in the writings and philosophies of the Founding Fathers
- d. Key Events
  - i. Boston Massacre
  - ii. Boston Tea Party
  - iii. Valley Forge
  - iv. First Continental Congress
  - v. Approval of the Declaration of Independence
  - vi. Signing of the Treaty of Paris
- e. Key Individuals
  - i. King George III:
  - ii. Lord Cornwallis:
  - iii. John Adams:
  - iv. George Washington
  - v. Thomas Jefferson
  - vi. Patrick Henry
  - vii. Thomas Paine
  - viii. Benjamin Franklin

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How does revolution change lives?
- Is revolution inevitable?
- Why was independence important to the colonies?
- Why was British Rule important to the Crown?

<ul style="list-style-type: none"><li>ix. Marquis de Lafayette</li><li>x. Phyllis Wheatley</li><li>xi. Paul Revere</li><li>f. Key Battles<ul style="list-style-type: none"><li>i. Battles at Lexington and Concord</li><li>ii. Battle of Bunker Hill (Breed's Hill)</li><li>iii. Battle of Trenton</li><li>iv. Battle of Saratoga</li><li>v. Surrender at Yorktown</li></ul></li><li>g. Colonial Advantages<ul style="list-style-type: none"><li>i. Some colonists' defense of their own land, principles, and beliefs</li><li>ii. Additional support from France</li><li>iii. Strong leadership</li></ul></li><li>h. Catholic Identity The belief that all men are created equal with certain inalienable rights took shape Reflect on how this idea was carried through during this time and today God is the ultimate authority</li></ul>	
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**Standard 5.5**

**The student will understand the creation of the US Constitution and the life of the Early Republic.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify important documents that guided the establishment of the new nation.
- b. Identify important historical figures and their contributions.
- c. Explain the weaknesses of the Articles of Confederation and how they led to the development of the Constitution.
- d. Identify the three branches of government and the function of each.
- e. Describe the impact of the Louisiana Purchase.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Identify important documents that guided the establishment of the new nation.
  - i. Virginia Declaration of Rights
  - ii. Virginia Statute for Religious Freedom
  - iii. Virginia Plan
  - iv. New Jersey Plan
  - v. Great Compromise
  - vi. Articles of Confederation
  - vii. Three Fifths Compromise
  - viii. Bill of Rights
  - ix. Constitution
- b. Identify important historical figures and their contributions
  - i. George Washington
  - ii. George Mason
  - iii. Thomas Jefferson
  - iv. James Madison
- c. Weaknesses of the Articles of Confederation
  - i. Establish the powers of the new national government
  - ii. Provided for a weak national government
  - iii. Gave Congress no power to tax or regulate commerce among states
  - iv. Provided for no common currency
  - v. Gave each state one vote regardless of size

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Is government necessary?
- Where does power to rule initiate?
- What is the role of the people in government?
- How can great leaders shape a nation?
- What are some of the benefits and drawbacks of governing and living in a large country?
- Was Andrew Jackson a moral president?
- How did expansion impact relations between settlers and American Indians?
- What are the benefits and costs of technology?

<ul style="list-style-type: none"><li>vi. Provided for no executive or judicial branches</li><li>vii. Constitutional Convention -</li><li>d. Three branches of government -<ul style="list-style-type: none"><li>i. Legislative - (makes laws)<ul style="list-style-type: none"><li>1. Senate &amp; House of Representatives</li></ul></li><li>ii. Executive - (carries out the laws)<ul style="list-style-type: none"><li>1. President, Vice President</li></ul></li><li>iii. Judicial - (interprets the laws)<ul style="list-style-type: none"><li>1. Supreme Court</li><li>2. Justices</li></ul></li></ul></li><li>e. The Louisiana Purchase of 1803<ul style="list-style-type: none"><li>i. Doubles the size of the United States</li><li>ii. Sectionalism– north and south and west econ/ culture/ politics</li><li>iii. Monroe Doctrine</li><li>iv. Henry Clay</li><li>v. Missouri Compromise of 1820 designed to keep a balance of power in the Senate between Free-Slave States.</li><li>vi. 36,30 parallel line establishes imaginary border between Free-Slave states across the bottom of Missouri to Pacific Ocean</li></ul></li></ul>	
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**Standard 5.6**

**The student will understand the key elements leading to the Civil War.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Describe how territorial expansion affected the political map of the United States.
- b. Explain how the expansion of U.S. territory led to increased momentum for the nascent reform movements such as the abolition and suffrage movements.
- c. Describe major political developments in the decades preceding the Civil War.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. The increased availability of land and resources encourages the realization of Manifest Destiny (Natives pushed out, slavery spread)
  - i. Manifest Destiny is manifested
  - ii. Mexican American War of 1848 opens American Southwest to settlement.
  - iii. Gold/Natural Resources found in American west led to migration, Oregon Trail, California application for statehood.
- b. Expansion of slavery and inability to handle the issue
- c. Abolition movement gains momentum in response to Compromise of 1850. (Stephen Douglas)
  - i. Fugitive Slave Law - runaway/escaped slaves must be returned to plantations/owners. Northerners were outraged while Southerners placated. California was admitted as a free state, creating a permanent imbalance in the Senate, threatening the survival of slavery.
  - ii. Harriet Beecher Stowe and *Uncle's Tom Cabin* 1852
  - iii. Kansas Nebraska Act of 1854 established the practice of Popular Sovereignty in the territories.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why does social reform cause conflict between people?
- Are people more loyal to their country or immediate community?
- What factors into loyalty?
- What factors led to slavery being more widespread in the South and not in the North?
- Did geography and culture play a role in secession?
- Could war have been avoided? How?

<ul style="list-style-type: none"><li>iv. Popular Sovereignty eliminates/overrides the Missouri Compromise and the 36,30 parallel allowing for the potential use of slavery everywhere in the country</li><li>v. Bleeding Kansas occurs between 1856-1860 as settlers fight to determine whether Kansas will enter the US as a free or slave state. This continues through the beginning of Civil War. Kansas was ultimately admitted as a free state - 1861.</li><li>vi. John Brown &amp; Harper's Ferry Raid demonstrate abolition movement will use violence as a means to the end. White insurrectionists armed black slaves. Insurrection was put down and John Brown hanged for treason. Irrevocable split between North and South</li><li>vii. Dred Scott Court Case of 1856</li><li>viii. Creation of Republican Party</li><li>ix. Election of 1860</li></ul> <p>d. Seneca Falls Convention 1848 established the Women's Suffrage movement in the United States</p> <ul style="list-style-type: none"><li>i. Establish 11 resolutions including the demand to be treated equal to men as well as the right to vote</li><li>ii. Elizabeth Cady Stanton and Lucretia Mott organized, and led meetings based on their experience at the World Anti-Slavery convention in 1840.</li><li>iii. The suffrage movement and abolition movements were inextricably linked</li></ul>	
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**Standard 5.7**

**The student will understand the key elements of the Civil War.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Describe 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. Explain 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. Describe major battles and their influence on the result of the war
- d. Describe how individuals influenced the course of the Civil War
- e. Analyze major political texts during the war
- f. Analyze the effects of the war from various perspectives

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- a. Kansas Nebraska Act establishes popular sovereignty in the territories, sparking competition between Northerners and Southerners to populate the territories.
  - i. Abolition movement includes figures like William Lloyd Garrison, Harriet Tubman, and Frederick Douglass who work to end slavery through written, spoken, and direct action.
    1. William Lloyd Garrison establishes the newspaper *The Liberator* and writes hundreds of anti-slavery articles
    2. Harriet Tubman led slaves through the Underground Railroad to freedom and participates in the war
    3. Frederick Douglass escaped slavery and became an outspoken advocate for immediate emancipation.
- b. Antebellum economics differ between north and south due to the use of slave labor. Northern economies rely on manufacturing, trade and paid labor which led to growth of urban centers.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What character traits make a good leader?
- How does geography affect the way people live?
- How does war shape and influence society?



<p>Southern economies rely solely on slave labor, very little manufacturing and few large cities as a result.</p> <ul style="list-style-type: none"> <li>i. Northern manufacturing contained 85% of nation's factories and 90% of skilled workers - North able to produce ALL supplies needed for war.</li> <li>ii. North has extensive railroad system and Naval superiority</li> <li>iii. Southern manufacturing is nearly nonexistent, relying on imports for war supplies.</li> <li>iv. Southern states have superior military leadership and geographic knowledge of the battlefields</li> </ul> <p>c. Anaconda Plan, 1st Bull Run, Antietam, Vicksburg, Gettysburg, Chancellorsville, Fredericksburg, Sherman's March, Petersburg, Appomattox</p> <p>d. Individuals influenced the course of the Civil War, including but not limited to Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Thomas "Stonewall" Jackson, and Frederick Douglass.</p> <ul style="list-style-type: none"> <li>i. Abraham Lincoln - Elected President of United States in 1860. 11 southern states secede before his inauguration. Authored Emancipation Proclamation and Gettysburg Address during war. Assassinated in 1865 one week prior to Southern Surrender.</li> <li>ii. Jefferson Davis - Elected President of Confederate States of America in 1860. Led CSA throughout the Civil War. Distinguished for his service and leadership</li> <li>iii. Ulysses S. Grant - Led troops in Tennessee and Mississippi. 1864 promoted to Commanding General of Union Army and future President of USA.</li> <li>iv. Robert E. Lee - CSA General of the Confederate Army of Virginia. Extremely successful in battle. Surrenders to Sherman and Grant in 1865 to conclude war.</li> <li>v. William Tecumseh Sherman - Commander of the Union Western Forces. Famous for his "March to the Sea in 1864-65 to force CSA surrender.</li> <li>vi. Thomas "Stonewall" Jackson - Won many key battles between 1861 - 1863. Killed in battle, 1863.</li> </ul> <p>e. Emancipation Proclamation, Gettysburg Address, Second Inaugural Address, 13th Amendment</p>	
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<ul style="list-style-type: none"><li>i. Written in 1862, goes into effect January 1, 1863. Emancipation Proclamation states that all slaves held in bondage in rebelling states are free. Slaves begin leaving plantations in large numbers for Union army lines. Former slaves were used as laborers by the Union Army. Connection to Juneteenth as information related to Emancipation Proclamation did not arrive simultaneously across USA/CSA.</li><li>ii. Written for consecration of Gettysburg cemetery after Battle of Gettysburg July 1 - 3, 1863. Address changes the scope of war from maintaining the Union to abolishing slavery permanently within the United States. Address calls for "a new birth of freedom and a government by the people, for the people, and of the people"</li><li>iii. March 4, 1865. Lincoln calls for "malice towards none with charity for all" in his second inaugural address. Lincoln attempts to reconcile USA/CSA without retribution.</li><li>f. Union and Confederate soldiers, including Indigenous peoples, women, European Americans, and enslaved and free Blacks during the war including but not limited to Clara Barton, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser.</li></ul>	
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## Standard 5.8

The student will apply history and social science skills to the content.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
    - 1. Compare and contrast perspectives
    - 2. historical,
    - 3. cultural,
    - 4. economic
    - 5. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.
- h. Develop products that reflect an understanding of research and content; and

- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.

## 6th Grade – United States History from 1861



### The student will:

- develop foundational understanding of the changes in governance.
- understand the impact of the Civil War.
- understand the development of the Western US after the Civil War.
- understand the development of the US into an industrialized country after the Civil War.
- understand the emergence of the United States as a world power from the Spanish American War through World War I.
- understand the emergence of the United States as a world power from post-World War I through the Great Depression.
- understand the causes, events, and effects of World War II.
- understand the social, political, technological, and economic changes in US society in the 1950s.
- understand the social, political, technological, and economic changes in US society in the 1960s.
- understand the social, political, technological, and economic changes in US society in the 1970s.
- understand the social, political, technological, and economic changes in US society in the 1980s.
- understand the social, political, technological, and economic changes in US society in the digital era.
- apply history and social science skills to the content.

**Standard 6.1 Civics Mini Unit**

**The student will develop foundational understanding of the changes in governance.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Explain the basics of the US Constitution.
- b. Understand that the federal government is supreme over state governments.
- c. Explain how the role of each branch of government evolved in the post-Civil War era.
- d. Describe the amendment process and identify major post-Civil War amendments.
- e. Explain the role of the citizen in government, including rights and responsibilities.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The basics of the US Constitution

- i. A Constitution is a document that outlines how a government should run.
- ii. The US Constitution is the Supreme Law of the land– every national and state law and policy must comply with it.
- iii. The US Constitution is comprised of a Preamble that lists the goals of our government, articles that set up the branches and functions of our government, and amendments that are changes to the Constitution.
- iv. Federalism: The US Constitution creates a separation between the national/ federal/ central/ US government and the state governments.
- v. The national government has the power to do anything that is found in the Constitution (expressed powers) or can be connected to one of those powers (necessary and proper clause– implied powers).
- the federal government is supreme over state governments
  - i. The national government is above and more powerful than the state governments, but the 10th amendment gives the states the power to do anything not listed in the Constitution (reserved powers).

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How is power balanced in US government?
- How can the law be used to protect the dignity and worth of people?

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>ii. The national and state governments can do some of the same things, like pass laws to keep order and have courts (concurrent powers).</li> <li>iii. The tension between the implied powers– which gives Congress the ability to do a lot of things– and the reserved powers that give certain powers to the states is at the heart of the struggle from Hamilton and Jefferson through the Civil War.</li> <li>iv. There are and have always been competing views on how much power the national and state governments should have.</li> <li>v. The power of the national government has grown over time.</li> </ul> </li> <li>• how the role of each branch of government evolves in the post-Civil War era           <ul style="list-style-type: none"> <li>i. Separation of powers: The Constitution creates three branches of government: legislative, executive, and judicial, each with specific powers that have grown over time.</li> <li>ii. The legislative branch (Congress) makes laws, the executive branch (President/ Cabinet) carries out or executes the laws, and the judicial branch (Supreme Court and other federal courts) interprets the laws and decides whether they follow the US Constitution.</li> <li>iii. Checks and balances: Each of these branches has certain powers and responsibilities and can limit the other two branches through exercise of these powers.</li> </ul> </li> <li>• the amendment process and identify major post-Civil War amendments           <ul style="list-style-type: none"> <li>i. When the Supreme Court makes a decision about a law or executive action, the only way to overcome that decision is for them to change their mind or for an amendment to change the Constitution itself.</li> <li>ii. Many of the amendments, especially the first 10 (Bill of Rights), serve to place limits upon the government and protect individual rights.</li> <li>iii. After the Civil War, the 13th and 14th amendments were the only way to undo the Supreme Court decision in <i>Dred Scott v. Sanford</i> and to protect the rights of individuals from the states.</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"><li>iv. After the Civil War, there are still competing views of what the roles of national and state governments should be.</li><li>v. The ability to vote in a representative government is one of the most important rights people can have, and since it is such a powerful tool the US has passed more amendments about voting than any other topic (suffrage was expanded to more people)</li><li>vi. The amendment process is a two-step process; only <math>\frac{2}{3}</math> of Congress (always used) or <math>\frac{2}{3}</math> of state conventions (never used) can propose an amendment, and <math>\frac{3}{4}</math> of state legislatures (26 amendments) or <math>\frac{3}{4}</math> of state conventions (1 amendment) can ratify this change to the Constitution</li><li>vii. Sometimes the power comes from the people (consent of the governed) and it's our role to vote and be engaged and informed and the constitution protects us from gov't, but this is an evolving thing in the post-civil war era, but I can't make the words come out right yet</li><li>• the role of the citizen in government, including rights and responsibilities<ul style="list-style-type: none"><li>i. Obeying laws</li><li>ii. Paying taxes</li><li>iii. Defending the nation</li><li>iv. Serving on juries</li></ul></li></ul>	
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**Standard 6.2**

**The student will understand the impact of the Civil War.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Analyze 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.
- Explain the significance of the assassination of Abraham Lincoln as it relates to the political aftermath of the Civil War.
- Describe the role of the President and Congress in Reconstruction plans and policies, including but not limited to Lincoln's Ten Percent Plan, Andrew Johnson's Plan and Radical Republicanism.
- Describe 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 during the years right after the Civil War.
- Evaluate the end of Reconstruction and its legacy.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

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.

**Amendments**

- The 13th, 14th, and 15th Amendments to the Constitution of the United States address the issues of slavery and guarantee equal protection under the law for all citizens.
- Basic provisions of the amendments
  - The 13th Amendment bans slavery, except for felonies, in the United States and all of its territories.
  - The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law.
  - The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did Reconstruction impact the economy?
- Were slaves really free in the Southern States? Was Reconstruction successful?
- How did Reconstruction set the stage for the Suffragist and Civil Rights Movement?

- Although these three amendments guarantee equal protection under the law for all citizens, American Indians and women of all races, ethnicities, and nationalities did not receive the full benefits of citizenship until many generations later.
- Reconstruction attempted to create legal equality for free and formerly enslaved African Americans.
- The amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue.
- the significance of the assassination of Abraham Lincoln as it relates to the political aftermath of the Civil War.
  - i. Abraham Lincoln
    1. Was assassinated by John Wilkes Booth at Ford's Theatre only days after the end of the war on behalf of the Confederate cause.
    2. His plan for Reconstruction was not fully formed at the time of his assassination in April 1865.
    3. Sought to reconstruct the nation by bringing Southern states back into the Union when 10 percent of voters accepted the end of slavery and reunion.
    4. The resistance of white Southerners to the rights of formerly enslaved people, in Black Codes and violence, and the leniency of President Andrew Johnson's plan led Lincoln's party to begin a more thorough Reconstruction two years after the war's end (known as Radical Reconstruction)
- the role of the President and Congress in Reconstruction plans and policies, including but not limited to Lincoln's Ten Percent Plan, Andrew Johnson's Plan and Radical Republicanism.
  - i. Reconstruction
    1. Reconstruction policies and problems
    2. The Freedmen's Bureau was established to aid former enslaved African Americans in the South.
    3. Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.
    4. After the adoption of the Reconstruction laws, former Confederate states could not be readmitted to the United States until they held conventions to write new constitutions that adopted the 14th Amendment.

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>5. African American men could vote for delegates to those conventions and serve as delegates.</li> <li>6. Federal troops supervised the South, which was divided into districts.</li> <li>7. The state governments under Reconstruction adopted laws to create public education and new state institutions.</li> </ul> </li> <li>• 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 during the years right after the Civil War.           <ul style="list-style-type: none"> <li>i. Most white Southerners resisted the Reconstruction governments and worked to replace them as soon as possible.</li> <li>ii. The KKK spread terror in African American communities and towards those aiding African American communities.</li> <li>iii. Northern "Carpetbaggers" were accused of taking advantage of the economic and political distress in the South.</li> <li>iv. African American voters joined with "carpetbaggers" and "scalawags" to vote for Republican candidates, including 16 African Americans who served in Congress and hundreds of others at state and local levels.</li> <li>v. Sharecropping and tenant farming became a mode of survival for the formerly enslaved and poor whites.</li> <li>vi. One state after another came under the control of the Democrats in the early 1870s.</li> </ul> </li> <li>• the end of Reconstruction and its legacy.           <ul style="list-style-type: none"> <li>i. End of Reconstruction and its impact               <ul style="list-style-type: none"> <li>1. Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876 and troops were removed from the final states still under Reconstruction governments.</li> <li>2. Rights that African Americans had gained were lost through "Jim Crow" laws that segregated black and white Southerners from one another.</li> <li>3. Starting in 1890, every Southern state wrote new constitutions that prevented African American men from voting.</li> </ul> </li> </ul> </li> </ul>	
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- ii. The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.
  - 1. Robert E. Lee
    - a. Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight
    - b. Remained silent as laws to create equality for African Americans were proposed and did not encourage white Southerners to cooperate
    - c. Died in 1870 before Reconstruction was fully in place
    - d. After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery.
  - 2. Frederick Douglass
    - a. Fought for adoption of constitutional amendments that guaranteed voting rights
    - b. Was a powerful voice for human rights, women's suffrage, and civil liberties for all until his death in 1895
- iii. Discrimination
  - 1. Discrimination against African Americans and minority groups continued after Reconstruction.
  - 2. "Jim Crow" laws institutionalized a system of legal segregation.
  - 3. African Americans differed in their responses to discrimination and "Jim Crow."
- iv. Racial Segregation
  - 1. Also known as "Jim Crow" laws, named after a black character in minstrel shows, passed to discriminate against African Americans by forcing them into separate public accommodations.
  - 2. Made discrimination practices legal in many communities and states.

<ul style="list-style-type: none"> <li>3. Were characterized by unequal opportunities in housing, work, education, and government.</li> <li>4. Accompanied by laws to prevent African Americans from voting, called disfranchisement.</li> <li>5. Upheld by the Supreme Court in Plessy v. Ferguson in 1896.</li> <li>v. Lynching <ul style="list-style-type: none"> <li>1. Was the illegal killing of people by gangs of violent vigilantes.</li> <li>2. Occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South.</li> <li>3. Was meant to intimidate African Americans from asserting themselves in any way, including politically.</li> <li>4. Were often conducted publicly and with the cooperation of law enforcement.</li> <li>5. Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed.</li> </ul> </li> <li>vi. African American responses <ul style="list-style-type: none"> <li>1. Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation while secretly working against discriminatory laws.</li> <li>2. W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida B. Wells-Barnett.</li> <li>3. Booker T. Washington's and W. E. B. DuBois's visions for how to navigate racial issues often came into conflict and set the stage for the later Civil Rights movement.</li> <li>4. Ida B. Wells-Barnett fought against lynching and the many other injustices suffered by African Americans, publicizing the lynchings in newspaper articles and other writings.</li> </ul> </li> <li>vii. Other racial discrimination</li> </ul>	
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<ol style="list-style-type: none"><li>1. Chinese Exclusion Act (1882) provided an absolute 10-year moratorium (halt) on Chinese labor immigration.</li><li>2. American Indians were not considered citizens until 1924 and were restricted to reservations or forced to identify as African Americans if they were not on reservations.</li></ol>	
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**Standard 6.3**

**The student will understand the development of the Western US after the Civil War.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Explain the relationship between natural resources to the impact of new inventions and the changes to life on American farms.
- Explain the role of the Transcontinental Railroad in developing and uniting the country, including cattle ranching.
- Describe the events, factors, and motivations for individuals and groups to migrate to the United States towards the end of the 19th century and the governmental response.
- Explain the events of the extermination of the Buffalo, the Indian Wars, including Little Big Horn, Wounded Knee, the Dawes Act, and the flight of the Nez Perce, and the reservation system.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

New opportunities, population growth, land giveaways, and technological advances led to westward migration following the Civil War.

**Reasons for increase in westward expansion**

- Land was enabled by the Homestead Act passed during the Civil War, giving 160 acres to those who settled the land
- Technological advances, including the Transcontinental Railroad which made travel and shipping dramatically faster
- Possibility of obtaining wealth, created by the discovery of gold, silver, and copper
- Economic opportunities in boomtowns
- Desire for adventure
- Opportunity in cattle ranching and to make money driving cattle herds to railheads as cowboys
- Opportunity to make money from buffalo pelts
- Opportunities for diverse groups, including European immigrants, Mexicans, single men and women
- Desire for a new beginning for former enslaved African Americans
- Immigration of workers from China who built much of the Transcontinental Railroad and formed ethnic enclaves

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did a growing transportation network help to spread people, products and information across the nation?
- How do changes in technology affect economic, political, and social systems?
- How did the pattern of immigration influence American culture?
- What factors influence an immigrant's chance of success?
- How do the attitudes of people cause some immigrants to feel unwelcome?

- US government would respond to influx of Chinese immigration in the passage of the Chinese Exclusion Act and other anti-Chinese laws
- Dry farming techniques and sod houses make land arable
- Escape from cyclical poverty and white intimidation and violence
- Barbed wire allows settlement of very large plots of land

Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.

**Impact on American Indians**

- American aspirations came into direct conflict with Native American ways of life
- Contact with flood of American settlement caused military response
- Opposition by American Indians to westward expansion (Battle of Little Bighorn, Geronimo)
- Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé, Sitting Bull)
- Reduced population through warfare (Battle of Wounded Knee), disease, and the systematic extermination of the buffalo population
- Assimilation attempts (American Indian boarding schools, Dawes Act)
- Governmental response creates reservation system to force Native Americans off ancestral lands to divorce them from culture
- Reduced American Indian homelands through broken treaties

The women's suffrage and temperance movements are bolstered by the growing population in the West.



**Standard 6.4**

**The student will understand the development of the US into an industrialized country after the Civil War.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Explain the rise of industrialization and urbanization.
- Describe the events, factors, and motivations for individuals and groups to migrate to the United States towards the end of the 19th century and how they affected urban growth in America.
- Explain and evaluate the economic disparity between rich and poor (Gilded Age - Captains of Industry vs Robber Barons).
- Evaluate and explain the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, immigration policy and the governmental response.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

**Industrialization**

Industrialization in the second half of the 19th century led to rapid change in America, especially in Northern cities. America transformed from a primarily agricultural country to an industrial economy.

New industries, such as those centered around railroads, kerosene, and steel created jobs that encouraged urbanization and immigration.

Reasons why cities grew and developed

- Specialized industries often collected in certain geographic areas, including steel (Pittsburgh) and meatpacking (Chicago)
- Immigration to America from other countries led to the development of enclaves that encouraged further immigration
- Movement of Americans from rural to urban areas for job opportunities (both black and white Americans)
- Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.

Reasons for the increase in immigration

- Hope for better opportunities
- Desire for religious freedom

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What problems occurred when cities grew rapidly, and how did people try to solve these problems?
- How can government help to protect the dignity of workers

<ul style="list-style-type: none"><li>• Escape from oppressive governments</li></ul> <p>Efforts to solve immigration challenges</p> <ul style="list-style-type: none"><li>• Settlement houses such as Hull House, founded by Jane Addams</li><li>• Political machines (e.g., Boss Tweed) that gained power by attending to the needs of new immigrants (e.g., jobs, housing)</li><li>• Ellis Island and Angel Island opened to process the increasing flow of immigrants</li></ul> <p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural and racial groups competing for jobs, space, and resources.</p> <p>Discrimination against immigrants (nativism)</p> <ul style="list-style-type: none"><li>• Chinese</li><li>• Irish</li><li>• Jewish</li><li>• Italian</li><li>• Polish</li><li>• Russian</li></ul> <p>Challenges faced by cities</p> <ul style="list-style-type: none"><li>• Tenements and ghettos</li><li>• Political corruption led by political machines</li><li>• Overcrowding, crime, lack of sanitation, and disease</li><li>• Ethnic and racial tensions</li></ul> <p>Inventions that contributed to great change and industrial growth</p> <ul style="list-style-type: none"><li>• Electric lighting and mechanical uses of electricity (Thomas Edison)</li><li>• Telephone service</li><li>• Railroads, which permitted large-scale, long-distance transport of goods</li><li>• Radio</li><li>• Movies</li><li>• Airplanes</li><li>• First cars</li></ul>	
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**Standard 6.5**

**The student will understand the emergence of the United States as a world power from the Spanish American War through World War I.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Analyze American Imperialist Policy between 1865 and 1918 (Add Alaska, Hawaii, Spanish-American War, Panama Canal).
- Analyze the major causes, events, and consequences of World War I and examine the roles of key leaders and groups.
- Examine the evolution of warfare tactics and technology.
- Explain how the war was a catalyst for the United States gaining international power and expanded its sphere of international influence.
- Examine how post-war sanctions and the failure of the League of Nations set the stage for World War II.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

**Imperialism**

Along with most European world powers, the United States engaged in imperialistic policy motivated by economic interests in the late 19th and early 20th centuries.

- Purchase of Alaska
- Overthrow of Hawaiian Monarchy
- Territories added as a result of the Spanish-American War
- Panama Canal

**Spanish American War**

Reasons for the Spanish-American War

- Protection of American business interests in Cuba
- American support of Cuban rebels to gain independence from Spain
- Rising tensions between Spain and the United States as a result of the sinking of the USS *Maine* in Havana Harbor
- Exaggerated news reports of events (yellow journalism)

The Spanish-American War

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What spurs countries to want to expand beyond their borders?
- How can World War I be viewed through the lens of Just War Doctrine (CCC 2309)?

- Was a relatively brief war using new naval and battlefield technologies
- African American troops participated in the Spanish-American War although their contributions were ignored. An example was the credit the Rough Riders were given in taking San Juan Hill when it was the 24th Infantry and the 9th and 10th Cavalry units that helped to take the hill.
- Fighting in both Cuba and the Philippines

#### Results of the Spanish-American War

- The United States defeated Spain and emerged as a world power.
- Cuba gained independence from Spain.
- The United States gained possession of the Philippines, Guam, and Puerto Rico.

#### **Panama Canal**

Hero of the Spanish American War Teddy Roosevelt became president. He expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries while expanding American dominance in the Western Hemisphere.

#### Use of Big Stick Diplomacy

- Example: Building the Panama Canal; a major economic and military necessity
- Grew the United States Navy as a show of American power

#### Added the Roosevelt Corollary to the Monroe Doctrine

- Europe was warned not to interfere in the affairs of the Western Hemisphere; the United States would exercise "international police power" in the Americas.
- The Roosevelt Corollary asserted the right of the United States to interfere in the economic matters of other nations in the Americas.

As maritime technology continued to improve, the tragic sinking of the *HMS Titanic* occurred during this time.

#### **World War I**

The United States' involvement in World War I set the stage for it to emerge as a global superpower later in the twentieth century.

Causes of WWI (M-A-N-I-A) in Europe in 1914

- Militarism
- Alliances
- Nationalism
- Imperialism
- Assassination of Archduke Franz Ferdinand

Reasons for the United States' involvement in World War I

- Inability to remain neutral by 1916
- Sinking of the *Lusitania*
- United States economic and political ties to Great Britain
- The Zimmermann Telegram
- Resumption of German unrestricted submarine warfare (U-boats) against American ships

Major Allied Powers

- British Empire
- France
- Russia (until 1917)
- Serbia
- Belgium
- United States

Central Powers

- German Empire
- Austro-Hungarian Empire
- Bulgaria
- Ottoman Empire

The Battlefront involved new technologies

- Fought largely in forests and fields
- Trench warfare
- Mustard gas
- Airplanes
- Tanks
- Fighting ended with armistice 11/11 at 11:00 (now Veterans Day)

Homefront

- Americans rationed certain goods
- War bond drives
- Spanish Flu began in an American military training camp
- Music celebrated the sacrifices begin made by soldiers

African Americans in WWI

- The 369th Infantry Regiment, formerly known as the 15th New York National Guard Regiment ("Harlem Hellfighters") distinguished themselves during the war.
- WWI was the first war in which the U.S. Navy was segregated (African American men relegated to corpsmen or messmen).

As the war ended

- Europe was in ruins, but America was strong
- Many soldiers suffered physical and psychological wounds
- At the end of World War I, America showed leadership through President Woodrow Wilson's peace plan known as the Fourteen Points
  - It called for the formation of the League of Nations, a peacekeeping organization.
  - It also discouraged placing undue blame or harsh penalties on Germany
  - It was designed to prevent future world wars
- The United States Senate did not ratify the Treaty of Versailles because of a desire to resume prewar isolationism.
  - While the United States did not become a member of the League of Nations, other countries liked this part of the Fourteen Points
  - Germany was forced to take on the blame for the war and pay harsh reparations that severely damaged its economy.
  - The failure of the Fourteen Points to gain traction, and of the United States to join the League of Nations, set the world down the path towards World War II.

**Standard 6.6**

**The student will understand the emergence of the United States as a world power from post-World War I through the Great Depression.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Examine how the rise of communism affected America, including but not limited to the first Red Scare.
- Describe the reasons for and impact of the Great Migration.
- Describe the events and leaders that lead to Prohibition, Women's Suffrage Movement, and the passage of the Nineteenth Amendment.
- Examine the art, literature, music, and cultural changes of the 1920s and 1930s including Harlem Renaissance, technological innovations, consumerism, and buying on credit.
- Analyze the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans.
- Describe the features, effects, programs, reactions to, and lasting institutions of Franklin D. Roosevelt's New Deal.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

As a result of the Russian Revolution, Americans became fearful of communist ideology and sympathizers in the United States, which tied with post WWI isolationist and anti-immigrant beliefs.

- The first Red Scare
- Sacco and Vanzetti
- Quashing of labor unions as socialist

**Great Migration north and west**

Economic conditions and violence led to the migration of people.

- Jobs for African Americans in the South were scarce and low paying.
- African Americans faced discrimination and violence in the "Jim Crow" South (lynching), and voting rights were suppressed.
- World War I created opportunities outside the South for African Americans when immigration from Europe stopped and the needs of the military suddenly increased.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How does technology cause social change?
- Who were some of the national heroes, and why did Americans value them?
- Why would so many Americans migrate to other regions of the US?

- African Americans moved to cities in the North and Midwest in search of better employment opportunities.
- African Americans also experienced discrimination and violence in the North and Midwest (race riots) but enjoyed greater opportunities than in the South.

Prohibition was imposed by a constitutional amendment (the 18th Amendment) that made it illegal to manufacture, transport, and sell alcoholic beverages.

#### **Results of prohibition**

- Speakeasies were created as places for people to drink alcoholic beverages.
- Bootleggers made and smuggled alcohol illegally.
- Organized crime was able to gain a foothold in many areas.
- Prohibition was repealed by the 21st Amendment.

#### **Women's movement**

- The work of 19th and 20th century women such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, and Lucy Burns paved the way for women's suffrage.
- The movement led to increased educational opportunities for women.
- Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States.

#### **Cultural climate of the 1920s and 1930s**

- Art: Georgia O'Keeffe, an artist known for urban scenes and, later, paintings of the Southwest
- Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s; Jessie Redmon Fauset, a novelist of the Harlem Renaissance, Zora Neale Hurston cultural anthropologists, Langston Hughes poet, novelist, and playwright; Countee Cullen poet of the Harlem Renaissance
- Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music
- Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art



- Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots
- Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer
- Fads: pole sitting, dance marathons, flappers
- Changes in women's fashion included clothing, hair, shoes, hats, and makeup and were markedly different from pre-War styles
- The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change
- African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture. The popularity of these artists spread beyond Harlem to the rest of society.

New technologies dramatically transformed American life in all sectors and regions. The easy availability of credit led to the purchase of many technologies and mass consumerism.

**Results of improved transportation brought about by affordable automobiles**

- Greater mobility
- Creation of jobs
- Growth of transportation-related industries (e.g., road construction, oil, steel, automobile)
- Movement to suburban areas

**Invention of the airplane**

- The Wright brothers

**Use of the assembly line**

- Henry Ford, automobile
- Rise of mechanization

**Communication changes**

- Development of the telephone (Alexander Graham Bell) and increased availability of telephones
- Development of the radio and broadcast industry
- Development of the movies

**Ways electrification changed American life**

- Labor-saving products (e.g., washing machines, electric stoves, water pumps)
- Traffic lights
- Refrigerated train cars
- Electric lighting
- Entertainment (e.g., radio)
- Improved communications

The availability of new technologies and optimism about the economy led people to buy on credit and to speculate on stocks.

The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.

The Great Depression and the New Deal dramatically changed the lives of most Americans and began to change both their understanding of the economic system and the role of government in American life.

**Essential Knowledge****Causes of the Great Depression**

- People over speculated on stocks, using borrowed money that they could not repay when stock prices crashed.
- The Federal Reserve's poor monetary policies contributed to the collapse of the banking system.
- High tariffs discouraged international trade.
- Many Americans had too much debt from buying consumer goods on installment plans.

**Impact on Americans**

- A large number of banks closed due to bank runs, and other businesses failed.
- One-fourth of workers were without jobs.
- Large numbers of people were hungry and homeless.
- African Americans were disproportionately impacted by the Great Depression, and they were discriminated against when New Deal agencies were created, both in hiring, pay, and access.
- Farmers' incomes fell to low levels.

- The long-time farming practices of areas such as Kansas and Oklahoma led to the major environmental disaster of the Dust Bowl and the displacement of many Americans.
- The government initially failed to respond forcefully enough to prevent suffering.
- Desperate WWI veterans marched on Washington (Bonus Army).

Franklin Roosevelt was elected based on his promise of a “New Deal” which used government programs to help the nation recover from the Depression.

**Major features of the New Deal:**

All programs fit into one of three categories (3 Rs): Relief, Recovery, or Reform

- Bank Holiday
- Social Security
- Federal work programs
- Environmental improvement programs
- Farm assistance programs
- Increased rights for labor
- Alphabet agencies

Music, film, writing, and art captured the feelings of this time period, including the works of Ernest Hemingway, John Steinbeck, and Dorothea Lange's photograph “Migrant Mother.”

FDR had some more controversial policies, including red lining under the New Deal and attempted Court Packing. Some detractors felt he went too far, giving the presidency almost dictatorial powers, while others felt he did not go far enough.

It would take WWII to end the Great Depression.

**Standard 6.7**

**The student will understand the causes, events, and effects of World War II.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Explain the rise and spread of fascism and totalitarianism internationally and the policy of appeasement towards Nazi Germany.
- Explain the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.
- Locate and describe the major events and turning points of the war in Europe.
- Locate and describe the major events and turning points of the war in the Pacific.
- Explain and evaluate the role of key political and military leaders of the Allies and Axis powers.
- Identify the roles and sacrifices of American armed forces, including prisoners of war, women, segregated units, and other notable heroics.
- Evaluate the effect of the war on the home front
- Examine the causes and consequences of the Holocaust.
- Analyze the events that led to the surrender of the Axis Powers and America's role in the Allied victory.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The political and economic conditions in Europe and Asia following World War I and the Great Depression led to the rise of fascism and World War II.

**Causes of World War II**

- Economic devastation in Europe resulting from World War I:
  - Worldwide depression
  - High war debt owed by Germany
  - High inflation
  - Massive unemployment
- Japan had an intense desire for expansion but limited resources
- Political instability allowed the rise of fascism
  - Fascism is a political philosophy in which total power is given to a dictator; individual freedoms are denied; and

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factors empower dictators and make democracies fragile?
- When do countries have a responsibility to act?
- How does silence empower evil?

nationalism and, often, racism/ xenophobia are emphasized.

- Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).
- Hitler announced his plans in 1925's *Mein Kampf*; after consolidating German power he was allowed by Europe to repeatedly violate WWI's Treaty of Versailles in the name of keeping the peace (appeasement)
- These dictators led the countries that became known as the Axis Powers.

#### The Allies

- Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union (communist, run by a dictator) joined the Allies after being invaded by Germany.
- Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).

#### **Gradual change in American policy from neutrality to direct involvement**

- Isolationism after WWI slowly gave way to neutrality and then indirect aid to Great Britain
- Economic and military aid to Allies (Cash and Carry, Lend-Lease program) while claiming neutrality
- Direct involvement in the war

#### **War in the Pacific**

- Rising tension developed between the United States and Japan because of Japanese aggression in East Asia and the Pacific region.
- Japan retaliated against a US embargo through a surprise attack on Pearl Harbor on December 7, 1941. The US declared war the following day.

Initially, both European and Pacific theatres saw Axis success. Over time, the Allies, fueled by the American home front war effort, turned the tide and defeated the Axis powers.

#### **Major events and turning points of World War II**

- Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.
- Germany invaded France and captured Paris.
- Germany bombed London, and the Battle of Britain began.
- The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend-Lease).
- After Japan bombed Pearl Harbor, Germany declared war on the United States, while the US declared war on Japan and Germany.
- The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.
- Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.
- American and other Allied troops first fought European Axis powers in northern Africa, winning a series of battles.
- The Allies, led by American General Dwight D. Eisenhower, landed in Normandy, France, on D-Day (June 6, 1944) to begin the liberation of Western Europe.
- Other major events include the Bataan Death March, Invasion of Italy, Battle of the Bulge, Battle of Iwo Jima, and Battle of Okinawa
- After victory in Europe, the United States (now led by Harry S. Truman) dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.

Part of Hitler's plan was to create a perfect, master race and exterminate any "undesirables." Hitler's Nazi party would perpetrate a massive systematic policy encouraging prejudice and discrimination that resulted in genocide targeting Jews and other groups, leading to the deaths of more than 12 million in an event known as The Holocaust.

#### **The Holocaust**

- Anti-Semitism
- Scapegoating Jews for loss of WWI and difficult economy
- Aryan supremacy
- Systematic attempt to rid Europe of all Jews

- Tactics:
  - Boycott of Jewish stores
  - Discriminatory laws
  - Segregation
  - Ghettos
  - Kristallnacht
  - Nuremberg Laws
  - Imprisonment and killing of millions of Jews and others in concentration camps and death camps
- Liberation by Allied forces of Jews and others who survived in concentration camps
- Many, both Jewish and non-Jewish, stood against these acts as part of the Resistance, including the future Pope John Paul II
- After the war, active participants in the Holocaust were tried and sentenced in the Nuremberg trials

### **American Homefront**

World War II affected every aspect of American life and galvanized the American economy.

- American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.
- More than 125,000 African Americans fought for the United States.
- The Tuskegee Airmen, the Navajo Code Talkers, the 442nd Regimental Combat Team, and other units became famous for their valor and skill.
- Women served in the military as WACs, WAVES, SPARS and WASPs
- Thousands of American women (e.g., Rosie the Riveter) took jobs in defense plants during the war.
- African American men and women worked in the industries that supported the Allied war effort.
- Americans at home supported the war by conserving and rationing resources (e.g., victory gardens, ration books, scrap drives) and buying war bonds.
- The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.

- The service of African Americans in the war, especially against the racist Nazis, encouraged them to press for their rights in the United States.
- While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and more than one hundred thousand were forced into internment camps in the United States through FDR's Executive Order 9066.
- Despite their commitment and service, African Americans remained segregated in the armed forces until President Harry Truman desegregated the armed forces in 1948 during the Korean Conflict.
- Scientists in the United States collaborated on the Manhattan Project to develop the nuclear bomb.
- America and the Soviet Union were left the strongest world powers in the aftermath of WWII, and America vowed to help in the rebuilding effort to avoid a repeat of conditions after WWI.
- The United Nations was created in the aftermath of World War II to avoid future global wars; Former First Lady Eleanor Roosevelt was a key figure in its early work.



**Standard 6.8**

**The student will understand the social, political, technological, and economic changes in US society in the 1950s.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Describe the emergence of the United States and the Soviet Union as superpowers, and the establishment of the United Nations.
- Describe the conversion from a wartime to a peacetime economy.
- Examine the role of the United States in defending freedom during the Cold War, including the war in Korea.
- Describe the changing patterns of society, including new opportunities and expectations.
- Evaluate and explain the impact of international trade and globalization on American life.
- Understand how McCarthyism and the Red Scare affected the nation.
- Examine the rise of the Civil Rights movement.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The economic, social, and political climate of the United States changed after World War II because of the rise of the Cold War, the development of new technologies, changes in mass media, the growth of mass markets, and changing attitudes around Civil Rights.

**Reasons for rapid growth of the American economy following World War II**

- With rationing of consumer goods over, businesses converted from production of war materials to consumer goods.
- Americans purchased goods on credit.
- The work force shifted back to men, and most women returned full time to family responsibilities.
- Teenagers developed own culture and Rock and Roll became a major genre of music
- Labor unions merged and became more powerful; workers gained new benefits and higher salaries.

**Factors leading to changing patterns in United States society**

- Strong economy (healthy job market, increased productivity, increased demand for American products)

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did economic growth play a role in the social and cultural lives of Americans?
- How do groups of people affect change?
- Does a government have the moral responsibility to institute change for the people it governs?

- Leadership of Dwight D. Eisenhower and the rise of the Military Industrial Complex
- Greater investment in education so Americans would have the ability to compete globally (National Defense Education Act)
- The “baby boom,” which led to changing demographics
- Interstate highway system
- Evolving role of women (expected to play a supporting role in the nuclear family while increasingly working outside the home)
- Large number of women entering the labor force
- Increased urbanization and expansion of cities, resulting in a housing boom, which did not largely benefit African Americans.
- Expansion of human rights
- African Americans' aspirations for equal opportunities; they pushed to end all forms of segregation and discrimination against them.
- The rise of TV affected social and political norms

**Impact of globalization and international trade on American life**

- After World War II, there was a rapid increase in globalization, international trade, and interdependence.
- Globalization, the linking of nations through trade, information, technologies, and communication, involves increased integration of different societies.
- Interdependence involves nations, countries, and societies depending on one another for goods, services, action, or influence.
- Improvement of all communications (e.g., travel, telecommunications)
- Availability of a wide variety of foreign-made goods and services

**Policies and programs expanding educational and employment opportunities**

- The G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. The GI bill enabled many to enter professions, such as medicine, law, and academics.
- Harry S. Truman desegregated the armed forces.

- Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.

The Civil Rights Movement of the twentieth century was committed to equal rights and fair treatment of African Americans, but it resulted in social, legal, political, and cultural changes that prohibited discrimination and segregation for all Americans.

Other activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality.

#### **Some effects of segregation**

- Separate and unequal educational facilities and resources
- Separate and unequal public facilities (e.g., restrooms, drinking fountains, restaurants)
- Segregated and disadvantaged neighborhoods
- Exclusion from well-paying jobs
- Undermining of wealth building by low property values in segregated neighborhoods
- Unpunished violence against African Americans

#### **Civil Rights Movement**

- Opposition to *Plessy v. Ferguson*: "Separate but equal"
- Student walkout of 1951 at Moton High School led by Barbara Johns
- *Brown v. Board of Education*: Desegregation of schools
- Killing of Emmett Till in Mississippi became a national scandal because of the photographed open casket
- Rosa Parks and Montgomery Bus Boycotts
- Dr. Martin Luther King, Jr. and SCLC
- Harry Byrd and Massive Resistance
- Little Rock Nine

Due to the ruined state of Europe, the Allied victory in World War II led to the emergence of the United States and the Soviet Union as global superpowers who quickly split along ideology.

#### **Development of the Cold War**

- Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps

- Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany, forming the Soviet Bloc behind the "Iron Curtain." The United States believed it was in its best interest to help rebuild Europe and prevent political and economic instability.
- America committed to rebuild Europe in the aftermath of WWII under the Marshall Plan as well as Japan
  - The Marshall Plan provided massive financial aid to rebuild European economies and prevent the spread of communism.
  - Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.
  - Germany was divided into capitalist democratic West Germany and communist East Germany.
- The establishment of the United Nations created a forum for international power negotiations and struggles to try to prevent future global wars
- The United States was democratic and capitalist while the Soviet Union was dictatorial and communist
- American policy of containment (to stop the spread of communism)
- Truman Doctrine and the creation of the North Atlantic Treaty Organization (NATO) vs. Warsaw Pact (defense alliances)
- McCarthyism and the Red Scare stoked hysteria about communist subversives domestically leading to witch hunts; this had a chilling effect on free speech, with many writers, government officials, and members of Hollywood blacklisted

**Major conflicts in the post-World War II era that reflected Cold War tensions**

- Germany was divided into West and East Germany
- Soviet Bloc created behind the Iron Curtain
- War in Korea; South Korea and the United States resisted communist Chinese and North Korean aggression. The conflict ended in a stalemate.

**Standard 6.9**

**The student will understand the social, political, technological, and economic changes in US society in the 1960s.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Examine the impact of the Civil Rights Movement and the changing role of women on all Americans.
- Explain the continued developments of the Cold War, in particular with regards to heightened tensions, presidential leadership, the Space Race, and Vietnam.
- Describe the changing culture of the time period.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Selected domestic and foreign issues during this decade (this objective is meant to be broad and not all inclusive):

**Continuation of the Cold War**

- Disagreements arose between the United States and the Soviet Union over the status of Berlin, eventually leading to the construction of the Berlin Wall.
- The Bay of Pigs invasion was a disaster for the US.
- The Cuban Missile Crisis brought the US and the Soviet Union to the brink of nuclear war (Kennedy, Castro, and Krushchev)
- The United States intervened to stop the spread of communism into South Vietnam (domino theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which United States troops withdrew.
- Air raid drills in schools reflected fear of nuclear war.
- The Space Race between the United States and the Soviet Union was a contest to gain technological superiority (e.g., Sputnik, landing on the moon).
- The Arms Race was the stockpiling of nuclear weapons as a deterrent to nuclear war through mutually assured destruction.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do we address societal wrongs done to a group of people?
- How does war damage people's confidence in their government?
- How does competition spur innovation?

### **Civil Rights Movement Grows**

- Leadership of Dr. Martin Luther King, Jr.
  - Passive resistance against segregated facilities
  - "Letter from Birmingham Jail"
  - Million-Man March and "I have a dream..." speech
  - Selma and Bloody Sunday
  - Assassination
- Organized protests, Freedom Riders, sit-ins, marches, boycotts
- Desegregation continues, Ruby Bridges
- Bombing of churches and homes by white opponents of the Civil Rights movement (KKK and 16th St. Baptist Church Bombing)
- Expansion of the National Association for the Advancement of Colored People (NAACP)
- Civil Rights Act of 1964: Prohibited segregation in public places and banned employment discrimination based on race, color, religion, gender, or national origin
- Voting Rights Act of 1965: Banned the use of literacy tests and provided for federal oversight of voter registration
- Malcolm X and Black Panthers had a different view of the path to Civil Rights
- NOW, women's rights, and the Equal Rights Amendment

### **Space Race**

- Mercury, Gemini, and Apollo programs
- John Glenn, Alan Shepard, Neil Armstrong and Buzz Aldrin
- Yuri Gagarin
- NASA, moon landing, and space exploration

### **Changing Culture**

- Hippies and counterculture
- Changing fashion
- Changing musical styles and protest music
- *Tinker v. Des Moines*
- Television becomes a major force
- Women increasingly going to work
- First programming languages and operating systems

### **Presidential Leadership**

- John F. Kennedy

<ul style="list-style-type: none"><li>○ First Catholic president</li><li>○ Camelot</li><li>○ Cuban Missile Crisis</li><li>○ Assassinated</li><li>● Lyndon B. Johnson<ul style="list-style-type: none"><li>○ Helped get Civil Rights legislation passed</li><li>○ Struggled with leadership of Vietnam War</li></ul></li></ul> <p>Changing patterns of society, including expanded educational and economic opportunities for:</p> <ul style="list-style-type: none"><li>● military veterans</li><li>● women</li><li>● minorities</li></ul>	
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**Standard 6.10**

**The student will understand the social, political, technological, and economic changes in US society in the 1970s.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Analyze the impact of the end of the Vietnam War and the continued Cold War on domestic and foreign policy.
- b. Analyze the changing domestic and international policies under presidents Nixon, Ford, and Carter.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Selected domestic issues during the tenure of the following presidents (this objective is meant to be broad and not all inclusive):

Nixon (1969-1974)

- Protests
  - Civil Unrest
  - Kent State
- End of Vietnam and effects
- 26th Amendment
- Opening China to trade
- OPEC
- SALT I Agreement
- Paris Peace Accord
- Roe v Wade
- First computers, microprocessors, and video games
- Environmental Protection Agency
- Watergate and Resignation
- Cold War Detente
- Title IX and Women's Sports

Ford (1974-1977)

- President without being elected

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What do we as Catholics believe our moral obligations are in regard to society and the world?
- How does a nation deal with the resignation of its president?



<ul style="list-style-type: none"><li>• Helsinki Accord</li><li>• Consumption of Energy</li></ul> <p><u>Carter (1977-1981)</u></p> <ul style="list-style-type: none"><li>• Nobel Peace Prize</li><li>• Camp David Accord</li><li>• Iran Hostage Situation</li><li>• SALT II Agreement</li><li>• Three Mile Island</li></ul>	
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**Standard 6.11**

**The student will understand the social, political, technological, and economic changes in US society in the 1980 and 1990s.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Examine the impact of the end of the Cold War on domestic and international policies. b. Analyze the changing domestic and international policies under presidents Reagan, Bush, and Clinton.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p>Selected domestic and foreign issues during the tenure of the following presidents (this objective is meant to be broad and not all inclusive):</p> <p><u>Reagan (1981-1989)</u></p> <ul style="list-style-type: none"> <li>• Reagonomics/ Trickle-down economics (Deregulation)</li> <li>• Release of Iranian Hostages</li> <li>• Iran Contra Affair</li> <li>• Star War Defense</li> <li>• Challenger Explosion</li> <li>• War on Drugs</li> <li>• Sandra Day O'Connor</li> <li>• Conservation Movement</li> <li>• Outsourcing of jobs and decline of some American cities and industries</li> <li>• Rise of international corporations</li> <li>• Shift from manufacturing to a high-tech and service economy</li> </ul> <p><u>George H. W. Bush (1989-1993)</u></p> <ul style="list-style-type: none"> <li>• Recession of 1991</li> <li>• Persian Gulf War/ Desert Storm</li> <li>• Unemployment Issues</li> <li>• Fall of Soviet Union/ Collapse of Communism in Europe</li> </ul>	<ul style="list-style-type: none"> <li>• How did the collapse of Communism dramatically change the world?</li> <li>• How do people respond to crises?</li> </ul>

<ul style="list-style-type: none"><li>◦ Fall of Berlin Wall</li><li>◦ Breakup of Soviet Bloc into different countries</li><li>• Saddam Hussein</li><li>• L.A. Riots</li><li>• AIDS Epidemic</li><li>• The Americans with Disabilities Act</li></ul> <p><u>Clinton (1993-2001)</u></p> <ul style="list-style-type: none"><li>• War in Kosovo</li><li>• NAFTA</li><li>• Economic Prosperity</li><li>• Impeachment</li><li>• Terrorist bombings in Trade Center in New York, Oklahoma City, and Atlanta Olympics</li><li>• Columbine High School</li><li>• Role of US in military intervention</li><li>• Windows 95</li><li>• Rise of the Internet</li><li>• Rising divorce rates</li><li>• Shifting global economy and loss of manufacturing</li></ul>	
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**Standard 6.12**

**Students will understand the social, political, technological, and economic changes in US society in the digital era.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Describe how the Terrorist attacks of September 11, 2001, significantly impacted domestic policies, American society, and global perspectives on the War on Terror.
- Study the ongoing advancements in science and technology in the 21st century.
- Describe the changes in American society and the Catholic Church in America.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

In the 21st Century, American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.

**Essential Knowledge****Foreign policy**

- Changes in terrorist activities
- Varied global conflicts
- Changing relationships with other nations
- Role of US military intervention
- Rise of China as global economic and military power
- September 11, 2001
- Homeland Security
- Operation Iraqi Freedom
- War in Afghanistan
- Osama bin Laden and Al Qaeda
- War on Terror
- Arab Spring movement
- ISIL and other terrorist movements
- Ukraine

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do countries respond to challenging issues in ways that respect the dignity and worth of all citizens?

**Immigration**

- Changing immigration policies
- More people try to immigrate to the United States than are allowed by law; many policies are controversial

**Global environment**

- Policies to protect the global environment
- Debate over climate change
- Conservation of water and other natural resources

**Other events, individuals, and issues**

- Safety and security (Homeland Security Act, Virginia Tech Massacre, Boston Bombing)
- Energy issues (dependence on foreign oil, aging infrastructure)
- Natural Disasters (Hurricane Katrina)
- World health issues (global pandemics; Covid 19)
- Great Recession
- Government Bailouts
- Government Shutdowns
- Sandy Hook and Parkland school shootings
- Black Lives Matter movement
- George W. Bush
- Barack Obama
- Donald Trump
- Supreme Court Appointments
- Joe Biden

**Technology**

- Increased international and domestic travel
- Internet
- Social media
- Satellite systems/telecommunications
- Artificial Intelligence
- Smart phones and apps
- Amazon and other industry disruptors

**Changes in Catholic Church**

- Pope Benedict XIV
- Pope Francis
- New Roman Missal translation in English

<ul style="list-style-type: none"><li>• New Evangelization</li></ul>	
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## Standard 6.13

The student will apply history and social science skills to the content.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    - 1. historical,
    - 2. cultural,
    - 3. economic
    - 4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.
- h. Develop products that reflect an understanding of research and content; and

- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.





## 7th Grade – Civics and Economics

### The student will:

- understand citizenship and the rights, duties, and responsibilities of American citizens.
- understand the foundations of American constitutional government.
- understand the Bill of Rights and the importance of the amendments, including the amendment process.
- understand key elements of federalism.
- understand the functions of government at the national level.
- understand the functions of government at the state level.
- Understand the functions of government at the local level.
- understand the key elements of the US and Virginia judicial systems.
- understand the political process at the local, state, and national levels of government.
- understand the United States economy.
- understand the role of government in the United States economy.
- apply history and social science skills to the content.



## Standard C1

**The student will understand citizenship and the rights, duties, and responsibilities of American citizens.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the processes by which an individual becomes a citizen of the United States.
- Describe the first, fifth, and fourteenth amendment rights granted to citizens.
- Describe the duties of citizenship.
- Examine the responsibilities of citizenship.
- Evaluate how civic and social duties address community needs and serve the public good.
- Practice the qualities of good citizenship.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Means of obtaining citizenship
  - Birth (different ways to be born a citizen, right to be president)
  - Naturalization (steps of process)
- Rights of citizenship
  - Freedoms of religion, assembly, press, petition, and speech (RAPPS)
  - Due process (5th and 14th amendments)
  - Equal protection of the laws (14th amendment)
- Duties
  - Obey law
  - Pay taxes
  - Defend nation
  - Serve in court
  - Attend school
- Responsibilities
  - Be informed about current issues
  - Speak up, register, and vote
  - Respect other's rights and differing opinions in a diverse society.
  - Respect diversity

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What are the rights and duties of a citizen?
- How does one become a citizen?
- What role does one's faith play in one's citizenship?
- What role does the Catholic Church play in volunteerism and service?
- How does media influence opinion?
- How do you become an informed citizen?

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| <ul style="list-style-type: none"><li>○ Contribute to the common good</li><li>○ Volunteer and perform acts of service</li><li>○ Participate in government through political campaigns, communicating with government officials, serving in voluntary appointed positions, and running for office</li><li>● Analyze the role of faith in informed citizenship.</li><li>● Practice trustworthiness and honesty.</li><li>● Practice courtesy and respect for the rights of others.</li><li>● Practice responsibility, accountability, and self-reliance.</li><li>● Practice respect for the law.</li><li>● Practice patriotism.</li><li>● Practice thoughtful decision making.</li><li>● Practice service to the school and/or local community.</li><li>● Identify and explain the rights and responsibilities of citizens, according to both the law and according to the Catholic Church.</li><li>● Recognize the importance of citizen participation in government decisions.</li></ul> |  |
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## Standard C2

The student will understand the foundations of American constitutional government.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Explain the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.
- Examine and evaluate the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, 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 American civic ideals with theological and cardinal virtues.
- Analyze the structure of the Constitution.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Fundamental Political Principles
  - Consent of the governed
  - Limited government
  - Rule of law
  - Democracy
  - Representative government
- Foundational Documents and how they influenced the Constitution and Bill of Rights (identify political principles throughout)
  - Magna Carta
  - Charters of the Virginia Company of London
  - Mayflower Compact
  - Virginia Declaration of Rights
  - Declaration of Independence
  - Virginia Statute for Religious Freedom
  - Articles of Confederation
- Basic structure of the Constitution (the Constitution is the basis of all government)
  - Preamble: six goals, and "We the People" is consent of the governed

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Are constraints on government necessary?

<ul style="list-style-type: none"><li>○ Articles I, II, and III set up the branches of government</li><li>○ Contains an amendment process that was more accessible than under the Articles</li><li>○ Bill of Rights is first 10 amendments</li><li>○ 27 total amendments</li></ul>	
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## Standard C3

**The student will understand the Bill of Rights and the importance of the amendments, including the amendment process.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Explain the two-step amendment process for the US Constitution
- Explain the two-step amendment process for the VA Constitution
- Understand the function of the Bill of Rights as protection from the government
- Understand the rights granted in key amendments.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- US Constitution
  - Proposal and Ratification
  - Two forms of proposal and two forms of ratification
- Virginia Constitution
  - Proposal and Ratification
  - Proposed by General Assembly; must pass in same form 2 years in a row
  - Ratification by Virginia voters (direct democracy)
- When passed, amendments become part of the Constitution and so become part of the Supreme Law of the land by which the whole government, national and state, must abide.
- The promise of the Bill of Rights was key in the ratification of the United States Constitution.
- Explain the Amendments that protect the rights of the accused (4-8th).
- 10th amendment creates the Reserved Powers for state governments
- Describe the extensions of the Bill of Rights in expanding democracy to all Americans (13th, 14th, 15th, 17th, 19th, 23rd, 24th, and 26th amendments).
- Examine the amendments in terms of social justice and Catholic Social Teaching.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Is there a need for amendments?



## Standard C4

The student will understand key elements of federalism.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Analyze how federalism creates two main layers of government in the US: federal and state
- Examine the powers and expectations of the federal government
- examine the powers and expectations of the state governments
- Examine the tensions inherent in this dual system in which the federal government is supreme, but the state has certain powers reserved to them
- e. Identify that the powers of local government are created by and stem from the state governments.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Expressed and implied
- Reserved
- Concurrent
- Denied
- National Government is Supreme
- Tension between implied powers and 10th amendment (how much power should each layer have)
- Tension around unfunded mandates
- Primary responsibilities of each level of government • National: Conducts foreign policy, regulates commerce, and provides for the common defense •
- State: Promotes public health, safety, education, and welfare
- Creates a dual judicial system
- Local government gets all power from state government
- Layer cake versus marble cake
- Powers of the national government are typically to deal with other countries or things across state lines
- Powers of the state governments have more of an effect on citizens' daily lives

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Are all governments structured in the same manner?



## Standard C5

The student will understand the functions of government at the national level.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the structure and powers of the legislative, executive, and judicial branches of the national government.
- Explain the principle of separation of power and the operation of checks and balances.
- Explain or simulate the lawmaking process.
- Explain the roles of the President and the functions of the executive branch

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Legislative Branch Structure: Bicameral
  - House of Representatives and Senate
  - Powers
    - Makes laws
    - Approves annual budget
    - Confirms presidential appointments
    - Levies taxes
    - Regulates trade
    - Declares war
    - Expressed v. implied
- Executive Branch Structure
  - President
  - Vice President
  - Cabinet
  - Departments, agencies, bureaus, commissions, boards (federal bureaucracy)
  - Powers
    - Executes laws
    - Prepares annual budget
    - Appoints cabinet officers, ambassadors, federal judges
    - Oversees executive agencies and departments
    - approve/veto legislation

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is balance?
- Is balance in government needed?



- Issue executive orders
- Roles of the President
  - Chief of state
  - chief executive
  - chief legislator
  - commander -in-chief
  - chief diplomat
  - chief of party
  - chief citizen
  - Chief of economy
  - Judicial powers
- Judicial Branch Structure
  - US Supreme Court
  - US Courts of Appeal
  - US District Courts
  - Powers
    - Judicial Review
    - Try cases involving federal law
    - Interpret US Constitution, federal laws, and state laws
- Separation of Powers
- Outlined in Articles I-III Checks and balances •
- Each branch "checks" the other two in various processes and situations to ensure that power is balanced •
- Federalism (federal vs. state government)
- Lawmaking process • Introduce bill • Committees • Debate on the floor • Vote • Send to other house • Repeat committees, debate, vote • Send to president
- Explain how the Constitution allocates power and responsibility to the Legislative Branch of the national government.
- Explain the necessity of laws
- Explain the roles of the cabinet and regulatory commissions in the executive branch.



## Standard C6

The student will understand the functions of government at the state level.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the structure and powers of the state government.
- Explain the relationship of state governments to the national government in the federal system.
- Explain or simulate the lawmaking process at the state level.
- Describe the roles and powers of the executive branch and regulatory boards of the state of Virginia.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Virginia Constitution
- State legislative, executive, and judicial branches • State court system
- Primary responsibilities of state government:
  - Promotes public health, safety, education, and welfare
- Tensions exist when federal mandates require state actions without adequate funding
- The lawmaking process in the Virginia General Assembly
- The primary issues in the legislative process at the state level
  - Education
  - Public health
  - Environment
  - State budget
- Ways the executive branch influences policy making
  - Proposes biennial budget
  - Proposes legislation
  - Approves, vetoes, or line-item vetoes bills
- The Governor communicates with the General Assembly and the people of Virginia every year through the State of the Commonwealth Address
- Roles of Governor
  - Chief of state

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why might States need their own government structure?

<ul style="list-style-type: none"><li>○ Chief legislator</li><li>○ Chief executive/ administrator</li><li>○ Party chief (for that state)</li><li>○ Commander-in-chief (national guard)</li><li>○ Chief citizen</li></ul>	
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## Standard C7

The student will understand the functions of government at the local level.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the structure and powers of the local government.
- Explain the relationship of local government to the state government.
- Explain or simulate the lawmaking process at the local level.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- Units of local government in Virginia
  - Towns
  - Counties
  - Cities
  - Unlike in other states, in Virginia cities and counties are completely separate from each other
- Counties
  - Elected board of supervisors, which exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget
  - Counties do not have a mayor, but the Board of Supervisors does select a chair
  - A manager may be hired by the board of supervisors to oversee the operations of the local government
  - Elected or appointed school board, which oversees the operation of the K–12 public schools in the county, hires the superintendent, and sets policy
  - A superintendent is hired by the elected or appointed school board to oversee the operations of the school system
- Towns (incorporated)
  - Elected town council, which exercises legislative powers, enacting ordinances and adopting an annual budget

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why might localities need their own government structure?

- A mayor is elected by either the voters or the town council members
  - A manager may be hired by the elected legislative branch to oversee the operations of the local government
  - Located within counties, and citizens receive and pay for services from both the town and county
  - Because the town is part of the county, it uses county schools and so does not have its own separate school board.
  - N.B.: The term town is sometimes used to mean any local area with a higher level of population, but for governmental purposes only those towns officially incorporated by the state of Virginia apply here
- Cities
  - Elected city council, which exercises legislative powers, enacting ordinances and adopting an annual budget
  - A mayor is elected by either the voters or the city council members
  - A manager may be hired by the elected council to oversee the operations of the local government
  - Elected or appointed school board, which oversees the operation of the K–12 public schools in the city, hires the superintendent, and sets policy
  - A superintendent is hired by the elected or appointed school board to oversee the operations of the school system
- Virginia local governments exercise defined and limited powers, including the powers to
  - Enforce state and local laws
  - Promote public health
  - Protect public safety
  - Educate children
  - Protect the environment
  - Regulate land use
  - Levy and collect taxes In every county and city, state courts resolve judicial disputes
- The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, a commonwealth attorney, and a treasurer

- All types of local governments may establish departments, boards, commissions, committees, etc. to help carry out the business of running the locality
- All powers of local governments in Virginia are given to them by the Constitution of Virginia and acts of the General Assembly and so may only do those things for which they have been empowered (Dylan's Rule)
- Not all counties and cities are given the same powers.
  - Cities have charters listing their powers; those powers vary from city to city
- Counties and cities assist in the local implementation of state laws and programs
- Local government derives its funding from its ability to raise revenue in addition to money that the state provides, such as property taxes
- An elected board of supervisors is responsible for passing laws (ordinances) in counties
- An elected council is the local legislative body in independent cities and incorporated towns
- Individuals can have the greatest influence on the decisions made by local government officials by communicating their opinions and preferences to those officials



## Standard C8

The student will understand the key elements of the US and Virginia judicial systems.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Identify that the judicial branch is established by the Constitution of Virginia and the Constitution of the United States.
- Describe the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction.
- Describe the exercise of judicial review.
- Compare and contrast civil and criminal cases and understand the key elements of each.
- e. Explain how due process protections seek to ensure justice.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to:**

- Because of federalism, the United States has a dual court system, which consists of federal courts and state courts.
- Federal courts have jurisdiction over federal (US) laws.
- State courts have jurisdiction over state laws.
- The role of the judicial branch is to interpret laws.
- Terms to know
  - jurisdiction: Authority to hear a case
  - original jurisdiction: Authority of a court to hear a case first
  - appellate jurisdiction: Authority to review a decision of a lower court
  - felony: A serious crime
  - misdemeanor: A smaller or less serious offense
- The United States has a court system whose organization and jurisdiction are derived from the Constitution of the United States and federal laws.
- Organization of the US Court System
  - U.S. Supreme Court: 9 Justices, no jury; appellate jurisdiction; limited original jurisdiction
  - U.S. Court of Appeals: Judges, no jury; appellate jurisdiction

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why are there laws?
- Who decides "right" from "wrong" or what is "lawful" or "unlawful"?
- Should laws change over time?

- U.S. District Court: Judge, with or without jury; original jurisdiction
- Virginia, like each of the other 49 states, has its own separate court system whose organization and jurisdiction are derived from Virginia's constitution and state laws.
- Organization of the Virginia Court System
  - Virginia Supreme Court: 7 Justices, no jury; appellate jurisdiction; limited original jurisdiction; this court can appeal directly to the US supreme court
  - Court of Appeals of Virginia: 17 Judges (panels of 3), no jury; appellate jurisdiction to review decisions of circuit courts
  - Circuit court: Judge, with or without jury; original jurisdiction for felony criminal cases and for certain civil cases; appellate jurisdiction from district courts
  - General district court: Judge, no jury; original jurisdiction for misdemeanors and civil cases generally involving lower dollar amounts; conducts preliminary hearings for felony cases
  - Juvenile and domestic relations court: Judge, no jury; original jurisdiction in juvenile (under 18) and family cases (except divorce); has greater latitude for juvenile cases
- The power of judicial review is an important check on the legislative and executive branches of government.
- The supreme courts of the United States and Virginia determine the constitutionality of laws and acts of the legislative and executive branches of government. This power is called "judicial review."
- *Marbury v. Madison* established the principle of judicial review at the national level.
- The Constitution of the United States is the supreme law of the land.
- State laws must conform to the Virginia and United States constitutions and must follow the precedents (decisions interpreting the Constitution) of the Virginia and United States supreme courts.
- Courts resolve two kinds of conflicts: civil and criminal.
- A jury is a panel of citizens given the responsibility of determining the outcome of a trial.



- It is a civic duty to serve on a jury and refusal to do so may result in criminal charges.
- It is a civic duty to serve as a witness in a trial and refusal to do so may result in criminal charges.
- Criminal case
  - In a criminal case, a court determines whether a person accused of breaking the law is guilty or not guilty of a misdemeanor or a felony.
- Procedure for criminal cases
  - A person accused of a crime may be arrested if the police have probable cause or a warrant.
  - The accused may be committed to jail or released on bail by a magistrate.
  - The case proceeds to an arraignment where a judge reviews the charges and appoints an attorney for the defendant (the person on trial).
  - In a felony case, a preliminary hearing is conducted to see if there is probable cause. If probable cause is determined, a grand jury will determine if there is enough evidence to indict the accused.
  - In a misdemeanor case, there is no preliminary hearing or grand jury. A trial date is set instead.
  - A court date is set, and a trial is conducted.
  - The burden is on the prosecution (the government attorneys) to prove the case beyond a reasonable doubt.
  - Subpoena: a written command to appear in court as a witness or produce evidence
  - Plea: a formal declaration of guilty or not guilty by the defendant
  - The defendant is considered innocent unless a guilty verdict is returned by a judge or jury (a jury must be unanimous).
  - A guilty verdict may be appealed.
- Civil case
  - In a civil case, a court settles a disagreement between two parties to recover damages or receive compensation.

- Procedure for civil cases
  - The plaintiff files a complaint to recover damages or receive compensation.
  - The person or entity against which the suit is brought is the defendant
  - Cases can be heard by a judge or a jury.
  - A ruling is issued.
  - Cases can be appealed by either side.
- The right to due process of law is outlined in the Bill of Rights and the 14th Amendments to the Constitution of the United States.
- Due process of law protects against unfair governmental actions and laws.
- Due process of law: The constitutional protection against unfair governmental actions and laws– the government MUST follow a process before taking away freedom, property, or rights.
- Due process protections include:
  - The 5th Amendment prohibits the national government from violating due process, the right to remain silent, and the requirement for payment when the government takes property.
  - The 14th Amendment prohibits state and local governments from violating due process. It also guarantees equal protection of the law.
  - Other protections include the right to an attorney, the right to trial by jury, the right to subpoena witness and evidence, the right to cross-examine, and protections from double jeopardy, unreasonable search and seizure, and cruel and unusual punishment
- The Supreme Court has extended the guarantees of the Bill of Rights to the states based upon the due process clause of the 14th amendment.

## Standard C9

The student will understand the political process at the local, state, and national levels of government.



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the functions of political parties.
- Compare and contrast the similarities and differences of political parties.
- Analyze campaigns for elective office, with emphasis on the role of the media.
- Evaluate and explain the role of campaign contributions and costs.
- Examine the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections.
- Describe the role of the Electoral College in the election of the president and vice president.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- the functions of political parties  
Political parties play a key role in government and provide opportunities for citizens to participate in the political process.  
Functions of political parties
  - Recruiting and nominating candidates
  - Educating the people about campaign issues
  - Helping candidates win elections
  - Monitoring actions of officeholders
- the similarities and differences of political parties.  
A two-party system characterizes the American political process. Although third parties rarely win elections, they can play an important role in public politics.  
Similarities between parties
  - Organize to win elections
  - Influence public policies
  - Reflect both liberal and conservative views on the political spectrum
  - Define themselves in a way that wins majority support by appealing to the center of the political spectrumDifferences between parties

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What does it mean to be “political?”

<ul style="list-style-type: none"><li>• Stated in party platforms and reflected in campaigning</li></ul> <p><u>Third parties</u> (e.g., Green Party, Constitution Party, Libertarian Party)</p> <ul style="list-style-type: none"><li>Introduce new ideas and/or press for a particular issue</li><li>Often take votes away from the two major parties</li><li>Often revolve around a political personality (e.g., Theodore Roosevelt)</li></ul> <p>c. campaigns for elective office, with emphasis on the role of the media.</p> <p>Voters evaluate information presented in political campaigns to make informed choices among candidates.</p> <p>The media play an important role in the political process.</p> <p><u>Strategies for evaluating campaign speeches, literature, and advertisements for accuracy</u></p> <ul style="list-style-type: none"><li>• Separating fact from opinion</li><li>• Detecting bias</li><li>• Evaluating sources</li><li>• Identifying propaganda</li></ul> <p><u>Mass media roles in elections</u></p> <ul style="list-style-type: none"><li>• Identifying candidates</li><li>• Emphasizing selected issues</li><li>• Writing editorials, creating political cartoons, publishing op-ed pieces, posting to social media and blogs</li><li>• Broadcasting different points of view</li></ul> <p>Virginia Catholic Conference is a policy advocacy organization</p> <p>d. the role of campaign contributions and costs.</p> <p>Running for political office can be very expensive.</p> <p><u>Rising campaign costs</u></p> <ul style="list-style-type: none"><li>• require candidates to conduct extensive fund-raising activities</li><li>• limit opportunities to run for public office</li><li>• give an advantage to wealthy individuals who run for office</li><li>• encourage the development of political action committees (PACs) and Super PACs</li><li>• give issue-oriented special-interest groups increased influence.</li></ul> <p><u>Campaign finance reform</u></p> <ul style="list-style-type: none"><li>• Rising campaign costs have led to efforts to reform campaign finance laws.</li></ul>	
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- Limits have been placed on the amount individuals may contribute to political candidates and campaigns; however, individuals, business, and unions can donate unlimited amounts to PACs and Super PACs (Citizens United v. Federal Election Commission).
- e. the history of and requirements for voter registration, and participating in simulated local, state, and/or national elections.
- Through legislation and constitutional amendments, different American citizens have been granted the right to vote at different times.
- Voting is a basic responsibility of citizenship.
- Voter registration is required before a citizen may vote.
- Legislation and constitutional amendments
- 15th Amendment
  - 19th Amendment
  - 23rd Amendment
  - 24th amendment
  - 26th Amendment
  - Voting Rights Act of 1965
- Only citizens who register may participate in primary and general elections.
- Qualifications to register to vote in Virginia
- Citizen of the United States
  - Resident of Virginia and precinct
  - At least 18 years of age by day of general election
- How to register to vote in Virginia
- In person at the registrar's office
  - By mail (application obtained from the Department of Motor Vehicles, public libraries, state/local government offices, or other designated locations)
  - Online
- Voter registration is closed 22 days before elections.
- Factors in predicting which citizens will vote
- Education
  - Age
  - Income
- The percentage of voters who participate in presidential elections is usually greater than the percentage of voters who participate in state and local elections.

Reasons why citizens fail to vote

- Lack of interest (in candidates or issues)
- Failure to register
- Belief that votes does not count or will have no impact
- No time or too busy

Every vote is important.

Students can participate in the democratic process by

- participating in campaigns
- participating in classroom and online simulations.

- f. the role of the Electoral College in the election of the president and vice president.

The Electoral College process is used to select the president and vice president of the United States.-

The Electoral College casts the official vote for president and vice president.

The number of electors of each state is based on each state's congressional representation (the number of United States senators plus the number of representatives in the House).

Electoral College process

- Each political party chooses its slate of electors.
- After the popular vote, the electors cast their official votes.
- Most states have a "winner-take-all" system that awards all electors to the winning presidential candidate.
- Candidates need 270 electoral votes to win, which favors the two-party system.

The winner-take-all system leads to the targeting of densely populated states for campaigning, although candidates must pay attention to less populated states and swing states whose electoral votes may make the difference in tight elections.

In most states, the party that wins the popular vote has its slate of electors cast the official vote for the president.



## Standard C10

The student will understand the United States economy.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition.
- Describe how in a market economy supply and demand determine prices.
- Describe the types of business organizations and the role of entrepreneurship.
- Explain the circular flow that shows how consumers (households), businesses (producers), and markets interact. Explain how financial institutions channel funds from savers to borrowers.
- Analyze the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition.  
The United States economy is primarily a free-market economy but is characterized as a mixed economy.  
The United States economy has characteristics of a free market economy, but because it has some aspects of command and traditional economies it is characterized as a mixed economy.  
Government intervenes in a market economy when the perceived benefits of a government policy outweigh the anticipated costs.

#### Characteristics of the United States economy

- A market exists whenever buyers and sellers exchange goods and services.
- Free enterprise: Markets are generally allowed to operate without undue interference from the government. Prices are

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Should a government control the economy?

determined by supply and demand as buyers and sellers interact in the marketplace.

- Private property: Individuals and businesses have the right to own real and personal property as well as the means of production without undue interference from the government. The government provides a structure to define and enforce such property rights.
- Profit motive: Profit consists of earnings after all expenses have been paid. Individuals have the opportunity to create a business and earn profits.
- Competition: Rivalry between producers and/or between sellers of a good or service usually results in better-quality goods and services at lower prices.
- Consumer sovereignty: Consumers determine through purchases what goods and services will be produced.
- Government involvement in the economy is limited. Most decisions regarding the production of goods and services are made in the private sector.

b. how in a market economy supply and demand determine prices.

Both buyers and sellers respond to price changes. When prices change, buyers change the quantity they are willing and able to buy, and sellers change the quantity they are willing and able to bring to market.

Neither supply nor demand alone can set the price.

#### Price

- Price is determined by the interaction of supply and demand.
- Price is the amount of money exchanged for a good or service.

#### Demand

- Demand is the amount of a good or service that consumers are willing and able to buy at different prices during a given time period.
- Law of demand: Consumers will buy more of a good or service at lower prices and less at higher prices.
- Higher prices for a good or service provide incentives for buyers to purchase less of that good or service.
- Lower prices for a good or service provide incentives for buyers to purchase more of that good or service.

#### Supply



- Supply is the amount of a good or service that producers are willing and able to offer for sale at every possible price during a given period of time.
- Law of supply: Producers will produce more when they can sell at a high price and will produce less when they can sell at a low price.
- Higher prices for a good or service provide incentives for producers to make or sell more of a good or service.
- Lower prices for a good or service provide incentives for producers to make or sell less of a good or service.

#### Equilibrium price

- Equilibrium price is the point where supply and demand meet.
- Everyone who wants to sell at that price can sell.
- Everyone who wants to buy at that price can buy.

- c. the types of business organizations and the role of entrepreneurship.  
There are three basic ways that businesses organize to earn profits.  
Entrepreneurs play an important role in all three types of business organizations.

#### Basic types of business ownership

- Proprietorship: A form of business organization with one owner who takes all the risks and all the profits.
- Partnership: A form of business organization with two or more owners who share the risks and the profits.
- Corporation: A form of business organization that is authorized by law to act as a legal entity regardless of the number of owners. Owners share the profits. Owner liability is limited to the amount of their investment.

#### Entrepreneur

- A person who takes a risk to produce and sell goods and services in search of profit
- May establish a business according to any of the three types of organizational structures

Entrepreneurs increase competition by bringing new goods and services to market or by delivering products in innovative ways. They often foster technological progress and economic growth.

- d. the circular flow that shows how consumers (households), businesses (producers), and markets interact.

Resources, goods and services, and money flow continuously among households, businesses, and markets in the United States economy. The circular flow diagram is a way of visualizing and categorizing activity within an economy. Goods, services, and resources flow in one direction. Money flows in the opposite direction.

Economic flow (circular flow)

- Households own the resources used in production, sell the resources, and use the income to purchase products.
- Businesses buy resources; make products that are sold to individuals, other businesses, and the government; and use the profits to buy more resources.
- When households and businesses spend money, the income is used by households to purchase goods and services and by businesses to purchase resources.
- Governments use tax revenue from households and businesses to provide public goods and services.

e. how financial institutions channel funds from savers to borrowers.

Private financial institutions help facilitate an exchange of money between savers and borrowers. -

Private financial institutions

- Include banks and credit unions
- Receive deposits and make loans
- Encourage saving and investing by paying interest on deposits
- Help provide financial capital (money) to people/businesses to start or grow businesses

f. the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations. Virginia and the United States pursue international trade in order to increase wealth.-

Reasons that states and nations trade

- To obtain goods and services they cannot produce or cannot produce efficiently themselves
- To buy goods and services at a lower cost or a lower opportunity cost
- To sell goods and services to other countries
- To create jobs

Virginia and the United States specialize in the production of certain goods and services, which promotes efficiency and growth.

<p><u>Impact of technological innovations</u></p> <ul style="list-style-type: none"><li>• Innovations in technology (e.g., the Internet) contribute to the global flow of information, capital, goods, and services.</li><li>• The use of such technology also lowers the cost of production.</li></ul> <p><u>Term to know</u></p> <ul style="list-style-type: none"><li>• global economy: Worldwide markets in which the buying and selling of goods and services by all individuals, nations, and businesses takes place</li></ul>	
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## Standard C11

The student will understand the role of government in the United States economy.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Examine competition in the marketplace.
- Explain how and why government provides certain goods and services.
- Describe how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide.
- Explain the structure and main function of the Federal Reserve System and how it acts as the nation's central bank.
- Describe how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights.
- Explain the role of government currency and analyzing the purpose of a money economy.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- competition in the marketplace.  
The government promotes and regulates marketplace competition.  
Ways the government promotes marketplace competition
  - Establishing and enforcing antitrust legislation to discourage the development of monopolies
  - Enacting policies that encourage global trade
  - Supporting business start-ups  
Government agencies that regulate and promote competition in the marketplace
  - FCC (Federal Communications Commission)
  - SEC (Securities and Exchange Commission)
  - FTC (Federal Trade Commission)
 These agencies oversee the way individuals and companies do business.
- how and why government provides certain goods and services.  
Government provides certain goods and services that individuals and businesses acting alone cannot provide efficiently.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What does it mean to have “free enterprise?”

Characteristics of most goods and services provided by government

- Provide benefits to many simultaneously
- Would not likely be available if individuals had to provide them
- Include such things as interstate highways, public schools, and national defense

Most economic decisions in the United States are made in the marketplace, but government also plays a role in the economy by providing goods and services that markets cannot provide efficiently.

Ways governments pay for public goods and services

- Through tax revenue
- Through borrowed funds
- Through fees (e.g., park entrance fees)
- Through fines

- c. how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide

Every level of government— federal, state, and local—requires revenue to pay for goods and services provided by the government. Taxes and fees levied on individuals and businesses are the major source of this revenue.

Local, state, and federal governments determine how best to use and allocate the money they collect.

In the United States, governments collect several different types of revenue or taxes from individuals and businesses:

- Income tax is a main source of revenue for the federal government.
- Income taxes and sales tax are key sources of revenue for state governments.
- Property and sales taxes are key sources of revenue for most local governments.

**Income tax:** Payments made by individuals and corporations based on income received.

**Sales tax:** A tax consumers pay on many items they purchase. It is a percentage of the sale price.

**Property tax:** A tax levied on land and buildings. Property tax may also be levied on personal property, such as boats or cars.

Federal government revenue pays for services such as national defense and homeland security, some medical expenditures such as Medicare, payments to Social Security recipients, and interest payments on the national debt.

Most state and local government revenue is spent on education, public health and welfare, road construction and repair, and public safety, including police and fire departments.

- d. the structure and main function of the Federal Reserve System and how it acts as the nation's central bank.

The Federal Reserve System is our nation's central bank.

As the central bank of the United States, the Federal Reserve System

- regulates banks to help ensure the soundness of the banking system and the safety of deposits
- influences the money supply and interest rates in the economy to keep inflation low and stable
- provides financial services to banks and the federal government.

The Federal Reserve System consists of a Board of Governors and 12 federal reserve banks.

The chairperson is appointed by the president and approved by the Senate.

- e. how governments regulate to protect consumers, labor, the environment, competition in the marketplace, and property rights. The United States government passes laws and creates agencies to protect consumer rights and property rights, competition in the marketplace, labor, and the environment.

A property right is a legal claim of ownership. Government helps define and enforce property rights. Property ownership is protected by negotiated contracts that are enforceable by law. This process helps beneficial exchanges take place.

Government agencies establish regulations that protect public health and safety and promote competition.

Consumers may take legal action against violations of consumer rights.

Some government agencies that protect consumers, labor, or the environment include the following:

- Consumers
  - CPSC (Consumer Product Safety Commission)
  - FDA (Food and Drug Administration)
- Labor
  - OSHA (Occupational Safety and Health Administration)
  - EEOC (Equal Employment Opportunity Commission)
- Environment
  - EPA (Environmental Protection Agency)

- f. the role of government currency and analyzing the purpose of a money economy.

Money is anything that is generally accepted as a method of payment for goods and services.

Money makes it easier to trade, borrow, save, and invest, and to compare the value of goods and services.

When the United States government issues coins and currency, people accept it in exchange for goods and services because they have confidence in the government.

Money acts as a medium of exchange, making trade easier.

Money acts as a store of value, making it easier to save and invest.

Money acts as a measure of value, making it easier to compare the value of goods and services.

The three types of money generally used in the United States are

- coins
- currency
- deposits in bank accounts that can be accessed by checks and debit cards.



## Standard C12

The student will apply history and social science skills to the content.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    1. historical,
    2. cultural,
    3. economic
    4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.



- h. Develop products that reflect an understanding of research and content; and
- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.

## **8th Grade – World Geography**

### **The student will:**

- analyze how physical and ecological processes shape Earth's surface.
- apply the concept of a region.
- evaluate the significance of natural, human, and capital resources.
- analyze the characteristics of the regions of the United States and Canada.
- analyze the characteristics of the Latin American and Caribbean regions.
- analyze the characteristics of the European region.
- analyze the characteristics of the Russian and Central Asian regions.
- analyze the characteristics of the Sub-Saharan African region.
- analyze the characteristics of the North African and Southwest Asian regions.
- analyze the characteristics of the South Asian and Southeast Asian regions.
- analyze the characteristics of the East Asian region.
- analyze the characteristics of the Australian and Pacific Islands regions.
- compare and contrast the distribution, growth rates, and characteristics of human population.
- analyze past and present trends in human migration and cultural diffusion.
- analyze the patterns of urban development.
- analyze impact of globalization.
- analyze how forces of conflict and cooperation affect the division and control of Earth's surface.
- apply history and social science skills to the content.

**Standard WG.1**

**The student will analyze how physical and ecological processes shape Earth's surface.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Explain regional climatic patterns and weather phenomena and their effects on people and places.
- b. Describe how humans influence the environment and are influenced by it.
- c. Explain how technology affects one's ability to modify and adapt to the environment.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. Explain regional climatic patterns and weather phenomena and their effects on people and places.
  - i. Climate is defined by certain characteristics.
  - ii. Climate patterns result from the interplay of common elements.
  - iii. Climatic regions have distinctive vegetation.
  - iv. Certain weather phenomena are unique to specific regions.
  - v. Climate and weather phenomena affect how people live in different regions.-

Climatic characteristics

Temperature

Precipitation

Seasons (hot/cold, wet/dry)

Climatic elements

Influence of latitude

Influence of winds

Influence of elevation

Proximity to water

Influence of ocean currents

World climatic regions

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How has the Earth changed over time?

Low latitudes (e.g., tropical wet, tropical wet and dry, arid, semiarid, highland)  
Middle latitudes (e.g., semiarid, arid, humid continental)  
High latitudes (e.g., subarctic, tundra, icecap)

Vegetation regions

Rain forest  
Savanna  
Desert  
Steppe  
Middle-latitude Forest  
Taiga  
Tundra

Weather phenomena

Monsoons: South and Southeast Asia  
Typhoons: Western Pacific Ocean  
Hurricanes: Atlantic Ocean and Eastern Pacific Ocean  
Tornadoes: United States

Climate has an effect on:

- crops
- clothing
- housing
- natural hazards.

- b. Describe how humans influence the environment and are influenced by it.
- Physical and ecological processes shape Earth's surface.
  - Humans both influence and are influenced by their environment.

Physical and ecological processes

Earthquakes  
Floods  
Volcanic eruptions  
Erosion  
Deposition

Human impact on environment

- Water diversion/management
  - Aral Sea
  - Colorado River
  - Dams (e.g., Aswan High Dam, Three Gorges Dam, Itapúa Dam)
  - Canals
  - Reservoirs
  - Irrigation
- Landscape changes
  - Agricultural terracing (e.g., in China, Southeast Asia)
  - Polders (e.g., in the Netherlands)
  - Deforestation (e.g., in Nepal, Brazil, Malaysia)
  - Desertification (e.g., in Africa, Asia)
- Environmental changes
  - Acid rain (e.g., forests in Germany, Scandinavia, China, Eastern North America)
  - Pollution (e.g., in Mexico City, Chernobyl; oil spills)
  - Potential climate change (e.g., changes in sea level, temperature, and weather patterns)

c. Explain how technology affects one's ability to modify and adapt to the environment.

- i. Technology has expanded people's ability to modify and adapt to their physical environment.-

Influence of technology

Agriculture (e.g., fertilizers, mechanization)

Energy usage (e.g., fossil fuels, nuclear, hydroelectric, wind, solar)

Transportation (e.g., road building, railways, suburbs, mass/rapid transit, airport expansion)

Environmental impact on humans

Settlement patterns

Housing materials

Agricultural activity

Types of recreation

Transportation patterns

Need for disaster planning	
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## STANDARD WG.2

The student will apply the concept of a region.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Explain how characteristics of regions have led to regional labels.
- Describe how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.
- Analyze how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.
- Explain how different cultures use maps and place names to reflect their regional perspectives.
- Develop and refine mental maps of world regions.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to understand and know:**

- explain how characteristics of regions have led to regional labels.
  - Regions are areas of Earth's surface that share unifying characteristics.
  - Regions may be defined by physical or cultural characteristics.
  - Regional labels may reflect changes in people's perceptions.
  - Regions are used to simplify the study and understanding of the world.

#### Physical regions

Sahara, Taiga, Rain Forest, Great Plains, and Low Countries (Belgium, the Netherlands, and Luxembourg)

#### Examples of cultural regions

- Language
  - Latin America
  - Francophone world
- Ethnic
  - Chinatowns
  - Kurdistan

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How can we define an area?
- What separates one region from another?

- Arab region
- Religion
  - Islam
  - Buddhism
  - Roman Catholicism
- Economic
  - Wheat belts
  - European Union (EU)
- Political
  - North Atlantic Treaty Organization (NATO)
  - African Union (AU)

Regional labels reflecting changes in perceptions

Middle East

Sun Belt

Rust Belt

- b. describe how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.
- i. Regional landscapes are influenced by climate and underlying geology.
  - ii. Regional landscapes are influenced by the cultural and political characteristics of their inhabitants.
  - iii. Regional landscapes are influenced by human-environment interactions.
  - iv. Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.-

Physical characteristics

Landforms affect transportation, population distribution, and the locations of cities.

Water features and mountains act as natural political boundaries (e.g., Rio Grande, Pyrenees).

Cultural characteristics

Architectural structures



- Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)
- Dwellings/housing

Human interactions with environment

Deforestation: Amazon Basin, Nepal, Malaysia

Acid rain: Black Forest

Decreased soil fertility: Aswan High Dam

Desertification: Africa, Asia

Impact of physical elements

- Example: Major bodies of water
  - Rio Grande: Forms boundary
  - Ob River: Flows northward into the Arctic Ocean
  - Zambezi River: Provides water & power
  - Ganges and Brahmaputra rivers: Are flood hazards
- Example: Mountains
  - Rocky Mountains: Create rain shadows on leeward slopes
  - Himalayas: Block moisture, creating steppes and deserts in Central Asia

- c. analyze how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.
- i. Cultural differences and similarities can link or divide regions.
  - ii. People closely identify with the cultural characteristics of their region of origin.-

Language

- Arab world: Arabic
- Hispanic America: Spanish
- Brazil: Portuguese
- Canada: French and English
- Switzerland: Multiple languages
- English: International language

Ethnic heritage

- Former Yugoslavia: Serbs, Croats, Bosnians, Albanians

- Burundi and Rwanda: Hutus and Tutsis
- United States, Switzerland: Multiple ethnicities united in one country
- Korea, Japan: Predominantly single ethnicity
- Cyprus: Greeks and Turks

Religion as a unifying force

- Hinduism
- Buddhism
- Judaism
- Christianity
- Islam

Religion as a divisive force

- Conflicts between Hindus and Muslims in Pakistan and India
- Conflicts between Catholics and Protestants in Northern Ireland
- Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site
- Conflicts between Sunni and Shi'a

- d. explain how different cultures use maps and place names to reflect their regional perspectives.
- i. Maps and other visual images reflect changes in perspective over time.
  - ii. People use maps to illustrate their perspectives of the world.-

Knowledge

- Map of Columbus's time
- Map of the world today
- GIS (Geographic Information Systems)

Perspectives of the world

- Australians putting the South Pole at the top of the map
- Asian maps centered on the Pacific Ocean
- European and American maps centered on the Atlantic Ocean

Place names

- Taiwan, Republic of China
- Palestine, Israel, West Bank, Gaza
- Arabian Gulf vs. Persian Gulf
- Sea of Japan vs. East Sea
- Middle East vs. North Africa and Southwest Asia

Boundaries

- Africa: In 1914; in present day after independence in the late twentieth century
- Europe: Before World War II; after World War II; since 1990
- Russia and the former Soviet Union
- Middle East: Before 1948; after 1967

- e. develop and refine mental maps of world regions.
- i. Mental maps are based on objective knowledge and subjective perceptions.
  - ii. Mental maps help us carry out daily activities, give directions to others, and understand world events.
  - iii. People develop and refine their mental maps through both personal experience and learning.
  - iv. Mental maps serve as indicators of how well people know the spatial characteristics of certain places.

Term to Know

- mental map: An individual's internalized representation of aspects of Earth's surface
  - Ways mental maps can be developed and refined
    - Comparing sketch maps to maps in atlases or other resources
    - Describing the location of places in terms of reference points (e.g., the equator, prime meridian)
    - Describing the location of places in terms of geographic features and landforms (e.g., west of the Mississippi River, north of the Gulf of Mexico)

<ul style="list-style-type: none"><li>▪ Describing the location of places in terms of their human characteristics (e.g., languages; types of housing, dress, recreation; customs and traditions)</li></ul>	
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**STANDARD WG.3**

**The student will evaluate the significance of natural, human, and capital resources.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Compare the distribution of major natural resources throughout world regions.
- b. Show the influence of resources on patterns of economic activity and land use.
- c. Evaluate perspectives regarding the use of resources.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. compare the distribution of major natural resources throughout world regions.
  - i. Economic activity can be classified as primary, secondary, tertiary, or quaternary.
  - ii. Natural, human, and capital resources influence human activity in regions.
  - iii. Resources are not distributed equally.
  - iv. The availability of natural resources is directly connected to the economic activity and culture of a region.

Natural resources

- Renewable: Soil, water, forests
- Nonrenewable: Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)

Human resources

- Level of education; Skilled and unskilled laborers; Entrepreneurial and managerial abilities

Capital resources

- Level of infrastructure
- Availability and use of tools, machines, and technologies

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How are different resources interdependent?

Levels of economic activity

- Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining)
- Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills)
- Tertiary: Services (e.g., transportation, retail trade, information technology services)
- Quaternary: Service sector concerned with collection, processing, and manipulation of information and capital (e.g., finance, administration, insurance, legal services)

Effects of unequal distribution of resources

- Interdependence of nations, trading in goods, services, and capital resources
- Uneven economic development; dependence on outside assistance
- Energy producers and consumers
- Imperialism/Colonialism
- Conflict over control of resources

Influence of natural resources on economic activity

- Fertile soil and availability of water lead to agriculture.
- Natural resources and availability of human resources lead to industry.
- High levels of human resources and capital investment can overcome a lack of natural resources (e.g., as in Japan).

b. show the influence of resources on patterns of economic activity and land use.

- i. The location of resources influences economic activity and patterns of land use.

Patterns of land use

<ul style="list-style-type: none"><li>• Economic activities that require extensive areas of land (e.g., commercial agriculture) vs. those that require limited areas (e.g., subsistence farming)</li><li>• Land uses that are compatible with each other (e.g., open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential)</li></ul> <p>c. evaluate perspectives regarding the use of resources.</p> <ul style="list-style-type: none"><li>i. The value of resources has changed over time.</li><li>ii. Technology has a great impact on the availability and the value of resources.-</li></ul> <p><u>Changes in the use of energy resources and technology over time</u></p> <ul style="list-style-type: none"><li>• Wood (deforestation)</li><li>• Coal (pollution, mining problems, competition with oil and gas)</li><li>• Petroleum (transportation, environmental considerations)</li><li>• Nuclear (contamination, waste)</li><li>• Solar, wind (cost, aesthetics)</li></ul>	
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**STANDARD WG.4**

**The student will analyze the characteristics of the regions of the United States and Canada.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Identify and analyze the location of major geographic regions and major cities on maps and globes.
- Describe major physical and environmental features.
- Explain important economic characteristics.
- Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- identify and analyze the location of major geographic regions and major cities on maps and globes.
  - The United States and Canada are located on the North American continent.
  - Canada is located north of the United States of America.
  - North America includes a variety of geographic regions.

Major regions of the United States

- Northeastern United States
- Midwest
- South
- West

Major regions of Canada

- Atlantic Provinces
- Core Provinces
- Prairie Provinces
- Pacific Provinces and territories

Major cities of the United States

- Washington, D.C.
- Chicago

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about North American regions?



- New York City
- Los Angeles
- Houston

Major cities of Canada

- Toronto
- Montreal
- Ottawa
- Québec City
- Vancouver

- b. describe major physical and environmental features.
- i. The United States and Canada contain many of the major physical features in North America.
  - ii. The physical features of North America have influenced the development of the United States and Canada.

Major physical and environmental features

- Rivers
  - St. Lawrence
  - Mackenzie
  - Mississippi
  - Colorado
  - Rio Grande
- Other water features
  - Gulf of Mexico
  - Great Lakes
  - Arctic Ocean
  - Pacific Ocean
  - Atlantic Ocean
  - Hudson Bay
  - Niagara Falls
- Landforms
  - Appalachian Mountains
  - Pacific Coastal Ranges
  - Rocky Mountains
  - Canadian Shield

- Great Plains
- Interior Lowlands
- Atlantic Coastal Plain
- Continental Divide
- Varied climatic regions

c. explain important economic characteristics.

- i. The United States and Canada have a wide variety of natural resources.
- ii. The abundance of natural resources helped the United States and Canada develop diversified economies.

Economic characteristics

- Major exporters of technology, information systems, and foodstuff
- Highly developed infrastructures
- Highly diversified economies
- Rich supply of mineral, energy, and forest resources
- North American Free Trade Agreement (NAFTA)
- Multinational corporations
- A key center of world financial markets (New York Stock Exchange)
- Economic growth
- Disparity of income distribution
- Export of culture via the global marketplace (e.g., McDonald's, Coca-Cola, entertainment, fashion)
- High literacy rate
- High standard of living

Major natural resources

- Forestry
- Petroleum
- Minerals
- Fertile soil
- Water

- d. recognize cultural influences and landscapes.
- i. Europeans exerted the major cultural influences on the United States and Canada
  - ii. Canada was initially settled primarily by the French and British.
  - iii. Western Europeans (from Britain, France, Spain, and Germany) settled in the United States.
  - iv. Every country has cultural landscapes that help define the national identity.-

Cultural influences

- Colonized by the Europeans
- Multicultural societies
- Increasingly diverse populations through immigration
- Canada's struggle to maintain a national identity
- World's longest unfortified border divides the United States and Canada
- Democratic forms of government
- Arts that reflect the cultural heritage of multicultural societies
- North Atlantic Treaty Organization (NATO)

Cultural landscape

- Parliament Hill
- CN Tower
- U.S. Capitol
- Golden Gate Bridge
- Washington Monument
- Rural, suburban, and urban landscapes
- Diverse ethnic settlements (urban neighborhoods)
- Bilingual signs
- Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)

**STANDARD WG.5**

**The student will analyze the characteristics of the Latin American and Caribbean regions.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identify and analyze the location of major geographic regions and major cities on maps and globes.
  - i. Mexico, the Caribbean region, and Central America are located on the North American continent but are culturally tied to South America.

Major regions and countries

- North America
- Mexico
- Central America
  - Guatemala
  - Honduras
  - Nicaragua
  - Costa Rica
  - Panama
- Caribbean
  - Cuba
  - Haiti
  - Dominican Republic
  - Jamaica
- South America
  - Venezuela

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about Latin American and Caribbean regions?

- Colombia
- Brazil
- Peru
- Argentina
- Chile

Major cities

- Caracas
- Sao Paulo
- Rio de Janeiro
- Mexico City
- Lima
- Santiago

- b. describe major physical and environmental features.
- i. The physical features of Latin America and the Caribbean have influenced their settlement and development.

Major physical and environmental features

- Major mountain ranges: Andes, Sierra Madres
- Isthmus of Panama
- Rain forests
- Altiplano
- Coastal desert: Atacama
- Reversed seasons south of the equator
- Amazon River Basin
- Orinoco and Paraguay/Paraná rivers
- Grasslands: Pampas, llanos
- Tropical climates predominate
- Volcanoes and earthquakes
- Archipelagoes
- Vertical zonation (tierra caliente, tierra templada, tierra fría)

- c. explain important economic characteristics.
- i. The Latin American and Caribbean regions have a wide variety of natural resources.

- ii. The abundance of natural resources helped the Latin American and
- iii. Caribbean countries develop diversified economies.

Economic characteristics

- Diverse economies
- Subsistence farming
- Plantation agriculture
- Slash-and-burn agriculture
- Cash crops and food crops
- Cattle ranches, gauchos
- Deforestation, especially in rain forests
- Heavy smog, pollution: Mexico City
- Disparity of income distribution
- Panama Canal
- North American Free Trade Agreement (NAFTA): Mexico, Canada, United States

Major natural resources

- Forestry
- Minerals
- Fertile soil
- Water

- d. recognize cultural influences and landscapes.
  - i. The major cultural influences on the Latin American and Caribbean regions were from indigenous (native) peoples' influences.
  - ii. Europeans exerted major cultural influences on the Latin American and Caribbean regions.
  - iii. Mexico and most of Central and South America were initially settled primarily by the Spanish. There was some settlement by Britain and France. Brazil was primarily settled by Portugal.
  - iv. Africans who were brought to the area had a strong cultural impact on the regions.
  - v. Every country has cultural landscapes that help define its national identity.-

Cultural influences

- Indigenous civilizations
- African traditions
- Influence of European colonization
- Predominance of Roman Catholic religion
- Rigid social structure
- Location of settlements: coastal in South America
- Megacities, squatter settlements
- Rapid population growth
- Out-migration

Cultural heritage

- Music: African influences, calypso, steel drum bands, reggae
- Spanish, Portuguese languages

Cultural landscape

- Pyramids
- Cathedrals
- Machu Picchu
- Tikal
- Christ the Redeemer statue
- Itapúa Dam

**STANDARD WG.6**

**The student will analyze the characteristics of the European region.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globes.
  - i. Europe, considered the third-smallest continent, is the western peninsula of Eurasia and is located in the Northern Hemisphere.

Major regions and countries

- Northern Europe
  - Ireland, United Kingdom, Norway, Sweden, Denmark, Baltic states
- Low Countries
  - Belgium, Netherlands, Luxembourg
- Central Europe
  - France, Germany, Switzerland, Austria
- Mediterranean Europe
  - Portugal, Spain, Italy, Greece, Balkan states
- Eastern Europe
  - Poland, Hungary, Czech Republic, Romania, Ukraine

Major cities

- London
- Paris
- Berlin

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about the European region?



- Rome
- Athens
- Kiev
- Vienna
- Budapest

- b. describe major physical and environmental features.
- i. Europe is composed of many peninsulas, islands, large plains, and mountains.

Major physical and environmental features

- Part of large landmass called Eurasia
- Peninsulas: Iberian, Italian, Scandinavian, Balkan
- Islands: Great Britain, Ireland, Sicily, Iceland
- Mountains: Alps, Pyrenees
- North European Plain
- Fjords
- Water features
  - Rivers: Danube, Rhine, Seine
  - Seas: Mediterranean, Baltic, Black, North
  - Oceans: Atlantic, Arctic
  - Strait of Gibraltar
- Varied climatic regions: middle to high latitudes
- Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates
- Reclaimed land: Polders in the Netherlands

- c. explain important economic characteristics.
- i. Europe's abundance of natural resources has helped to develop and shape lifestyles and the economy.

Economic characteristics

- Mountain regions: Tourism, recreation, mineral resources
- Areas threatened by air and water pollution because of industry
  - Rivers and canals serving as major transportation links
  - Oil reserves in the North Sea

- Well-educated work force: Industrial and technological societies
- Advanced farming techniques, high crop yields, fertile soils, black earth (chernozem)
- Well-developed infrastructure (e.g., the Chunnel)
- Differences in Western and Eastern European industrial development due to differing economic systems in prior years
- Replacement of communism with capitalism in Eastern Europe
- European Union; trade interdependence
- Large role of government in some economies

d. recognize cultural influences and landscapes.

- i. Europe's cultural landscape has been and is currently being changed by its settlers and by global, religious, and ethnic conflicts. As a result, diversity has increased.

#### Cultural influences

- Birthplace of western culture: Greece and Rome
- Spread of European culture to many other parts of the world (through exploration, colonization, imperialism)
- Birthplace of the Industrial Revolution
- Highly urbanized
- Many ethnic groups with different languages, religions, and customs
- Sporadic conflict among groups (wars, revolutions)
- One of the world's most densely populated areas
- North Atlantic Treaty Organization (NATO)

#### Cultural landscape

- Westminster Abbey, Big Ben, Tower of London
- Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower
- Colosseum, Leaning Tower of Pisa, St. Peter's Basilica
- Parthenon
- Windmills
- Neuschwanstein Castle

**STANDARD WG.7**

**The student will analyze the characteristics of the Russian and Central Asian regions.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identify and analyze the location of major geographic regions and major cities on maps and globes.
  - i. Asia is the largest continent, covering one-third of Earth's land area.
  - ii. Russia and Central Asia occupy flat plains that stretch across the western and central areas, while the southern and eastern areas are mountainous.

Major countries

- Russia
- Kazakhstan
- Uzbekistan
- Turkmenistan

Major cities

- Moscow
- St. Petersburg
- Novosibirsk
- Vladivostok

- b. describe major physical and environmental features.
  - i. Asia makes up the eastern portion of Eurasia.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about the Russian and Central Asian regions?

- ii. Varied physical and environmental features greatly influence the abundance and use of Asia's natural resources.

Major physical and environmental features

- Vast land area: Spans two continents (Europe and Asia)
- Vast areas of tundra, taiga, and steppe
- Varied climatic regions
- Permafrost found in high latitudes
- Black earth belt (rich chernozem soil)
- Mountains (e.g., Ural Mountains, which divide Europe from Asia, Caucasus)
- Siberia ("the sleeping land"), located east of the Urals
- Water features
  - Volga River
  - Ob River
  - Amur River
  - Lake Baikal
  - Caspian Sea
  - Aral Sea
  - Pacific Ocean
  - Arctic Ocean
- Some rivers flow northward to the Arctic Ocean

- c. explain important economic characteristics.

- i. Within the past 100 years, Russia and Central Asia have experienced long periods of economic and political change.

Economic characteristics

- Transition from command economy to a limited market economy
- Farming and industry concentrated in the Fertile Triangle region, rich chernozem soils (wheat farming)
- Infrastructure: Trans-Siberian Railway, systems of rivers, canals, and railroads
- Energy resources: Hydroelectric power, oil, natural gas
- Exporters of oil, natural gas, and mineral resources

- Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country
- Foreign competition for investment in the region (oil pipelines)
- Widespread pollution due to growth in industry
- Shrinking of the Aral Sea, declining cotton production in Central Asia
- Political and economic difficulties after the breakup of the Soviet Union

d. recognize cultural influences and landscapes.

- i. A massive area, extremes in climate, and historic events have created a diverse cultural landscape that combines the customs and traditions of various ethnic groups.-

Cultural influences

- Diverse ethnic groups, customs, and traditions (many people of Turkic and Mongol heritage)

Cultural heritage

- Ballet
- Fabergé eggs
- Music
- Icons
- Matryoshka dolls

Cultural landscape

- Russian Orthodox churches (e.g., St. Basil's Cathedral, Moscow)
- Red Square
- The Kremlin
- Mosques, minarets
- Siberian villages
- Soviet-style apartment blocks

**STANDARD WG.8**

**The student will analyze the characteristics of the Sub-Saharan African region.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identify and analyze the location of major geographic regions and major cities on maps and globes.
  - i. Africa is the second-largest continent and is situated on both sides of the equator, which provides for the variation in its vegetation, climate, and population structures.
  - ii. Sub-Saharan Africa's economic and political development has been influenced by colonialism, local African cultures, and changes in the gold-trading empires.

Major regions and countries

- West Africa: Senegal, Mali, Niger, Nigeria, Côte d'Ivoire
- Horn of Africa: Ethiopia, Somalia, Kenya
- Central Africa: Tanzania, Rwanda, Democratic Republic of Congo, Gabon
- Southern Africa: Botswana, South Africa, Mozambique, Madagascar, Namibia

Major cities

- Lagos
- Dakar
- Johannesburg
- Nairobi

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about the Sub-Saharan African region?

- b. describe major physical and environmental features.
- i. Although the continent of Africa is covered by an enormous plateau, the Sub-Saharan African region contains very distinctive landforms, water features, and landlocked countries.

Major physical and environmental features

- Continent composed of a huge plateau, escarpments
- River transportation impeded by waterfalls, rapids, and cataracts
- Location of equator through middle of region; similar climatic patterns north and south of the equator
- Smooth coastline; few harbors
- Large number of landlocked countries
- Limited fertility of rain-forest soils
- Limited water resources
- Kalahari, Namib, and Sahara Deserts
- Sahel
- Desertification
- Bodies of water
  - Nile River
  - Zambezi River
  - Niger River
  - Congo River
  - Atlantic Ocean
  - Indian Ocean
  - Red Sea
  - Lake Victoria
- Nature preserves and national parks
- Great Rift valley
  - Mt. Kilimanjaro
  - Victoria Falls

- c. explain important economic characteristics.
- i. The limited economic development of the Sub-Saharan economy can be traced to many historical factors. Colonial

- governments, for example, structured many national economies to become mineral or commodity exporters.
- ii. These economies are dependent on imports for equipment, capital goods, consumer goods, and technology.

Economic characteristics

- Large percentage of population engaged in agriculture (primary activity)
- Subsistence agriculture
- Nomadic herding
- Slash-and-burn agriculture
- Plantation agriculture
- Cash crops and food crops
- Poorly developed infrastructure
- Substantial mineral wealth (diamonds, gold, and other metals)
- Major exporters of raw materials
- Wide range of per capita incomes
- Productivity that lags behind population growth

- d. recognize cultural influences and landscapes.

- i. A variety of cultural traditions exist as a result of the diversity of ethnicities and populations throughout the region. This range of ethnicity can be found both from state to state and within states.

Cultural characteristics

- Uneven population distribution
- Many ethnic groups, languages, and customs
- Large numbers of refugees as a result of political, ethnic, and environmental crises
- Knowledge of history through oral tradition (i.e., through griots)

Cultural heritage

- Masks
- Sculpture
- Dance
- Music, drumming



<ul style="list-style-type: none"><li>• Colorful traditional dress</li><li>• Jewelry</li><li>• Griots</li></ul> <p><u>Cultural influences</u></p> <ul style="list-style-type: none"><li>• European influences from colonization and decolonization have greatly influenced the region.</li></ul> <p><u>Cultural landscape</u></p> <ul style="list-style-type: none"><li>• Markets</li><li>• Churches</li><li>• Mosques, minarets</li><li>• Villages</li><li>• Modern city cores and schools</li></ul>	
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**STANDARD WG.9**

**The student will analyze the characteristics of the North African and Southwest Asian regions.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identify and analyze the location of major geographic regions and major cities on maps and globes.
  - i. Known also as the Middle East, the North African and Southwest Asian regions are comprised of various countries on two continents.

Major regions and countries

- North Africa
  - Morocco, Libya, Egypt, Sudan
- Southwest Asia
  - Turkey, Syria, Israel, Saudi Arabia, Kuwait, Qatar, United Arab Emirates (UAE), Iraq, Iran, Afghanistan

Major cities

- Baghdad
- Cairo
- Istanbul
- Jerusalem
- Mecca
- Tehran
- Dubai
- Rabat

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about North African and Southwest Asian regions?

- b. describe major physical and environmental features.
- i. Physical and environmental features such as peninsulas, mountains, rivers, seas, and deserts have created borders, influenced interactions, and led to isolation.-

Major physical and environmental features

- Crossroads of Europe, Africa, and Asia
- Desert and semiarid climates: Sahara, steppes
- Mountains
  - Atlas
  - Taurus
  - Zagros
- Water features
  - Mediterranean Sea
  - Red Sea
  - Black Sea
  - Persian/Arabian Gulf
  - Strait of Hormuz
  - Bosphorus Strait
  - Dardanelles Strait
  - Nile River
  - Tigris River
  - Euphrates River
- Seasonal flooding, alluvial soils, delta regions, oases, wadis
- Peninsulas
  - Sinai
  - Arabian

- c. explain important economic characteristics.
- i. Most of the economies in North Africa and Southwest Asia are dominated by the petroleum industry.-

Economic characteristics

- Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)
- Major producer of the world's oil

- Oil revenues: Positive and negative effects
- Organization of the Petroleum Exporting Countries (OPEC)
- Water: The region's most precious resource
- Great variation in standard of living, ranging from very high to poverty-stricken
- Regional conflicts: political unrest that affects tourism
- Aswan High Dam: Positive and negative effects
- Suez Canal: Enhanced shipping routes in the region
- Guest workers
- Wide range of per capita incomes and levels of development
- Contemporary trade routes (sea lanes)

d. recognize cultural influences and landscapes.

- i. The cultural landscapes of the North African and Southwest Asian regions are influenced by religious traditions and ongoing modern conflicts.-

#### Cultural influences

- Rapid urbanization
- Modernization centered in urban areas while traditional life continues in rural areas
- Population unevenly distributed
- Arab countries and Arabic language
- Non-Arab countries: Turkey, Iran, and Israel
- Birthplace of three major monotheistic religions: Judaism, Christianity, and Islam
- Conflict over Israel/Palestine
- Nomadic lifestyles
- Art that reflects the diversity of religions (e.g., stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)

#### Cultural landscape

- Mosques, minarets
- Church of the Holy Sepulcher
- Hagia Sophia
- Bazaars, suqs (souks)
- Western Wall

<ul style="list-style-type: none"><li>• Dome of the Rock</li><li>• Kaaba</li><li>• Pyramids</li><li>• Walled cities</li></ul>	
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**STANDARD WG.10**

**The student will analyze the characteristics of the South Asian and Southeast Asian regions.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identify and analyze the location of major geographic regions and major cities on maps and globes.
  - i. South Asia consists of countries that reach from eastern India to China. Southeast Asian Island nations in the Pacific, South Asia, and Southeast Asia are extensions of the Asian continent.

Major regions and countries

- South Asia
  - Pakistan
  - Nepal
  - Bangladesh
  - India
- Southeast Asia
  - Philippines
  - Indonesia
  - Thailand
  - Cambodia
  - Myanmar (Burma)
  - Vietnam
  - Singapore

Major cities

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about South Asian and Southeast Asian regions?

- New Delhi
- Mumbai
- Bangkok
- Islamabad
- Manila

b. describe major physical and environmental features.

- i. There are varying physical features that distinguish the mainland from the islands of the South Asian and Southeast Asian regions.
- ii. The region lies between the tropics, with temperatures that are generally warm.

Major physical and environmental features

- Influence of mountains on population, settlements, movement, and climate
- Mountains
  - Himalayas
  - Western and Eastern Ghats
  - Hindu Kush
- Varied climatic regions, ranging from low- to middle-latitude climates
- Natural hazards: Flooding, typhoons, volcanic eruptions, earthquakes, and tsunamis
- Influence of wind and water (rivers, seas, ocean currents, and monsoons) on agriculture, trade, and transportation
- Bodies of water
  - Arabian Sea
  - Indian Ocean
  - Bay of Bengal
  - Ganges River
  - Indus River
  - Brahmaputra River
  - Mekong River
  - Straits of Malacca
- Abundant arable land

- c. explain important economic characteristics.
- i. The economies of South and Southeast Asia have seen rapid integration into the global economy, which has led to many benefits and challenges.-

Economic characteristics

- Varied economies in the region, ranging from subsistence and commercial agriculture to high-tech industrial manufacturing and service industries
- Increased participation in global markets
- Environmental degradation
- Deforestation
- Fishing
- ASEAN (Association of Southeast Asian Nations)
- Rice, tropical crops, cotton, tea
- Green revolution

- d. recognize cultural influences and landscapes.
- i. A distinctive feature of the region is its cultural diversity.
  - ii. In the past, differences in the physical environment have enabled various areas to develop in isolation and adapt to the environment. Over the years, external influences have given way to a blend of different customs and traditions.

Cultural influences

- Areas of extremely dense and sparse population
- Contrast between rural and urban areas
- Religious diversity: Hinduism, Islam, Buddhism, Christianity
- Religious conflicts (Hindu vs. Muslim)

Cultural heritage

- Silks
- Batik
- Jewels

Cultural landscape

- Taj Mahal
- Angkor Wat



<ul style="list-style-type: none"><li>• Mosques, minarets</li><li>• Pagodas</li><li>• Temples and shrines</li><li>• Terraced rice fields</li><li>• Stupas</li></ul>	
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**STANDARD WG.11**

**The student will analyze the characteristics of the East Asian region.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identify and analyze the location of major geographic regions and major cities on maps and globes.
  - i. The physical landscape of East Asia includes peninsulas and archipelagos.

Major countries

- Mongolia
- China (People's Republic of China)
- Japan
- Taiwan (Republic of China)
- North Korea
- South Korea

Major cities

- Tokyo
- Beijing
- Shanghai
- Hong Kong
- Seoul

- b. describe major physical and environmental features.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about the Eastern Asian region?

- i. The vast land expanses of East Asia include plateaus, plains, basins, foothills, mountains, and varied waterways.

Major physical and environmental features

- Influence of mountains on population, settlements, movement, and climate
  - Mountains: Himalayas and Mount Fuji
  - Flooding and wind
- Varied climatic regions, ranging from low- to middle-latitude climates
- Natural hazards: Typhoons, volcanic eruptions, earthquakes, and tsunamis
- Bodies of water
  - Pacific Ocean
  - Sea of Japan/East Sea
  - Yangtze River (Chang Jiang)
  - Yellow River (Huang He)
  - South China Sea
- Abundant arable land,
  - Loess
  - Plateau of Tibet
  - Gobi Desert

- c. explain important economic characteristics.

- i. Many East Asian countries are a crucial link in the production network and pressure. Their cooperative relations with neighboring countries put them in a position to upgrade their industrial capabilities from low-tech to high-tech.

Economic characteristics

- Varied economies in the region, ranging from subsistence and commercial agriculture to high-tech industrial manufacturing, to service jobs
- Strong participation in global markets
- Automotive
- Electronics
- Shipping magnates

- China is in transition from a centrally planned economy
- Environmental degradation
- Deforestation
- Fishing
- Rice

d. recognize cultural influences and landscapes.

- i. The East Asian region traces its cultural landscape back to ancient civilizations that arose in China and influenced the region.

Cultural influences

- Areas of both extremely dense and sparse population
- Contrast between rural and urban areas
- Religious diversity: Buddhism, Christianity, Taoism, Shintoism, Confucianism
- Respect for ancestors

Cultural heritage

- Silks
- Wood and ivory carvings
- Ideograms, unique alphabets

Cultural landscape

- Great Wall of China
- Pagodas
- Temples and shrines
- Terraced rice fields

**STANDARD WG.12**

**The student will analyze the characteristics of the Australian and Pacific Islands regions.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify and analyze the location of major geographic regions and major cities on maps and globes.
- b. Describe major physical and environmental features.
- c. Explain important economic characteristics.
- d. Recognize cultural influences and landscapes.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- a. identify and analyze the location of major geographic regions and major cities on maps and globes.
  - i. The Australian and Pacific Islands regions have vast and diverse landforms, resources, people, cultures, and economies.

Major countries

- Australia
- New Zealand

Major cities

- Canberra and the Australian Capital Territory (ACT)
- Sydney
- Auckland

- b. describe major physical and environmental features.
  - i. The Australian and Pacific Islands regions contain peninsulas, volcanoes, coral reefs, and an abundance of islands.

Major physical and environmental features

- Wide range of vegetation, from tropical rain forests to desert shrubs (Australia is mostly desert)
- The Great Dividing Range

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is unique about Australian and Pacific Island regions?

- The Great Barrier Reef
- Australia: Isolation, resulting in unique animal life
- Pacific Islands: Volcanic, coral, or continental

c. explain important economic characteristics.

- i. The physical environment of the region influences the distribution of economic activities.-

Economic characteristics

- Air and water travel bring goods and services to remote areas
- Arid areas of Australia well suited to cattle and sheep ranching
- Consequences of introducing nonnative plants and animals
- Ranching, mining (primary activities)
- Communication and financial services (tertiary and quaternary activities)
- Tourism and traditional economies in the Pacific Islands

d. recognize cultural influences and landscapes.

- i. Although many locations are isolated and populations are small, the vast ocean environment of the region influences contemporary culture.-

Cultural influences

- Pacific Islands are sparsely populated.
- Most of Australia's population lives near the coasts.
- Traditional culture continues to shape life in the Pacific Islands.
- Lifestyles range from subsistence farming to modern city living.
- Cultures reflect the interaction of European and indigenous cultures (e.g., Māori, Aboriginal people).

Cultural landscape

- Sydney Opera House
- Cattle and sheep stations (Australia)
- Thatched-roof dwellings (Pacific Islands)

**STANDARD WG.13**

**The student will compare and contrast the distribution, growth rates, and characteristics of human population.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Examine demographic data to determine the relative level of development.
- b. Distinguish between developed and developing countries.
- c. Compare and contrast the level of economic development to the standard of living and quality of life.

**To be successful with this standard, students are expected to know and understand:**

- a. examine demographic data to determine the relative level of development.
  - i. Levels of economic development vary from country to country and from place to place within countries.

Indicators of economic development

- Urban-rural ratio
- Labor force characteristics (primary, secondary, tertiary, and quaternary sectors)
- Gross Domestic Product (GDP) per capita
- Educational achievement

- b. distinguish between developed and developing countries.
  - i. Many criteria are used to assess the standard of living and quality of life.

Demographics typical of developed economies

- High per capita Gross Domestic Product (GDP)
- High life expectancy
- Low population growth rate
- Low infant mortality rate
- High literacy rate

- How does economic advantage impact human development?

Demographics typical of developing economies

- Low per capita Gross Domestic Product (GDP)
- Low life expectancy
- High population growth rate
- High infant mortality rate
- Low literacy rate

Differences between developed and developing nations

- Access to natural resources
- Access to capital resources (investment in technology and infrastructure)
- Number and skills of human resources
- Levels of economic development
- Standard of living and quality of life
- Relationships between economic development and quality of life

- c. compare and contrast the level of economic development to the standard of living and quality of life.
- i. Availability of resources and technology influences economic development and quality of life.

Characteristics of human populations

- Birth and death rates (war, disease, migration)
- Age distribution
- Male/female distribution
- Life expectancy
- Infant mortality rate
- Urban/rural distribution
- Gross Domestic Product (GDP)
- Education

Factors that influence population growth rates

- Modern medicine and hygiene
- Education
- Industrialization and urbanization
- Economic development



<ul style="list-style-type: none"><li>• Government policy</li><li>• Role of women in society</li></ul>	
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**STANDARD WG.14**

**The student will analyze past and present trends in human migration and cultural diffusion.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Determine how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors. b. Determine how human migration and cultural diffusion influence the current human characteristics of places and regions.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <ol style="list-style-type: none"> <li>determine how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors.             <ol style="list-style-type: none"> <li>Migrations occur because of social, economic, political, and environmental factors.</li> <li>Migrations have influenced cultural landscapes.</li> <li>Modern transportation and communication encourage higher levels of cultural interaction worldwide.-</li> </ol> </li> </ol> <p><u>Push factors</u></p> <ul style="list-style-type: none"> <li>• Overpopulation</li> <li>• Religious persecution</li> <li>• Lack of job opportunities</li> <li>• Agricultural decline</li> <li>• Conflict</li> <li>• Political persecution</li> <li>• Natural hazards (e.g., droughts, floods, famines, volcanic eruptions)</li> <li>• Limits on personal freedom</li> <li>• Environmental degradation</li> </ul> <p><u>Pull factors</u></p> <ul style="list-style-type: none"> <li>• Religious freedom and/or religious unity</li> <li>• Economic opportunity</li> <li>• Land availability</li> </ul>	<ul style="list-style-type: none"> <li>• How have migration trends changed over time?</li> </ul>

- Political freedom and stability
- Ethnic and family ties
- Arable land

Impact of migrations on regions

- Language
- Religion and religious freedom
- Customs and traditions
- Cultural landscape

- b. determine how human migration and cultural diffusion influence the current human characteristics of places and regions.
- i. Various technological and digital platforms increase the capacity for cultural diffusion and global interactions to occur.

Evidence of cultural interaction

- Diffusion of United States culture to other regions
- Popularization of other cultural traditions in the United States
- Refugee crises around the world due to conflict or oppression

**STANDARD WG.15**

**The student will analyze the patterns of urban development.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Apply the concepts of site and situation to major cities in each region. b. Explain how the functions of towns and cities have changed over time. c. Describe the unique influence of urban areas and challenges they face.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <ol style="list-style-type: none"> <li>apply the concepts of site and situation to major cities in each region.               <ol style="list-style-type: none"> <li>Site and situation are important geographic concepts when studying the growth of cities.</li> <li>Patterns of urban development occur according to site and situation.</li> </ol> </li> </ol> <p><u>Terms to know</u></p> <ul style="list-style-type: none"> <li>site: The actual location of a city</li> <li>situation: Relative location (i.e., the location of a city with respect to other geographic features, regions, resources, and transport routes)</li> </ul> <p><u>Examples of site (local characteristics)</u></p> <ul style="list-style-type: none"> <li>Harbor sites: New York City; Istanbul, Turkey</li> <li>Island sites: Hong Kong; Singapore</li> <li>Fall line site: Richmond, Virginia</li> <li>Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania</li> <li>Hilltop sites: Rome; Athens</li> <li>Oasis site: Damascus, Syria</li> <li>Sites where rivers narrow: London; Québec City</li> </ul> <p><u>Examples of situation (regional/global connections)</u></p>	<ul style="list-style-type: none"> <li>What factors impact urban development?</li> </ul>

- Baghdad: Command of land between the Tigris and Euphrates rivers
- Istanbul: Command of straits and land bridge to Europe
- Mecca, Saudi Arabia; Varanasi (Benares), India: Focal point of pilgrimage
- Cape Town, South Africa; Hawaii, United States: Supply station for ships
- Novosibirsk, Vladivostok: Cities that grew up along the Trans-Siberian Railway

b. explain how the functions of towns and cities have changed over time.

i. The functions of towns and cities change over time.

Functions of towns and cities

- Security, defense
- Religious centers
- Trade centers (local and long distance)
- Government administration
- Manufacturing centers
- Service centers
- Education centers

Examples of cities whose functions have changed over time

- Rio de Janeiro: Move of Brazil's capital from Rio de Janeiro to Brasilia
- Pittsburgh, Pennsylvania: Early function connected to defense, then became steel-manufacturing center, later shifted to diverse services (financial, light manufacturing)
- New York City: Changes in trade patterns—coastal and transatlantic trade, trade from the Great Lakes via the Erie Canal, worldwide trade and finances
- Mining towns, "ghost" towns: Resource depletion, changes in the environment

c. describe the unique influence of urban areas and challenges they face.

- i. Urban populations exercise a powerful influence in shaping the world's cultural, political, and economic ideas and systems.
- ii. Urban development may lead to problems related to human mobility, social structure, and the environment.-

Influences of urban areas on their regions and countries

- Nation-building (monuments, symbols)
- Transportation/communication hubs
- Magnets for migration
- Seedbeds of new ideas and technologies
- Diversity, leading to creativity in the arts
- Universities, educational opportunities
- Corporate headquarters, regional offices
- Media centers (news, entertainment)

Problems associated with growth of urban areas

- Transportation problems emerge, especially as automobile travel increases.
- Rich and poor neighborhoods exist in different areas, isolated from one another.
- Providing essential services (e.g., fresh water, sewage disposal, electricity, schools, clinics) becomes a problem (e.g., for cities in Latin America, Africa, and Asia).
- Air, water, and noise pollution increase.
- Sprawl results in conversion of agricultural land to urban uses, especially in North America.

In developing countries, major cities are connected more to regions outside the country than to regions within the country.

**STANDARD WG.16**

**The student will analyze impact of globalization.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Identify factors, including comparative advantage, which influence the distribution of economic activities and trade. b. Describe ways that economic and social interactions change over time. c. Map, describe, and evaluate economic unions.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <ol style="list-style-type: none"> <li>Identify factors, including comparative advantage, which influence the distribution of economic activities and trade.               <ol style="list-style-type: none"> <li>Resources are not equally distributed.</li> <li>Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.</li> <li>No country has all the resources it needs to survive and grow.</li> <li>Nations participate in those economic activities compatible with their human, natural, and capital resources.</li> <li>International trade fosters interdependence.-</li> </ol> </li> </ol> <p><u>Term to know</u></p> <ul style="list-style-type: none"> <li>comparative advantage: The ability of countries to produce goods and services at lower relative costs than other countries, resulting in exports of goods and services</li> </ul> <p><u>Factors that influence economic activity</u></p> <ul style="list-style-type: none"> <li>Access to human, natural, and capital resources, such as</li> <li>skills of the work force               <ul style="list-style-type: none"> <li>natural resources</li> <li>new technologies</li> <li>transportation and communication networks.</li> </ul> </li> <li>Access to funds (investment capital) to purchase capital resources</li> </ul>	<ul style="list-style-type: none"> <li>What is “globalization?”</li> <li>What factors impact “globalization?”</li> </ul>

- Location and ability to exchange goods
  - Landlocked countries
  - Coastal and island countries
  - Proximity to shipping lanes
  - Access to communication networks
- Membership in political and economic alliances that provide access to markets (e.g., European Union [EU], North American Free Trade Agreement [NAFTA])

#### Effects of unequal distribution of resources

- Specialization in goods and services that a country can market for profit
- Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)

#### Some countries' use of resources

- Japan: Highly industrialized nation despite limited natural resources
- Russia: Numerous resources, many of which are not economically profitable to develop
- United States: Diversified economy, abundant natural resources, specialized industries
- Côte d'Ivoire: Limited natural resources, cash crops exchanged for manufactured goods
- Switzerland: Limited natural resources, production of services on a global scale

#### Reasons why countries engage in trade

- To import goods and services that they need
- To export goods and services that they can market for profit

#### Effects of comparative advantage on international trade

- Enables nations to efficiently produce goods and services that they can trade, increasing total output
- Supports specialization and efficient use of resources



- b. describe ways that economic and social interactions change over time.
- i. Economic, social, and, therefore, spatial relationships change over time.
  - ii. Improvements in transportation and communication have promoted globalization.-

Changes over time

- Industrial labor systems (e.g., cottage industry, factory, office, telecommunications)
- Migration from rural to urban areas
- Industrialized countries export labor-intensive work to developing nations
- Growth of trade alliances
- Growth of service (tertiary) industries
- Growth of financial services networks and international banks (quaternary)
- Internationalization of product assembly (e.g., vehicles, electronic equipment)
- Technology that allows instant communication among people in different countries
- Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U.S. Postal Service)
- Widespread marketing of products
- Globalization of markets, using technology (e.g., e-commerce, containerized shipping)
- Agribusiness replacing family farms

- c. map, describe, and evaluate economic unions.
- i. As a global society, the world is increasingly interdependent.
  - ii. Economic interdependence fosters the formation of economic unions.-

Economic interdependence can be depicted through trade, resource, or transportation maps.

Examples of economic unions

- EU: European Union
- NAFTA: North American Free Trade Agreement
- ASEAN: Association of Southeast Asian Nations
- OPEC: Organization of the Petroleum Exporting Countries

Advantages of economic unions

- More efficient industries
- Access to larger markets
- Access to natural, human, and capital resources without restrictions
- Greater influence on the world market

Disadvantages of economic unions

- Closing of some industries
- Concentration of some industries in certain countries, leaving peripheral areas behind
- Difficulty in agreeing on common economic policies

**STANDARD WG.17**

**The student will analyze how forces of conflict and cooperation affect the division and control of Earth's surface.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Explain and evaluate reasons for the creation of different political divisions. b. Describe ways cooperation among political jurisdictions is used to solve problems and settle disputes.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p>a. explain and evaluate reasons for the creation of different political divisions.</p> <ol style="list-style-type: none"> <li>Political divisions or jurisdictions are regions of Earth's surface over which groups of people establish social, economic, and political control.</li> <li>Political divisions may generate conflict.</li> <li>Political divisions may generate cooperation.-</li> </ol> <p><u>Examples of political divisions</u></p> <ul style="list-style-type: none"> <li>• Neighborhoods</li> <li>• Election districts</li> <li>• School districts</li> <li>• Regional districts (e.g., waste disposal, conservation districts, planning districts, zip code zones)</li> <li>• Cities</li> <li>• Counties</li> <li>• States</li> </ul> <p><u>Reasons for political divisions</u></p> <ul style="list-style-type: none"> <li>• Desire for government closer to home</li> <li>• Need to solve local problems</li> <li>• Need to administer resources more efficiently</li> </ul> <p><u>Reasons for conflict</u></p>	<ul style="list-style-type: none"> <li>• How do conflict and cooperation affect our world?</li> </ul>

- Boundary disputes
- Cultural differences
- Economic differences
- Competition for scarce resources

#### Reasons for cooperation

- Natural disasters
- Economic advantages (attract new businesses)
- Cultural similarities, ethnic neighborhoods
- Addressing regional issues (e.g., waste management, magnet schools, transportation)

- b. describe ways cooperation among political jurisdictions is used to solve problems and settle disputes.
- i. Political divisions or jurisdictions establish social, economic, and political relationships that may enhance cooperation or cause conflict.
  - ii. Cooperation may eliminate the need for the division and control of Earth's surface.-

#### Examples of political divisions

- North Atlantic Treaty Organization (NATO)
- European Union (EU)
- United Nations (UN)
- Organization of American States (OAS)
- League of Arab States
- African Union (AU)

#### Reasons for political divisions

- Differences in culture, language, religion
- Retention of historical boundaries
- Imperial conquest and control
- Economic similarities and differences

#### Reasons for conflict

- Boundary and territorial disputes (Syria–Israel, Western Sahara–Morocco, China–Taiwan, India–Pakistan)
- Cultural differences: Canada (Québec)

<ul style="list-style-type: none"><li>• Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)</li><li>• Ethnic differences (Kurds)</li></ul> <p><u>Examples of cooperation</u></p> <ul style="list-style-type: none"><li>• Humanitarian initiatives (e.g., Red Cross and Red Crescent)</li><li>• Cultural alliances (e.g., Francophone world, Commonwealth of Nations)</li><li>• Problem-solving alliances (e.g., Antarctica Treaty, United Nations [UN] peacekeepers)</li><li>• Programs to promote international understanding (e.g., Peace Corps)</li></ul>	
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## Standard WG.18

The student will apply history and social science skills to the content.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. View and explore information sources
- b. Apply geographic skills to identify and understand geographic features
- c. Demonstrate curiosity and critical thinking through questioning
- d. Sequence and organize information
- e. Identify similarities and differences to clarify and explain content
- f. Recognize cause-and-effect relationships
- g. Use economic decision-making models to make informed economic decisions
- h. Practice civility, respect, hard work, and responsible citizenship skills
- i. Use content vocabulary to demonstrate comprehension

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### At a developmentally appropriate level, students are expected to

- a. Select and synthesize evidence from information sources, including but not limited to
  - i. artifacts,
  - ii. primary/secondary sources,
  - iii. charts, graphs, and diagrams of events in world history.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources to
  - i. construct arguments
  - ii. draw conclusions.
  - iii. Compare and contrast perspectives
    - 1. historical,
    - 2. cultural,
    - 3. economic
    - 4. political
- e. Determine cause and effect to analyze connections.
- f. Use decision-making models, including but not limited to
  - i. T-charts
  - ii. Venn diagrams.
- g. Engage and communicate as civil and informed individuals with different perspectives.

- h. Develop products that reflect an understanding of research and content; and
- i. Contextualize and corroborate sources to evaluate sources for
  - i. credibility
  - ii. propaganda
  - iii. bias
  - iv. determine patterns and trends to understand the ancient world.

## HS – World History 1



### The student will

- understand the period from the Paleolithic Era to the agricultural revolution.
- understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, and the civilizations of the Hebrews and Phoenicians.
- understand the ancient river valley civilizations, including those of the Indus River Valley and China.
- understand ancient Greece in terms of its impact on Western civilization.
- understand ancient Rome from about 700BCE to 500CE in terms of its impact on Western civilization.
- understand the Byzantine Empire and Eastern Europe from about 300 to 1000 CE.
- understand the Islamic civilization from about 600 to 1000 CE.
- understand the civilizations of Post-classical China.
- understand Western Europe during the Middle Ages from about 500CE to 1000CE in terms of its impact on Western civilization.
- understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai.
- understand the civilizations and empires of Asia, with emphasis on Feudal Japan and China.
- understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan.
- understand the social, economic, and political changes and cultural achievements in the high and late medieval periods.
- demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.





## Standard WH1.1 Human Origins and Early Civilizations (Prehistory to 1000 BCE)

The student will understand the period from the Paleolithic Era to the agricultural revolution.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the archaeological evidence of the first human, and their geographic locations.
- Explain the effect that geography had on the emergence and migration of hunter-gatherer societies.
- Describe characteristics of hunter-gatherer societies, including their use of tools and fire.
- Analyze how technological and social developments gave rise to sedentary settlements.
- Analyze how archaeological discoveries change current understanding of early societies.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Archaeologists find and interpret evidence of early humans and their lives.
  - Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts.
  - Archaeologists apply scientific tests, such as carbon dating, to analyze fossils and artifacts.
  - Stonehenge is an example of an archaeological site in England. It was begun during the Neolithic Age and completed during the Bronze Age.
  - Aleppo and Jericho are examples of early cities in the Fertile Crescent that were studied by archaeologists.
  - Çatalhöyük is an example of a Neolithic settlement currently under excavation in Anatolia.
- Life in early hunter-gatherer societies was shaped by the physical environment.
  - *Homo sapiens* emerged in East Africa between 100,000 and 400,000 years ago.
  - *Homo sapiens* migrated from Africa to Eurasia, Australia, and the Americas.
  - Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do contemporary historians and scientists learn about the lives of prehistoric humans?
- Where did humans originate and how did their physical environment impact their development?
- How did humans overcome environmental obstacles and begin to develop societies?

<ul style="list-style-type: none"><li>• Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment. Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)<ul style="list-style-type: none"><li>◦ were nomadic, migrating in search of food, water, and shelter</li><li>◦ invented the first tools, including simple weapons</li><li>◦ learned how to make and use fire</li><li>◦ lived in clans</li><li>◦ developed oral language</li><li>◦ created "cave art."</li></ul></li><li>• The beginning of agriculture, including permanent settlements, was a major step in the advancement of human social organization. Societies during the Neolithic Era (New Stone Age):<ul style="list-style-type: none"><li>◦ developed agriculture (domesticated plants)</li><li>◦ domesticated animals</li><li>◦ used advanced tools</li><li>◦ made pottery</li><li>◦ developed weaving skills.</li></ul></li></ul>	
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**Standard WH1.2 Human Origins and Early Civilizations (Prehistory to 1000 BCE)**

**The student will understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, and the civilizations of the Hebrews and Phoenicians.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Locate and explain the development of River Valley Civilization with a focus on Egypt and Nubia.
- Locate and explain the development of Mesopotamia.
- Describe the development of the Israelites as well as the origins, beliefs, and traditions, customs, persecution, and spread of Judaism.
- Describe the development of the Phoenicians.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent. River valleys provided water and rich soil for crops. These river valleys offered rich soil and irrigation water for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples. Some significant River valley civilizations include:
  - Mesopotamian civilization: Tigris and Euphrates River Valleys (Southwest Asia)
  - Egyptian civilization: Nile River Valley and Nile Delta (Africa)
  - Indian civilization: Indus River Valley (South Asia)
  - Chinese civilization: Huang He Valley (East Asia)
  - Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of the Fertile Crescent in Southwest Asia).
  - Phoenicians settled along the Mediterranean coast (part of the Fertile Crescent in Southwest Asia).
- River valleys were the "cradles of civilization." Early civilizations made major contributions to social, political, and economic development.
  - Development of social patterns
    - Hereditary rulers: Dynasties of kings, pharaohs
    - Rigid class system where slavery was accepted

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why did early humans settle in River Valleys and where were these different civilizations located?
- What characteristics made Egyptian civilization unique?
- What characteristics made Mesopotamia unique?
- What were the economic, political, and social developments of each river valley civilization?
- How and where did various religious traditions develop?

- Development of political patterns
  - World's first states (i.e., city-states, kingdoms, empires)
  - Centralized government, often based on religious authority
  - Written law codes (e.g., Ten Commandments, Code of Hammurabi)
- Development of economic patterns
  - Use of metal (e.g., bronze, iron) tools and weapons
  - Increasing agricultural surplus: Better tools, plows, irrigation
  - Increasing trade along rivers and by the sea (Phoenicians)
  - Development of the world's first cities
  - Development of the practice of slavery within most cultures in the ancient world, taking various forms
- Religion was a major part of life in all early civilizations. Religious traditions developed in different regions:
  - Polytheism was practiced by most early civilizations.
  - Monotheism was developed by the Hebrews.
  - Mesopotamian religion continued to influence Hebrew monotheism, but that influence decreased over time
- Monotheism, attributed to Abraham, became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.
  - Origins of Judaism
    - Abraham
    - Moses
  - Beliefs, traditions, and customs of Judaism
    - Belief in one God (monotheism)
    - Torah, which contains the written records and beliefs of the Jews
    - Ten Commandments, which state moral and religious conduct
    - Covenant
  - Spread of Judaism
    - Exile
    - Diaspora
- Language and writing were important cultural innovations because they facilitated the preservation and spread of knowledge.
  - Language and writing

<ul style="list-style-type: none"><li>■ Pictograms: Earliest written symbols</li><li>■ Hieroglyphics: Egypt</li><li>■ Cuneiform: Sumer</li><li>■ Alphabet: Phoenicia</li><li>■ Sanskrit: India</li><li>■ Oracle bone script: China</li></ul>	
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### Standard WH1.3 Human Origins and Early Civilizations (Prehistory to 1000 BCE)

The student will understand the ancient river valley civilizations, including those of the Indus River Valley and China.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Analyze the impact of geography on the development of ancient India and China, including locating them in time and place and describe their major geographic features.
- Describe 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.
- Describe the origins, beliefs, customs, and spread of Hinduism.
- Describe the origins, beliefs, customs, and spread of Buddhism.
- Describe social, cultural, political, and economic development of ancient China; and
- Describe the impact of Confucianism, Daoism, and Legalism

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Classical Indian civilization began in the Indus River Valley, spread to the Ganges River Valley, and then spread throughout the Indian subcontinent. This spread continued with little interruption because of the geographic location. Historians are divided over whether migrations occurred or whether Indian civilization grew from within but agree that Harappan civilization and the Vedic period shaped Indian society. Physical barriers, such as the Himalayas, the Hindu Kush, and the Indian Ocean, made invasion difficult. Mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent. The Indus and the Ganges were the important rivers in the Indian subcontinent. The major characteristics of the Indus River Valley civilization include:
  - Harappa and Mohenjo-Daro
  - **Origins of Indian Society**
    - Nonindigenous (debate over Aryan) migration and influences and dominance vs. indigenous contributions

#### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factors influenced the development of the government, culture, economics, and society in India and China?
- What religious traditions emerged in East and South Asia and what made those religions unique?
- What impact did Confucianism, Daoism, and Legalism play in the development of the Chinese empire and society?
- What impact did Hinduism and Buddhism have on the development of governance and society on the Indian subcontinent?

<ul style="list-style-type: none"> <li>■ The caste system did not fully emerge until later in Indian history, but its roots are in the varnas and the jati system</li> <li>■ Varnas were idealized in the Vedas to organize society equally by skill.</li> <li>■ As more occupations developed in ancient India, jatis was used to describe divisions by occupation.</li> <li>■ Jatis were governed by birth.             <ul style="list-style-type: none"> <li>● Over many centuries, both varnas and jatis merged to become known today as a top-down, birth-based caste system.</li> </ul> </li> <li>○ <b>Mauryan Empire—Asoka</b> <ul style="list-style-type: none"> <li>■ Continued political unification of much of India</li> <li>■ Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads</li> </ul> </li> <li>○ <b>Gupta Empire</b> <ul style="list-style-type: none"> <li>■ Golden Age of classical Indian culture</li> <li>■ Contributions: Mathematics (concept of zero), medical advances (setting bones), astronomy (concept of a round earth), new textiles, literature</li> </ul> </li> <li>● Hinduism was a major cultural product of classical India. Hinduism influenced Indian society and culture and is still practiced in India today. The major characteristics of <b>Hinduism include:</b> <ul style="list-style-type: none"> <li>○ Belief in many forms of one God</li> <li>○ Reincarnation: Rebirth based upon karma</li> <li>○ Karma: Knowledge that all thoughts and actions result in future consequences</li> <li>○ Vedas and Upanishads: Sacred writings</li> <li>○ Spread along major trade routes</li> </ul> </li> <li>● Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal. Buddhism was strengthened as a major faith when Asoka sent missionaries throughout Asia. The characteristics of Buddhism include:             <ul style="list-style-type: none"> <li>○ Founder: Siddhartha Gautama (Buddha)</li> <li>○ Four Noble Truths</li> <li>○ Eightfold Path to Enlightenment</li> </ul> </li> <li>● Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the north. The Great Wall was built for China's protection. Migratory invaders raided Chinese settlements from the north. Qin Shi Huangdi built the Great</li> </ul>	
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<p>Wall as a line of defense against invasions. China was governed by a succession of ruling families called dynasties. Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just. The Silk Road facilitated trade and contact between China and other cultures as far away as Rome. Some of the major exports of classical China were:</p> <ul style="list-style-type: none"><li>○ Civil service system</li><li>○ Paper</li><li>○ Tea</li><li>○ Porcelain</li><li>○ Silk</li></ul> <ul style="list-style-type: none"><li>● Confucianism and Daoism are among the major products of Chinese civilization. Yin and yang represented opposites for Confucianism and Daoism. Chinese forms of Buddhism spread throughout Asia.</li><li>● Impact of Confucianism in forming the social order in China:<ul style="list-style-type: none"><li>○ Belief that humans are essentially good, not bad</li><li>○ Respect for elders</li><li>○ Code of harmony (still used in Chinese society today)</li><li>○ Emphasis on learning</li><li>○ Ancestor worship</li></ul></li><li>● Impact of Daoism in forming Chinese culture and values<ul style="list-style-type: none"><li>○ Humility</li><li>○ Simple life and inner peace</li><li>○ Harmony with nature</li></ul></li></ul>	
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## Standard WH1.4 Classical Civilizations and the Rise of Religious Traditions (1000BCE to 500CE)

The student will understand ancient Greece in terms of its impact on Western civilization.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the major geographic features of the region and analyze the effect that geography had on its development.
- Describe the social, cultural, political, and economic aspects of ancient Persia.
- Describe 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.
- Evaluate the causes and consequences of the Persian and the Peloponnesian wars.
- Evaluate the significance of Alexander the Great's conquest of Greece and the formation and the spread of Hellenistic culture.
- Explain the influence of ancient Greek contributions, including but not limited to science, art, architecture, philosophy, and mathematics in the present day.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Built on the Indus, Mesopotamian, and Nile River civilizations, Persia developed the largest empire in the world. Zoroastrianism was the main Persian religion, although other religions were tolerated. The major characteristics of the Persian Empire (present-day Iran) include:
  - Tolerance of conquered peoples
  - Development of an imperial bureaucracy
  - Construction of a road system
  - Practice of Zoroastrianism
    - Religion of Persia
    - Belief in two opposing forces in the universe
- The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization. Classical Greek civilizations emerged after the river valley civilizations. Greece became the first major civilization of Europe. The major characteristics of ancient Greek civilization were:
  - **Significant Locations and places**
    - Aegean Sea
    - Mediterranean Sea, Black Sea, Dardanelles

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did newer, more advanced cultures build on the foundations of the river valley civilizations?
- What were the major political, cultural, and economic contributions of the Persian Empire?
- What role did geography play in the development of Greek civilization?
- What were the significant cultural, political, and economic contributions of the Greeks?
- What were the causes, events, and outcomes of the Persian and Peloponnesian Wars?
- How were Sparta and Athens similar in terms of governance, society, and culture? How were they different?
- Who was Alexander the Great and what was his impact on culture and governance?

<ul style="list-style-type: none"> <li>■ Balkan and Peloponnesus peninsula-</li> <li>■ Asia Minor</li> <li>■ Athens, Sparta, Troy</li> <li>■ Macedonia</li> <li>○ <b>Major geographic features</b> <ul style="list-style-type: none"> <li>■ Southeastern-most region on the European continent</li> <li>■ Surrounded by water on three sides, with smaller peninsulas protruding from the mainland</li> <li>■ Mountains served as natural barriers and boundaries and prevented large-scale farming</li> <li>■ Deep bays and natural harbors along the coastlines</li> </ul> </li> <li>● Greek mythology was based on a polytheistic religion that was integral to culture, politics, and art in ancient Greece. Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology. Men, women, and slaves all had clearly defined roles in Greek society. <ul style="list-style-type: none"> <li>○ <b>Significance of Greek mythology</b> <ul style="list-style-type: none"> <li>■ Based on polytheistic religion</li> <li>■ Offered explanations of natural phenomena, human qualities, and life events</li> <li>■ <b>Greek gods and goddesses</b> <ul style="list-style-type: none"> <li>● Zeus, Hera, Apollo, Artemis, Athena, Aphrodite</li> <li>● Symbols and images in Western literature, art, and architecture</li> </ul> </li> </ul> </li> <li>○ <b>The Social structure of Greek civilization was hierarchical:</b> <ul style="list-style-type: none"> <li>■ Society was divided into free and enslaved populations.</li> <li>■ People became slaves by being captured as prisoners of war, born to enslaved parents, or by failing to repay their loans and debts. <ul style="list-style-type: none"> <li>● Enslaved people did not have power, political rights, or status.</li> <li>● Most families owned slaves as household servants or laborers.</li> </ul> </li> </ul> </li> </ul> </li> <li>● Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became an inspiration for modern democracies. Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy). <ul style="list-style-type: none"> <li>○ <b>Characteristics of citizenship in a Greek polis:</b></li> </ul> </li> </ul>	
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<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ Greek cities promoted civic and commercial life.</li> <li>■ Citizens (free adult males) had political rights and the responsibility of civic participation in government.</li> <li>■ Women and foreigners had no political rights.</li> <li>■ Slaves had no political rights.</li> </ul> </li> <li>○ <b>Characteristics of Governance in Athens:</b> <ul style="list-style-type: none"> <li>■ Stages in the evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy</li> <li>■ Tyrants who worked for reform: Draco, Solon</li> <li>■ Origin of democratic principles: Direct democracy, public debate, duties of the citizen</li> </ul> </li> <li>● <b>Characteristics of Society and Governance in Sparta:</b> <ul style="list-style-type: none"> <li>○ Oligarchy (rule by a small group)</li> <li>○ Rigid social structure</li> <li>○ Militaristic and aggressive society</li> <li>○ The Greeks defeated the Persian empire and preserved their political independence.</li> </ul> </li> <li>● Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War. The expansion of Greek civilization through trade and colonization led to the spread of Hellenic culture across the Mediterranean and Black Seas. <ul style="list-style-type: none"> <li>○ Importance of Persian Wars (499–449 B.C. [B.C.E.]) <ul style="list-style-type: none"> <li>■ Persian wars united Athens and Sparta against the Persian Empire.</li> <li>■ Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea.</li> <li>■ Athens preserved its independence and continued innovations in government and culture.</li> </ul> </li> </ul> </li> <li>● Athenian culture during the classical era became one of the foundation stones of Western civilization. <ul style="list-style-type: none"> <li>○ The major characteristics of the Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars) are: <ul style="list-style-type: none"> <li>■ Pericles extended democracy; most adult males had an equal voice.</li> <li>■ Pericles had Athens rebuilt after destruction in the Persian Wars; the Parthenon is an example of this reconstruction.</li> </ul> </li> <li>○ <b>Importance of Peloponnesian War (431–404 B.C. [B.C.E.])</b></li> </ul> </li> </ul>	
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- Caused in part by competition for control of the Greek world: Athens and the Delian League vs. Sparta and the Peloponnesian League
- Weakened Athens and Sparta, setting the stage for Macedonian conquests of Greece and the end of Greek democracy
- **Phillip of Macedonia and Alexander the Great**
  - Phillip of Macedonia's conquest returned Greece to a monarchy.
  - Alexander the Great's conquests, which stretched to western India, spread Greek influence in Egypt and the Near East.
- **Contributions of Greek culture to Western civilization**
  - Drama: Aeschylus, Sophocles
  - Poetry: Homer (*Iliad* and *Odyssey*)
  - History: Herodotus, Thucydides
  - Sculpture: Phidias
  - Architecture: Types of columns, including the Doric (Parthenon), Ionic, and Corinthian
  - Science: Archimedes, Hippocrates
  - Mathematics: Euclid, Pythagoras
  - Philosophy: Socrates, Plato, Aristotle

**Standard WH1.5 Classical Civilizations and the Rise of Religious Traditions (1000BCE to 500CE)**

**The student will understand ancient Rome from about 700BCE to 500CE in terms of its impact on Western civilization.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Describe 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 under Julius Caesar and the Roman Empire under Augustus Caesar.
- Describe 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.
- Describe the origins, beliefs, customs, and spread of Christianity, including the persecution and eventual adoption and transmission of Christianity, the New Testament, differences between the Eastern and Western churches, and the influence of Christianity throughout Europe, Middle Asia, the Middle East, and North Africa.
- Explain the influence of Rome, including but not limited to citizenship, the existence of slavery, rights under Roman law, Roman art, architecture, engineering, philosophy.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- The Italian peninsula was protected by the sea and the arc of the Alps mountains. After the collapse of Alexander the Great's empire, Rome gradually emerged as the dominant civilization around the Mediterranean and in Europe.
  - Key Locations and places**
    - Rome: Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers
    - Italian Peninsula
    - Alps: Protection
    - Mediterranean Sea: Protection, seaborne commerce
- Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a model for modern democracy. Conquests and trade spread Roman cultural and technological

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Where did the Roman civilization emerge and what geographic features contributed to its growth?
- What were the major characteristics of Roman society and how did that impact intellectual development?
- How did the political landscape of Roman civilization change over time and what were the characteristics of the Roman Republic and the Roman Empire?

achievements throughout the Roman Empire. Western civilization was influenced by the cultural achievements of ancient Rome.

- **Social structure in the Roman Republic**
  - Patricians: Powerful nobility (few in number)
  - Plebeians: Majority of population
  - Slaves: Not based on race; individuals who were captured as prisoners of war, born to enslaved parents, or who failed to repay their loans and debts
- **Citizenship in the Roman Republic**
  - Patrician and plebeian men
  - Selected foreigners
  - Rights and responsibilities of citizenship (e.g., taxes, military service)
- **Features of the Roman democracy**
  - Representative democracy
  - Assemblies
  - The Senate
  - Consuls
  - Laws of Rome codified as the Twelve Tables
- **Contributions of Ancient Rome**
  - Art and architecture: Pantheon, Colosseum, Forum
  - Technology: Roads, aqueducts, Roman arches
  - Science: Achievements of Ptolemy
  - Medicine: Emphasis on public health (public baths, public water systems, medical schools)
  - Language: Latin, Romance languages
  - Literature: Virgil's *Aeneid*
  - Law: The principle of "innocent until proven guilty" (from the Twelve Tables)
- After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.
  - **Punic Wars: Rome vs. Carthage (264–146 B.C. [B.C.E.])**
    - Rome and Carthage were in competition for trade.
    - Hannibal invaded the Italian Peninsula.
    - Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome.
  - **Evolution of the Roman Empire and spread of Roman culture**

- Mediterranean Basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
  - Western Europe (Gaul, British Isles)
- **Causes for the decline of the Roman Republic**
  - Spread of slavery in the agricultural system
  - Migration of small farmers into cities; unemployment
  - Civil war over the power of Julius Caesar
  - Devaluation of Roman currency; inflation
  - First Triumvirate
  - Julius Caesar: Seizure of power, assassination
- The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.
  - **The origin and evolution of Imperial Rome**
    - Augustus Caesar: Civil war; defeat of Marc Antony; became Rome's first emperor
    - Empire: Unified and enlarged, using imperial authority and the military
    - Failure to provide for peaceful succession of emperors
  - **The Pax Romana**
    - Two centuries of peace and prosperity under imperial rule
    - Expansion and solidification of the Roman Empire, particularly in the Near East
    - **Economic impact of the Pax Romana**
      - Established uniform system of money, which helped to expand trade
      - Guaranteed safe travel and trade on Roman roads
      - Promoted prosperity and stability
    - **Social impact of the Pax Romana**
      - Returned stability to social classes
      - Increased emphasis on the family
    - **Political impact of the Pax Romana**
      - Created a civil service
      - Developed a uniform rule of law
- Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.
  - **Causes for the decline of the Western Roman Empire**

<ul style="list-style-type: none"> <li>■ Geographic size: Difficulty of defense and administration</li> <li>■ Economy: The cost of defense and devaluation of Roman currency</li> <li>■ Military: Increasing reliance on foreigners to serve in and to lead the Roman army</li> <li>■ Declining Roman populations as a result of epidemic diseases</li> <li>■ Political problems: Civil conflict and weak administration</li> <li>■ Invasion: Germanic migrations and settlement</li> <li>○ <b>Division of the Roman Empire</b> <ul style="list-style-type: none"> <li>■ Creation of a second capital by Constantine at Byzantium, which he renamed Constantinople</li> <li>■ Survival of the Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman emperor</li> <li>■ Eastern Roman Empire (Byzantine Empire)</li> </ul> </li> <li>● The followers of Jesus spread Christianity throughout the Roman Empire, presenting a powerful challenge to Roman polytheism. <ul style="list-style-type: none"> <li>○ <b>Origins of Christianity</b> <ul style="list-style-type: none"> <li>■ Had its roots in Judaism</li> <li>■ Was led by Jesus of Nazareth, who was proclaimed the Messiah</li> <li>■ Conflicted with polytheistic beliefs of Roman Empire</li> </ul> </li> <li>○ <b>Beliefs, traditions, and practices of Christianity</b> <ul style="list-style-type: none"> <li>■ Monotheism</li> <li>■ Jesus as both Son and incarnation of God</li> <li>■ Life after death</li> <li>■ New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians</li> <li>■ Christian doctrines established by early church councils</li> </ul> </li> <li>○ <b>Spread of Christianity</b> <ul style="list-style-type: none"> <li>■ Popularity of the message</li> <li>■ Early martyrs inspired others</li> <li>■ Carried by the Apostles, including Paul, throughout the Roman Empire</li> </ul> </li> </ul> </li> </ul>	
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<ul style="list-style-type: none"><li>■ As the Roman Empire declined in the West, the Church of Rome grew in importance, followers, and influence.</li><li>○ <b>Impact of the Church of Rome in the late Roman Empire</b><ul style="list-style-type: none"><li>■ The Emperor Constantine converted to Christianity and made it legal.</li><li>■ Christianity later became the official state religion.</li><li>■ The Church became a source of moral authority.</li><li>■ The Church became the main unifying force of Western Europe.</li><li>■ Heresies such as Arianism and Donatism sometimes divided Christians.</li></ul></li><li>● During the Middle Ages, the Pope crowned the emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.<ul style="list-style-type: none"><li>○ <b>Influence of the Roman Catholic Church</b><ul style="list-style-type: none"><li>■ Secular authority declined, while Church authority grew.</li><li>■ Monasteries preserved Greco-Roman cultural achievements.</li><li>■ Missionaries carried Christianity and the Latin alphabet to Germanic tribes.</li><li>■ The Pope anointed Charlemagne Emperor in 800 A.D. (C.E.).</li><li>■ Parish priests served religious and social needs of the people.</li><li>■ Use of Latin language in the liturgy</li></ul></li></ul></li></ul>	
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**Standard WH1.6 Post-Classical Civilizations (300CE to 1000CE)**

The student will understand the Byzantine Empire and Eastern Europe from about 300 to 1000 CE.

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Explain the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describe the Byzantine Empire in time and place.
- Describe Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy.
- Characterize the role Byzantine art and architecture played in the preservation of Greek and Roman traditions.
- Explain the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.
- Analyze and explain the influence of Byzantine culture on Eastern Europe.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- The capital of the Eastern Roman Empire was established at Constantinople to provide political, economic, and military advantages.
  - **Location of Constantinople**
    - Protection of the eastern frontier
    - Distance from Germanic invasions in the western empire
    - Crossroads of trade
    - Easily fortified site on a peninsula bordered by natural harbors
  - **Role of Constantinople**
    - Seat of the Byzantine Empire until Ottoman conquest
    - Preserved classical Greco-Roman culture
    - Center of trade
- Through his codification of Roman law, Justinian provided the basis for the law codes of Western Europe. Although Justinian reconquered territory, the costs of his wars and the first appearance of the bubonic plague left the Byzantine Empire weakened.
- **Byzantine Emperor Justinian**
  - Codification of Roman law (impact on European legal codes)
  - Reconquest of former Roman territories
  - Expansion of trade

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What were the causes, events, and outcomes of the rise of the Byzantine Empire?
- What are the characteristics of the Byzantine Empire and what are the long-term cultural impacts of Byzantine culture?

- Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and of architecture. Greek and Roman traditions were preserved in the Byzantine Empire.
  - **Byzantine achievements in art and architecture**
    - Inspiration provided by Christian religion and imperial power
    - Icons (religious images)
    - Mosaics in public and religious structures
    - Hagia Sophia (a Byzantine domed church)
  - **Byzantine culture**
    - Continued flourishing of Greco-Roman traditions
    - Greek language (as contrasted with Latin in the West)
    - Greek Orthodox Christianity
    - Greek and Roman knowledge preserved in Byzantine libraries
- The cultural and political differences between the Eastern and Western Roman Empires weakened the unity of the Christian Church and led to its division.
  - **Eastern Church**
    - Centered in Constantinople
    - Close to the seat of power after Constantinople became capital
    - Use of Greek language in the liturgy
  - **Western Church**
    - Centered in Rome
    - Farther from the seat of power after Constantinople became capital
- **Division between Western and Eastern Churches**
  - Authority of the pope eventually accepted in the West
  - Authority of the patriarch accepted in the East
  - Practices such as celibacy eventually accepted in the West
- Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.
  - **Influence of Byzantine culture on Eastern Europe and Russia**
    - Trade routes between the Black Sea and the Baltic Sea
    - Adoption of Orthodox Christianity by Russia and much of Eastern Europe

<ul style="list-style-type: none"><li>■ Adoption of the Greek alphabet for the Slavic languages by St. Cyril (Cyrillic alphabet)</li><li>■ Church architecture and religious art</li></ul>	
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## Standard WH1.7 Post-Classical Civilizations (300CE to 1000CE)

The student will understand the Islamic civilization from about 600 to 1000 CE.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Identify the physical features and describe the relationship between climate, land and surrounding bodies and water, and nomadic and sedentary ways of life of the Arabian Peninsula.
- Describe the origins, beliefs, traditions, customs, persecution, Sunni-Shi'a division and spread of Islam.
- Describe 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.
- Describe 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, and new crops.
- Explain the cultural and scientific contributions and achievements of Islamic civilization.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### To be successful with this standard, students are expected to know and understand:

The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith. Muhammad and his followers spread Islam. Islamic traditions and practices developed over centuries and created a distinctive culture. Major historical turning points marked the spread and influence of Islamic civilization.

- **Origins of Islam**
  - Muhammad, the Prophet
- **Locations**
  - Arabian Peninsula
  - Mecca and Medina
- **Spread of Islam**
  - Across Asia and Africa and into Spain
  - Geographic extent of first Islamic empire
- **Beliefs, traditions, and practices of Islam**
  - Monotheism: Allah (Arabic word for God)
  - Qur'an (Koran): The word of God
  - Five Pillars of Islam

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Where did Islam initially emerge, where did it spread, and how did Islam spread?
- What are the characteristics of Islam?
- How did Islamic civilization contribute to the global intellectual landscape?

<ul style="list-style-type: none"> <li>○ Acceptance of earlier prophets such as Moses and Jesus</li> <li>● <b>Historical turning points</b> <ul style="list-style-type: none"> <li>○ Death of Ali: Sunni-Shi'a division</li> <li>○ Muslim conquests of Jerusalem and Damascus</li> <li>○ Islamic capital moved to Baghdad by Abbasids</li> <li>○ Muslim defeat at the Battle of Tours</li> </ul> </li> </ul> <p>In the first three centuries after Muhammad's death, Muslim rule expanded rapidly, overcoming geographic barriers, facilitated by weakened political empires. Political unity and the Arabic language facilitated trade and stimulated intellectual activity.</p> <ul style="list-style-type: none"> <li>● <b>Geographic influences on the origin and spread of Islam</b> <ul style="list-style-type: none"> <li>○ Diffusion along trade routes from Mecca and Medina</li> <li>○ Expansion despite great distances, desert environments, and mountain barriers</li> <li>○ Spread into the Fertile Crescent, Iran, and Central Asia facilitated by weak Byzantine and Persian empires</li> </ul> </li> <li>● <b>Geographic influences on economic, social, and political development</b> <ul style="list-style-type: none"> <li>○ Political unity of the first Islamic empire was short-lived</li> <li>○ Arabic language spread with Islam and facilitated trade across Islamic lands</li> <li>○ Slavery was not based on race</li> </ul> </li> </ul> <p>Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and had a major global impact.</p> <ul style="list-style-type: none"> <li>● <b>Cultural contributions and achievements</b> <ul style="list-style-type: none"> <li>○ Architecture (Dome of the Rock)</li> <li>○ Mosaics</li> <li>○ Arabic alphabet</li> <li>○ Universities</li> <li>○ Translation of ancient texts into Arabic</li> </ul> </li> <li>● <b>Scientific contributions and achievements</b> <ul style="list-style-type: none"> <li>○ Arabic numerals (adapted from India, including zero)</li> <li>○ Algebra</li> <li>○ Medicine</li> </ul> </li> </ul>	
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○ Expansion of geographic knowledge	
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**Standard WH1.8 Post-Classical Civilizations (300CE to 1000CE)****The student will understand the civilizations of Post-classical China.****Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Describe the reunification of China under the Sui dynasty and the reasons for the spread of Buddhism in Tang China, Korea, and Japan.
- Describe agricultural, technological, and commercial developments during the Tang and Sung periods.
- Analyze the influences of Confucianism and changes in Confucian thought during the Song.
- Describe the development of the imperial state and the scholar-official class.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The reunification of China under the Sui Dynasty after centuries of division and disunity was driven by a combination of military conquests, political ambition, infrastructure development, and efforts to counter external threats. Emperor Wendi's policies helped stabilize the empire and laid the foundation for subsequent dynastic rule in China.

- Military campaigns under Emperor Wendi defeated rival states and established Sui dominance
- The Sui Dynasty implemented ambitious infrastructure projects
  - construction of the Grand Canal
  - restoration of the Great Wall.
  - Building projects facilitated transportation, trade, and communication and increased prosperity and administrative efficiency.
- The Sui centralized political authority by establishing a strong central government with administrative reforms aimed at strengthening imperial control over the provinces.

Alongside reunification, The Tang and Song Dynasty embraced Confucianism as the dominant ideology guiding state policies and governance.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did China reunify under the Sui? How did the Sui revitalize China economically and politically?
- What were the cultural characteristics of China under the Tang and the Song dynasties?
- How did China once again become a strong imperial state?
- What were the characteristics of post-Classical Chinese society?



- Confucian principles: emphasize social harmony, filial piety, and hierarchical order
- Revived the merit-based Civil Service Examination System to recruit scholar-bureaucrats

Both the Tang and Song dynasties were periods of remarkable cultural, intellectual, and technological achievements. The Song dynasty's military weaknesses ultimately led to its downfall and the conquest of northern China by the Mongols.

- **Tang Dynasty Characteristics**

- **Political Stability:** strong central government under the rule of Emperor Taizong
- **Cultural Flourishing:** golden age of Chinese culture and arts including poetry, literature, calligraphy, and painting
- Buddhism played a prominent role
  - construction of temples, monasteries
  - Empress Wu Zetian even declared Buddhism as the state religion for a short period.
- **Trade and Foreign Relations:** engaged in trade, cultural exchanges with countries as far as Persia and Byzantium.
- **Economic Prosperity**

- **Song Dynasty characteristics**

- **Neo-Confucianism:** Scholars synthesized Confucianism with Buddhist and Daoist ideas, shaping the intellectual landscape of the era.

- **Urbanization and Commerce:** cities emerged as vibrant marketplaces leading to the rise of a mercantile class

- **Military Weakness:** the Song Dynasty faced military challenges from northern nomadic tribes like the Jurchen peoples.

**Standard WH1.9 Post-Classical Civilizations (300CE to 1000CE)**

**The student will understand Western Europe during the Middle Ages from about 500CE to 1000CE in terms of its impact on Western civilization.**



<b>Benchmarks</b>	
Key knowledge and skills we want students to know and be able to do	
<ol style="list-style-type: none"> <li>Locate and describe the societies of Western Europe during the Middle Ages in time and place.</li> <li>Describe the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne.</li> <li>Explain the social, religious, and cultural development of the Magyars and Anglo-Saxons.</li> <li>Describe the social, religious, and cultural patterns of the Vikings.</li> <li>Evaluate and explain the development of feudalism and the manor system</li> <li>Locate and explain major global and regional trade routes</li> </ol>	
<b>Essential Knowledge</b>	<b>Essential Questions</b>
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p>After the collapse of the Western Roman Empire, Germanic and Scandinavian kingdoms emerged as powerful forces.</p> <ul style="list-style-type: none"> <li><b>Foundations of early medieval society</b> <ul style="list-style-type: none"> <li>Classical heritage of Rome</li> <li>Christian beliefs</li> <li>Customs of Germanic tribes</li> </ul> </li> </ul> <p>Germanic civilization was influenced by various cultural forces as it established itself in Europe.</p> <ul style="list-style-type: none"> <li><b>Location</b> <ul style="list-style-type: none"> <li>Scandinavia—Vikings</li> <li>England—Angles and Saxons</li> <li>Present-day France and Germany—Franks</li> </ul> </li> </ul> <p>Frankish kings used military power to expand their territory. The alliance between Frankish kings and the Church increased papal authority and influence in Western Europe.</p> <ul style="list-style-type: none"> <li><b>Social, religious, and cultural development during the Age of Charlemagne</b> <ul style="list-style-type: none"> <li>Franks emerged as a force in Western Europe.</li> <li>The Pope crowned Charlemagne emperor.</li> <li>Power of the Church was established in political life.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>When did medieval society emerge and what cultural and political forces led to the emergence of this unique era in European history?</li> <li>What role did the Church play in medieval times?</li> <li>Who were the Franks and what impact did they have on governance in Europe?</li> <li>How did the Vikings impact the development of Europe between 500CE and 1000CE?</li> <li>What unique economic and political systems emerged in Europe to organize society in the absence of large scale, centralized rule?</li> <li>What were the major trade routes that emerged during the medieval period, what regions did they connect, and what ideas and goods traveled along these routes?</li> </ul>

<ul style="list-style-type: none"> <li>• Classical Roman Latin was revived as the language of scholars but disappeared as a language of everyday life, replaced by French, Italian, Spanish, or other languages.             <ul style="list-style-type: none"> <li>◦ Most of Western Europe was included in the new empire.</li> <li>◦ Churches, roads, and schools were built to unite the empire.</li> </ul> </li> </ul> <p>Invasions by Angles, Saxons, and Magyars disrupted the social, economic, and political order of Europe.</p> <ul style="list-style-type: none"> <li>• <b>Social, religious, and cultural development</b> <ul style="list-style-type: none"> <li>◦ Anglos and Saxons migrated to England in the fifth century.</li> <li>◦ The Magyars migrated to central Europe in the tenth century.</li> <li>◦ Tribal units were led by chieftains.</li> </ul> </li> <li>• Invasions disrupted trade; towns declined.             <ul style="list-style-type: none"> <li>◦ The Angles, Saxons, and Magyars gradually converted to Christianity.</li> <li>◦ After converting to Christianity, the Angles, Saxons, and Magyars adopted literacy.</li> </ul> </li> </ul> <p>Invasions by Vikings disrupted the social, economic, and political order of Europe.</p> <ul style="list-style-type: none"> <li>• <b>Social, religious, and cultural development</b> <ul style="list-style-type: none"> <li>◦ The Viking attacks took place mostly in the 9th and 10th centuries.</li> <li>◦ Tribal units were led by chieftains.</li> <li>◦ Lack of arable land led to exploration and invasion.</li> <li>◦ Invasions disrupted trade; towns declined.</li> <li>◦ The Vikings observed a polytheistic religion, but gradually converted to Christianity.</li> <li>◦ Viking attacks contributed to the collapse of the Frankish Empire founded by Charlemagne.</li> <li>◦ Vikings settled in the areas known today as Russia, Iceland, and Greenland, and briefly in North America.</li> <li>◦ Eastern European sea and river trade.</li> </ul> </li> </ul> <p>The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with landholding lords who promised them protection.</p> <ul style="list-style-type: none"> <li>• Invasions shattered Roman protection over the Empire.</li> </ul>	
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- Feudalism emerged gradually between the fall of the Western Roman Empire (fifth century) and the collapse of the Carolingian Empire (tenth century).

- **Feudal society during the Middle Ages**

- Fiefs
- Vassals
- Serfs
- Feudal obligations

- **Manorial system during the Middle Ages**

- Rigid class structure
- Self-sufficient manors

During the medieval period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.

- **Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)**

- Silk Routes across Asia to the Mediterranean Basin
- Maritime routes across the Indian Ocean
- Trans-Saharan routes across North Africa
- Northern European links with the Black Sea
- South China Sea and lands of Southeast Asia

**Standard WH1.10 Regional Interactions, 1000CE - 1500CE**

**The student will understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Locate early civilizations and kingdoms in time and place and describe major geographic features.
- Explain the development of social, political, economic, religious, and cultural patterns in each region.
- Evaluate and explain the European interactions with these societies, with emphasis on trading and economic interdependence.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

African civilizations developed in sub-Saharan West and East Africa. Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere. States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in West Africa, Axum in East Africa, and Zimbabwe in southeastern Africa.

- **Axum**
  - Location relative to the Ethiopian Highlands and the Nile River
  - Between the third and sixth century A.D. (C.E.)
    - Became a great market in northeastern Africa
    - Merchants traded with civilizations beyond the Nile River
  - During the fourth century A.D. (C.E.)
    - Became a Christian kingdom
    - Became politically and economically linked to Roman Egypt
- **Zimbabwe**
  - Location relative to the Zambezi River, the Limpopo river, and the Indian Ocean coast

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What major African kingdoms emerged between 1000 CE and 1500 CE? What economic factors led to their regional dominance and what were the major political and cultural characteristics of each?
- How were different regions of the world becoming more interconnected during the medieval period?
- What factors contributed to the early foundation of European exploration?

- City of Great Zimbabwe as capital of a prosperous empire
- Utilized Indian Ocean trade routes to connect with Asia

- **West African kingdoms**

- Location of Ghana, Mali, and Songhai empires relative to the Niger River and the Sahara
- Importance of gold and salt to trans-Saharan trade
- City of Timbuktu as center of trade and learning
- Roles of animism and Islam

The expanding economies of European states stimulated increased trade and a desire for exploration.

- **Factors contributing to the European exploration**

- Demand for gold, spices, and natural resources in Europe
- Support for diffusion of Christianity
- Political and economic competition between European empires
- Innovations of European and Islamic origins in navigational arts
- Pioneering role of Prince Henry the Navigator
- European trading posts were established along the coast of Africa.

**Standard WH1.11 Regional Interactions, 1000CE - 1500CE**

**The student will understand the civilizations and empires of Asia, with emphasis on Feudal Japan and China.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Locate and explain major global and regional trade routes.
- Explain technological advances and transfers, networks of economic interdependence, and cultural interactions.
- Explain the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region.
- Evaluate the impact of the Mongol Empire throughout Asia.
- Describe 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.
- Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Regional trade networks and long-distance trade routes in Asia aided the diffusion and exchange of technology and culture.

- **Goods**

- Spices from lands around the Indian Ocean
- Textiles from India, China, the Middle East, and later Europe
- Porcelain from China and Persia

- **Technology**

- Paper from China through the Muslim world to Byzantium and Western Europe
- New crops from India (e.g., for making sugar)
- Waterwheels and windmills from the Middle East
- Navigation: Compass from China, lateen sail from Indian Ocean region

- **Ideas**

- Spread of religions across the hemisphere
- Buddhism from China to Korea and Japan
- Hinduism and Buddhism from India to Southeast Asia

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What were the impacts of global interconnectedness in terms of the spread of goods, technology, and ideas?
- What was the political and cultural impact of China in the region of East and Southeast Asia?

- Islam into West Africa, Central and Southeast Asia
- Printing and paper money from China
- Japanese cultural development was influenced by proximity to China.

Shinto and Buddhism coexisted as religious traditions in Japanese culture.

- **Location and place**

- Mountainous Japanese archipelago (four main islands)
- Sea of Japan or East Sea between Japan and Asian mainland
- Proximity to China and Korea

- **Influence of Chinese culture**

- Writing
- Architecture
- Buddhism

- **Shinto**

- Ethnic religion unique to Japan
- Importance of natural features, forces of nature, and ancestors
- State religion; worship of the emperor
- Coexistence with Buddhism

Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.

- **The Mongols**

- Nomadic herders
- Genghis Khan
- Golden Horde
- Mongols converted to local religions, such as Islam, after conquest

- **Mongol armies**

- Invaded Russia, China, and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

The twelfth century in Japan marked a pivotal period of transition characterized by the rise of warrior clans, the establishment of feudalism, and the consolidation of samurai power, which laid the groundwork for the subsequent era of medieval Japan. Feudal Japan is characterized by a hierarchical system based on obligations and



loyalty, with each tier fulfilling specific duties and responsibilities to those above them in the social order. Feudal society was based on values of loyalty, honor, and duty, as embodied in the warrior code of Bushido.

- **Emperor:** ruler of Japan, considered divine in status, but often held little real political power during this period.
- **Shogun:** military commander who held the real power in Japan, controlled the government and military, appointed by emperor
- **Daimyo:** feudal lords who governed large territories in Japan, pledged loyalty to the shogun in exchange for land and military support.
- **Samurai:** warrior class who served the daimyo, trained in martial arts and adhered to a strict code of honor called Bushido
- **Peasants:** largest social class in feudal Japan, peasants worked the land owned by the daimyo in exchange for protection
- **Artisans and Merchants:** Though ranked below the samurai and peasants in social status, artisans and merchants produced goods, facilitated trade, and contributed to the economy.

The rise of militarism in Japan during the twelfth century was largely influenced by the country's tumultuous political landscape and the emergence of powerful warrior clans. Several key factors contributed to this:

- Feudal Fragmentation and lack of centralized government
- Strengthening of the Samurai Class
- Influence of Buddhism
  - Promoting warrior culture and militarism in Japan during this period.
  - Zen Buddhism emphasized discipline, meditation, and the warrior spirit, which resonated reinforced samurai culture and reinforced a militaristic mindset.

**Standard WH1.12 Regional Interactions, 1000CE - 1500CE**

**The student will understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan.**



<b>Benchmarks</b>	
Key knowledge and skills we want students to know and be able to do	
a. Locate early civilizations in time and place and describe major geographic features. b. Explain the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas. c. Evaluate and explain the European interactions with these societies, with emphasis on trading and economic interdependence.	
<b>Essential Knowledge</b>	<b>Essential Questions</b>
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b>            The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.</p> <ul style="list-style-type: none"> <li>• <b>Mayan civilization</b> <ul style="list-style-type: none"> <li>◦ Located in the Mexican and Central American rain forests</li> <li>◦ Represented by Chichén Itzá</li> <li>◦ Groups of city-states ruled by kings</li> <li>◦ Economy based on agriculture and trade</li> <li>◦ Polytheistic religion: Pyramids</li> </ul> </li> <li>• <b>Aztec civilization</b> <ul style="list-style-type: none"> <li>◦ Located in arid valley in central Mexico</li> <li>◦ Represented by Tenochtitlan</li> <li>◦ Ruled by an emperor</li> <li>◦ Economy based on agriculture and tributes from conquered peoples</li> <li>◦ Polytheistic religion: Pyramids, rituals</li> </ul> </li> <li>• <b>Incan civilization</b> <ul style="list-style-type: none"> <li>◦ Located in the Andes Mountains of South America</li> <li>◦ Represented by Machu Picchu</li> <li>◦ Ruled by an emperor</li> <li>◦ Economy based on high-altitude agriculture</li> <li>◦ Polytheistic religion</li> <li>◦ Road system</li> </ul> </li> <li>• <b>Achievements of Mayan, Aztec, and Incan civilizations</b> <ul style="list-style-type: none"> <li>◦ Calendars</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Where were the major Pre-Columbian American civilizations located and what were the major characteristics of each?</li> <li>• What factors motivated European exploration and subsequent colonization of the Americas?</li> </ul>

<ul style="list-style-type: none"><li>○ Mathematics</li><li>○ Writing and other record-keeping systems</li><li>○ The expanding economies of European states stimulated trade and a desire for exploration.</li><li>● <b>Factors contributing to the European exploration</b><ul style="list-style-type: none"><li>○ Demand for gold, spices, and natural resources in Europe</li><li>○ Support for diffusion of Christianity</li><li>○ Political and economic competition between European empires</li><li>○ European and Islamic origins and development of navigational tools</li></ul></li><li>● <b>Establishment of overseas empires and decimation of indigenous populations</b><ul style="list-style-type: none"><li>○ Spain—Christopher Columbus</li><li>○ England—John Cabot</li></ul></li></ul>	
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**Standard WH1.13 Regional Interactions, 1000CE - 1500CE**

**The student will understand the social, economic, and political changes and cultural achievements in the high and late medieval periods.**



<b>Benchmarks</b>	
Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"> <li>a. Describe the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each.</li> <li>b. Explain conflicts across Europe and Asia, including the Crusades and the fall of Constantinople.</li> <li>c. Explain patterns of crisis and recovery related to the Black Death (bubonic plague).</li> <li>d. Evaluate and explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.</li> </ul>	
<b>Essential Knowledge</b>	<b>Essential Questions</b>
Key facts, concepts, and ideas needed to successfully meet benchmarks	Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p>European monarchies consolidated their power in the high and late medieval periods.</p> <ul style="list-style-type: none"> <li>• <b>England</b> <ul style="list-style-type: none"> <li>◦ William the Conqueror, leader of the Norman Conquest, united most of England.</li> <li>◦ King John signed the Magna Carta, limiting the king's power.</li> <li>◦ The Hundred Years' War between England and France helped define England as a nation.</li> <li>◦ Parliament evolved.</li> </ul> </li> <li>• <b>France</b> <ul style="list-style-type: none"> <li>◦ The Capetian dynasty united most of France, and King Philip II (Augustus) made Paris the French capital.</li> <li>◦ The Hundred Years' War between England and France helped define France as a nation.</li> <li>◦ Joan of Arc was a unifying factor.</li> </ul> </li> <li>• <b>Spain</b> <ul style="list-style-type: none"> <li>◦ Ferdinand and Isabella unified most of Spain and expelled Jews and Moors.</li> <li>◦ Spanish Empire in the Western Hemisphere expanded under Charles V.</li> </ul> </li> <li>• <b>Russia</b></li> </ul>	<ul style="list-style-type: none"> <li>• What major European countries centralized their rule in the high and late medieval period and what were the characteristics of their governments?</li> <li>• What major conflicts occurred during the high and late medieval periods and what were their long-term impacts?</li> <li>• What impact did the Bubonic plague have on Europe?</li> <li>• What factors contributed to the fall of the Byzantine Empire?</li> <li>• What role did the Church play in society and the re-emergence of intellectual culture in Europe?</li> </ul>

<ul style="list-style-type: none"> <li>○ Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation.</li> <li>○ Power was centralized in the hands of the tsar.</li> <li>○ The Orthodox Church influenced unification.</li> </ul> <p>The Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims. Ottoman Turks conquered the Byzantine Empire.</p> <ul style="list-style-type: none"> <li>● <b>Key events of the Crusades</b> <ul style="list-style-type: none"> <li>○ Pope Urban's speech</li> <li>○ The capture of Jerusalem</li> <li>○ Founding of Crusader states</li> <li>○ Loss of Jerusalem to Saladin</li> <li>○ Sack of Constantinople by western Crusaders</li> </ul> </li> <li>● <b>Effects of the Crusades</b> <ul style="list-style-type: none"> <li>○ Strengthened monarchs, who gained new powers of taxation in conjunction with the Crusades</li> <li>○ Caused disillusionment with popes and nobles, who began to launch and fight crusades against fellow Christians</li> <li>○ Stimulated trade throughout the Mediterranean area and the Middle East</li> <li>○ Left a legacy of bitterness among Christians, Jews, and Muslims</li> <li>○ Weakened the Byzantine Empire</li> </ul> </li> <li>● <b>Economic effects of the Crusades</b> <ul style="list-style-type: none"> <li>○ Increased access to Middle Eastern products</li> <li>○ Stimulated production of goods to trade in Middle Eastern markets</li> <li>○ Encouraged the use of credit and banking</li> </ul> </li> <li>● <b>Constantinople</b> <ul style="list-style-type: none"> <li>○ Fell to the Ottoman Turks in 1453, ending the Byzantine Empire</li> <li>○ Became capital of the Ottoman Empire</li> </ul> </li> </ul> <p>In the fourteenth century, the Black Death (bubonic plague) decimated the population of much of Asia and then the population of much of Europe. Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.</p> <ul style="list-style-type: none"> <li>● <b>Church scholars</b></li> </ul>	
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Catholic Diocese of Richmond

<ul style="list-style-type: none"><li>○ Were among the very few who could read and write</li><li>○ Worked in monasteries</li><li>○ Translated Greek and Arabic works into Latin</li><li>○ Made new knowledge in philosophy, medicine, and science available in Europe</li><li>○ Laid the foundations for the rise of universities in Europe in the thirteenth century</li></ul>	
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## Standard WH1.14

**The student will demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.**



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. Select and synthesize evidence from information sources.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources.
- e. Compare and contrast historical, cultural, economic, and political perspectives.
- f. Determine cause and effect to analyze connections.
- g. Use decision-making models to analyze and explain the incentives for and consequences of a specific choice.
- h. Engage and communicate as civil and informed individuals with different perspectives.
- i. Develop products that reflect an understanding of research and content.
- j. Contextualize and corroborate sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### **At a developmentally appropriate level, students are expected to**

Select and synthesize evidence from information sources, including but not limited to

- artifacts,
- primary/secondary sources,
- charts, graphs, and diagrams of events in world history.

Apply geographic skills to determine and predict patterns and trends of people, places, or events.

Question to construct arguments using evidence from multiple sources.

Investigate and analyze evidence from multiple sources to

- construct arguments
- draw conclusions.

Compare and contrast perspectives

- historical,

- cultural,
- economic
- political

Determine cause and effect to analyze connections.

Use decision-making models, including but not limited to

- T-charts
- Venn diagrams.

Engage and communicate as civil and informed individuals with different perspectives.

Develop products that reflect an understanding of research and content.

Contextualize and corroborate sources to evaluate sources for

- credibility
- propaganda
- bias
- and determine patterns and trends to understand the ancient world.





## HS – World History 2

### The student will:

- analyze the political, cultural, geographic, and economic conditions in the world around 1500 C.E.
- analyze the Renaissance and Protestant Reformation in terms of their impacts on Western civilization.
- describe European exploration.
- 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.) to about 1800 (C.E.).
- understand Asia from approximately 1500 C.E. approximately 1800 C.E.
- understand sub-Saharan Africa from approximately 1500 C.E. to approximately 1800 C.E.
- analyze the global impact of changes in European nations between 1800 and 1900.
- explain global changes during the twentieth century.
- understand the causes, events, and impacts of World War I.
- understand the causes, events, and impacts of World War II.
- understand the significance of the Cold War during the second half of the twentieth century.
- identify the political, economic, and socioeconomic aspects of independence movements and decolonization.
- explain global changes during the twenty-first century.
- demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.

## Standard W2.1 The World of 1500: Renaissance, Reformation, and Exploration

The student will analyze the political, cultural, geographic, and economic conditions in the world around 1500 C.E.



<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Locate major states and empires. b. Analyze major trade patterns, regional and global interactions, cultural exchanges, and technological and scientific exchanges.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p><b><u>Major states and empires of 1500 include:</u></b></p> <p><b>Western Europe</b></p> <ul style="list-style-type: none"> <li>• England</li> <li>• France</li> <li>• Spain</li> </ul> <p><b>Eastern Europe/Mideast</b></p> <ul style="list-style-type: none"> <li>• Russia</li> <li>• Ottoman Empire</li> </ul> <p><b>Americas</b></p> <ul style="list-style-type: none"> <li>• Incan Empire</li> <li>• Aztec Empire</li> </ul> <p><b>Far East</b></p> <ul style="list-style-type: none"> <li>• China</li> <li>• India</li> </ul> <p><b>Africa</b></p> <ul style="list-style-type: none"> <li>• Songhai</li> </ul> <p><b><u>Traditional trade patterns linking Europe with Asia and Africa existing around 1500 include:</u></b></p> <ul style="list-style-type: none"> <li>• Silk Road</li> <li>• Maritime routes across the Indian Ocean</li> <li>• Trans-Saharan routes</li> </ul>	<ul style="list-style-type: none"> <li>• In the World of 1500, what were the major states and empires and where were they located?</li> <li>• In the World of 1500, what were the major trade routes and how were they conduits for cultural and technological exchange?</li> </ul>

<ul style="list-style-type: none"><li>• Northern European links with the Black Sea</li><li>• Western European sea and river trade</li><li>• South China Sea and lands of Southeast Asia</li></ul> <p><b>Importance of trade patterns</b></p> <ul style="list-style-type: none"><li>• Exchange of products and ideas</li></ul> <p><b>Products exchanged along trade routes</b></p> <ul style="list-style-type: none"><li>• Paper, compasses, silk, porcelain (China)</li><li>• Cotton, gems, spices (India)</li><li>• Textiles (India and the Middle East)</li><li>• Gold, salt (Africa)</li></ul> <p><b>Ideas exchanged along trade routes</b></p> <ul style="list-style-type: none"><li>• Numeral system (India and the Middle East)</li><li>• Scientific knowledge—medicine, astronomy, mathematics</li></ul>	
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## Standard W2.2 The World of 1500: Renaissance, Reformation, and Exploration

The student will analyze the Renaissance and Protestant Reformation in terms of their impacts on Western civilization.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe artistic, literary, and intellectual ideas of the Italian Renaissance.
- Describe artistic, literary, and intellectual ideas of the Northern Renaissance.
- Explain 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.
- Describe how the Renaissance and Reformation led to changing cultural values, traditions, and philosophies, and the role of the printing press in disseminating these changes.
- Describe the effect of religious conflicts on society and government actions, including but not limited to the Inquisition and the Catholic Reformation.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

#### The Italian Renaissance

- “Rebirth” of classical knowledge; “birth” of the modern world
- Spread of the Renaissance from the Italian city-states to northern Europe (result of migration and cultural diffusion)

#### Intellectual Contributions of the Italian Renaissance

- Accomplishments in the visual arts: Michelangelo, Leonardo da Vinci, Albrecht Dürer
- Accomplishments in literature: Machiavelli, Erasmus, Petrarch
- Accomplishments in intellectual ideas: Humanism, secularism

#### Intellectual Contributions of the Northern Renaissance:

##### Contributions from England:

- William Shakespeare: poet, created works such as *Romeo and Juliet*, *King Lear*, etc.
- Role of Elizabeth I in supporting intellectual achievement

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why did the Renaissance begin in Italy?
- How was the intellectual landscape transformed by the contributions of Renaissance artists and thinkers?
- How did the Renaissance spread and why was the Northern Renaissance remarkable?
- How did the Renaissance change the intellectual world?
- Why did Martin Luther found Lutheranism and how do their beliefs differ from those of Catholicism? What impact did the Protestant Reformation have on Germany?
- Why did John Calvin found Calvinism and how do its beliefs differ from those of Catholicism? What impact did the Protestant Reformation have on France?
- Why did Henry VIII start the National Church of England and how does its belief differ from those of Catholicism?
- How did the Catholic Church respond to the Protestant Reformation?
- How were new ideas spread during the Renaissance and the Reformation?

<p><b>German artistic contributions:</b></p> <ul style="list-style-type: none"><li>● Albrecht Durer: painter, artist, writer</li><li>● Hans Holbein: known for portraits (one of the most famous being of Henry VIII)</li></ul> <p><b>Dutch artistic contributions:</b></p> <ul style="list-style-type: none"><li>● Jan van Eyck: oil painting techniques</li><li>● Pieter Bruegel: works focused on contemporary life</li><li>● Desiderius Erasmus: <i>The Praise of Folly</i></li></ul> <p><b><u>Protestant Reformation</u></b></p> <ul style="list-style-type: none"><li>● Protestant Reformation in Europe, which was a religious change instigated in 1517 by Protestants who wished to reform the Catholic Church.</li></ul> <p><b>Causes of the Protestant Reformation</b></p> <ul style="list-style-type: none"><li>● German and English nobility disliked Italian domination of the Church.</li><li>● The Church's great political power and wealth caused conflict.</li><li>● Church corruption and the sale of indulgences were widespread and caused conflict.</li><li>● Early dissenters (John Wycliffe and Jan Huss) led early efforts to reform the Church.</li></ul> <p><b>Martin Luther begins the Protestant Reformation and founds the Lutheran Church in Germany</b></p> <ul style="list-style-type: none"><li>● Views: Salvation by faith alone; Bible as the ultimate authority; all humans equal before God</li><li>● Actions: 95 Theses, birth of the Protestant Church; initiated the Protestant Reformation that splintered Catholic Europe</li><li>● Princes in Northern Germany converted to Protestantism, ending the authority of the Pope in their states.</li><li>● The Hapsburg family and the authority of the Holy Roman Empire continued to support the Roman Catholic Church.</li><li>● Conflict between Protestants and Catholics resulted in devastating wars (e.g., Thirty Years' War).</li></ul> <p><b>John Calvin begins the Calvinist tradition in France</b></p> <ul style="list-style-type: none"><li>● Views: Single predestination (God chooses those to be saved and those to be punished)</li></ul>	<ul style="list-style-type: none"><li>● What are the long-term intellectual impacts of the Renaissance and Reformation and how were new ideas disseminated?</li></ul>
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- Actions: Expansion of the Protestant Movement
- After more than 30 years of war between Catholics and Protestants, the Catholic monarchy granted Protestant Huguenots freedom of worship by the Edict of Nantes.
- Cardinal Richelieu exploited the religious conflict (Thirty Years' War) for political ends.

**King Henry VIII started the National Church of England in England**

- Views: Disagreed with the authority of the Pope in Rome
- Actions: Divorced; broke ties with papal authority; headed the national church in England; appropriated lands and wealth of the Roman Catholic Church in England

**Queen Elizabeth I established the Anglican tradition in England**

- Views: Tolerance for dissenters, expansion, and colonialism
- Actions: supported the Renaissance, Commissioned the 39 Articles; victory over the Spanish Armada (1588)

**Catholic Reformation Counter-Reformation:**

- The Council of Trent reaffirmed most Church doctrine and practices.
- The Society of Jesus (the Jesuits) was founded to spread Catholic doctrine around the world.
- The Inquisition was used to reinforce Catholic doctrine.

**Changing cultural values, traditions, and philosophies**

- Growth of secularism and skepticism in reaction against religious warfare
- Growth of individualism
- Eventual growth of religious tolerance

**Role of the printing press in spreading ideas**

- Growth of literacy was stimulated by the Gutenberg printing press.
- The Bible was printed in vernacular languages such as English, French, and German.
- These factors had an important impact on spreading the ideas of the Reformation and the Renaissance.



## Standard W2.2 The World of 1500: Renaissance, Reformation, and Exploration

The student will describe European exploration.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Explain the political, social, cultural, and economic goals of European exploration and colonization.
- Compare and contrast the social, political, economic and cultural effects of European colonization and the responses of indigenous peoples in Africa, Asia, and the Americas.
- Analyze how competition for colonies among Britain, France, and Spain changed the economic system of Europe.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

#### Political, social, cultural, and economic goals of European exploration and colonization:

- Demand for gold, spices, and natural resources in Europe
- Support for the diffusion of Christianity
- Political and economic competition between European empires
- Innovations of European and Islamic origins in navigational arts
- Pioneering role of Prince Henry the Navigator

#### Establishment of overseas empires and decimation of indigenous populations

- Portugal: Vasco da Gama
- Spain: Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan
- England: Francis Drake
- France: Jacques Cartier

#### Cultural effects of European colonization and the responses of indigenous people Americas

- Expansion of the Spanish Empire into South and Central America
- Expansion of the British Empire into North America

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why did sustained exploratory activity begin and continue in Europe?
- Who were the major explorers and why were they significant?
- How were the people of America, Asia, and Africa affected by European exploration and subsequent colonization?
- What were the short term and long-term impacts of exploration?

- Expansion of the Portuguese Empire into South America
- Expansion of the French Empire into North America

**Africa**

- Expansion of trade between Europe and Africa (gold, slaves, and other resources)
- European trading posts along the coast

**Asia**

- Colonization by small groups of merchants (India, the Indies, China)
- Establishment of trading companies (Portuguese, Dutch, British)

**Americas**

- European emigration to North and South America
- Demise of Aztec and Incan Empires
- Forced migration of Africans who had been enslaved
- Colonies' imitation of the cultural and social patterns of their parent countries
- Influence of Catholic and Protestant colonists who carried their faith, language, and cultures to new lands
- Religious conversion of indigenous peoples

**Africa**

- Expansion of the slave trade
- Introduction of firearms to African society
- Destruction of families as a result of the slave trade
- Loss of the fittest members of society to the slave trade

**Asia**

- European influence was not welcomed
- Conflict over attempts to spread Christianity
- Restrictions on European trade and cultural influence

**Economic changes and establishment of new patterns of interactions:**

**Columbian Exchange**

- Western Hemisphere agricultural products, such as corn, potatoes, and tobacco, changed European lifestyles.
- European horses and cattle changed the lifestyles of American Indians.



<ul style="list-style-type: none"><li>• European diseases, such as smallpox, killed more than half of American Indians.</li></ul> <p><b>Impact of the Columbian Exchange</b></p> <ul style="list-style-type: none"><li>• Shortage of labor to grow cash crops led to the use of African slaves.</li><li>• Slavery was based on race.</li><li>• The European plantation system in the Caribbean and the Americas destroyed indigenous economics and damaged the environment.</li></ul> <p><b>Export of precious metals</b></p> <ul style="list-style-type: none"><li>• Gold and silver exported to Europe and Asia</li><li>• Impact on indigenous empires of the Americas</li><li>• Impact on Spain and international trade</li></ul> <p><b>Triangular trade</b></p> <ul style="list-style-type: none"><li>• Linked Europe, Africa, and the Americas</li><li>• Slaves, sugar, and rum were traded</li></ul>	
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## Standard W2.3 The Scientific Revolution, Absolutism, Enlightenment, and the Age of Revolutions

The student will 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.) to about 1800 (C.E.).



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Define and describe how the Scientific Revolution and Enlightenment influenced the European view of the world.
- Analyze Enlightenment themes and how they influenced the political foundations of the United States.
- Describe the political, social, and cultural characteristics of the Age of Absolutism and the characteristics of absolute monarchs.
- Describe the development of constitutional monarchy in Great Britain, with emphasis on the English Civil War and the Glorious Revolution and their impacts on democracy.
- Explain the causes and effects of the American Revolution.
- Explain the causes and effects of the French Revolution.
- Describe the rise and fall of Napoleon and his impact on Europe.
- Analyze the implications of the Congress of Vienna.
- Locate Latin America, explain the causes and effects of the revolutions, and identify the impact of the American and French Revolutions on Latin America.
- Describe the political and social challenges faced by Latin American nations, with emphasis on the Monroe Doctrine.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

#### Pioneers of the Scientific Revolution

- Nicolaus Copernicus developed heliocentric theory.
- Johannes Kepler discovered planetary motion.
- Galileo Galilei used the telescope to support heliocentric theory.
- Isaac Newton formulated the law of gravity.
- William Harvey discovered circulation of the blood.

#### Importance of the Scientific Revolution

- Emphasis on reason and systematic observation of nature
- Formulation of the scientific method
- Expansion of scientific knowledge

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What was the scientific revolution and who were some of the major pioneers?
- How did the Scientific Revolution inspire the Enlightenment?
- Who were the major Enlightenment philosophers and how did their ideas impact society and what constitutes a just government?
- How did absolute monarchs govern their country and maintain authority?
- Who were the most significant absolute monarchs and how was each distinct?
- Who were the major contributors to the Enlightenment and how did their advancements change how people viewed their role in government?
- How did the Enlightenment lead to the American revolution and inspire the American government?

<p><b>Characteristics of absolute monarchies</b></p> <ul style="list-style-type: none"> <li>• Centralization of power</li> <li>• Concept of rule by divine right</li> </ul> <p><b>Absolute monarchs</b></p> <ul style="list-style-type: none"> <li>• Louis XIV of France: Palace of Versailles</li> <li>• Philip II of Spain: Empire building, Escorial</li> <li>• Peter the Great (modernization, westernization) and Catherine the Great (expansion)</li> <li>• Central European Monarchs: Maria Theresa and Frederick the Great</li> </ul> <p><b>Social and cultural patterns in Russia</b></p> <ul style="list-style-type: none"> <li>• Ethnic diversity</li> <li>• Religion and Orthodox Church</li> <li>• Ivan the Terrible</li> <li>• Peasants and serfdom</li> <li>• Increasing autocracy</li> </ul> <p><b>Peter the Great: “Westernization” of Russia</b></p> <ul style="list-style-type: none"> <li>• Peter the Great “westernized” the Russian state and society, transforming political, religious, and cultural institutions.</li> <li>• Examples of “westernization” included western dress/appearance, moving the capital to St. Petersburg, and modernization of the military and industry.</li> <li>• Catherine the Great continued the process of “westernization.”</li> </ul> <p><b>The Enlightenment</b></p> <ul style="list-style-type: none"> <li>• Emphasized reason, analysis, and individualism</li> <li>• Stimulated religious pluralism</li> <li>• Fueled democratic revolutions around the world</li> </ul> <p><b>Enlightenment thinkers and their ideas</b></p> <ul style="list-style-type: none"> <li>• Thomas Hobbes’ Leviathan: Humans exist in a primitive “state of nature” and consent to government for self-protection.</li> <li>• John Locke’s Two Treatises of Government: People are sovereign and consent to government for protection of natural rights to life, liberty, and property.</li> </ul>	<ul style="list-style-type: none"> <li>• What were the causes, major events, and outcomes of the French Revolution?</li> <li>• How was Russia different from Western Europe?</li> <li>• What is the Enlightenment and what were the major contributions of the major philosophers?</li> <li>• How did the government of England differ from the absolutist countries of Europe and how did that impact their historical trajectory?</li> </ul>
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- Montesquieu: The best form of government depends on a country's size, climate, and other factors; he popularized the concept of separation of powers.
- Jean-Jacques Rousseau's The Social Contract: Government is a contract between rulers and the people.
- Voltaire: Hostile to religious fanaticism and to religious beliefs in general.

#### **Influence of the Enlightenment**

- Political philosophies of the Enlightenment fueled revolution in the Americas and France.
- Thomas Jefferson's Declaration of Independence incorporated Enlightenment ideas.
- The Constitution of the United States and the Bill of Rights incorporated Enlightenment ideas.

#### **Development of the rights of Englishmen**

- Oliver Cromwell and the execution of Charles I
- The restoration of Charles II
- Development of political parties/factions
- Glorious Revolution (William and Mary)
- Increase of parliamentary power and decrease of royal power
- English Bill of Rights of 1689

#### **Causes of the French Revolution**

- Internal causes—economic crisis and weak leadership
- Influence of Enlightenment ideas
- Influence of the American Revolution
  - Provided a successful example of overthrowing a monarchy
  - French participation in the American Revolution

#### **Events of the French Revolution**

- Storming of the Bastille
- Reign of Terror
- Founding of the first French Republic

#### **Outcomes of the French Revolution**

- End of the absolute monarchy of Louis XVI
- Collapse into terror
- Rise of Napoleon

**Social and cultural patterns in the German states**

- Shared a common language
- Spread of Protestant faith
- No common currency or uniform law
- Devastation of the Thirty Years' War
- Rivalry between Holy Roman Empire and Prussia for political dominance

Social and cultural patterns in the Italian states

- Periods of foreign control by Spain and Austria
- Culture was influenced by foreign control
- Rome remained the center of the Catholic Church
- Influence from classical civilizations-maintained Italy's position as the cultural center of Europe

**Legacy of Napoleon**

- Unsuccessful attempt to unify Europe under French domination
- Napoleonic Code
- Awakening of feelings of national pride and the growth of nationalism

**Legacy of the Congress of Vienna**

- "Balance of power" doctrine
- Restoration of monarchies
- New political map of Europe
- New political philosophies (liberalism, conservatism)

National pride, economic competition, and democratic ideals stimulated the growth of nationalism.

The terms of the Congress of Vienna led to widespread discontent in Europe, especially in Italy and the German states. Unsuccessful revolutions of 1848 increased nationalistic tensions.

In contrast to continental Europe, the United Kingdom expanded political rights through legislative means and made slavery illegal in the British Empire.

**Location of Latin America**

- Latin America is located in the Western Hemisphere, south of the United States. It includes Mexico, Central America, South America, and the Caribbean Islands.

**Causes of revolutions in Latin America**

- Rigid social class system established by colonial powers
- Centralized rule by colonial powers
- Increase of nationalism
- Increasingly educated creole middle class
- Influence of the Enlightenment and the American and French Revolutions on Latin America

**Contributions of Toussaint L'Ouverture**

- Former slave who led the Haitian rebellion against the French
- Defeated the armies of three foreign powers (Spain, France, Britain)
- Enslaved Haitians rebelled, abolished slavery, and won independence

**Contributions of Simón Bolívar**

- Native resident who led revolutionary efforts
- Liberated the northern areas of Latin America

**Effects of Latin American revolutions**

- French, Spanish, and Portuguese colonies gained independence
- Selected countries gained independence during the 1800s (Mexico, Haiti, Colombia, Venezuela, Brazil)

**Impact of the Monroe Doctrine**

- The Monroe Doctrine was issued by President James Monroe in 1823.
- Latin American nations were acknowledged to be independent.
- The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.

Newly independent Latin American nations had to assimilate European, African, and Native American cultures into one cohesive society.



## Standard W2.4 Global Interactions

The student will understand Asia from approximately 1500 C.E. approximately 1800 C.E.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe 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.
- Describe 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.
- Describe 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.
- Describe 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.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

**Asian empires from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.)**

- Ottoman Empire
  - Original location of the Ottoman Empire
    - Asia Minor
  - Expansion and extent of the Ottoman Empire
    - Southwest Asia, Arabian Peninsula
    - Southeastern Europe, Balkan Peninsula
    - North Africa
  - Development of the Ottoman Empire
    - Capital at Constantinople renamed Istanbul
    - Islamic religion as a unifying force that tolerated other religions
    - Trade in coffee and ceramics
  - Social and cultural patterns in the Ottoman Empire
    - Hagia Sophia

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did society in Asia evolve over time?
- What factors influenced development in the Asian region?

- Mosques and religious complexes built by Sinan
- Developments in architecture, calligraphy, manuscript painting, textiles, and ceramics

## 2. Mughal Empire

- a. Location of the Mughal Empire (Northern India, Indian Subcontinent) and defining geographic characteristics (Himalayan Mountains, Indian Ocean)
- b. Contributions of Mughal rulers
  - Spread of Islam into India
  - Art and architecture: Taj Mahal
  - Establishment of European trading outposts
  - Influence of Indian textiles on the British textile industry
- c. Trade with European nations
  - Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing coastal ports on the Indian subcontinent.
  - Southern India traded silks, spices, and gems.
- d. Political and Economic systems of the Mughal Empires
  - Political system: Centralized bureaucratic government ruled by a Muslim emperor
  - Economic system: Dependence on trade with foreign nations (Europe), economy based on trade and agriculture

## 3. Chinese dynasties

- a. Location of China and major bodies of water (South China Sea)
- b. Social and cultural patterns in China
  - Creation of foreign enclaves to control trade
  - Imperial policy of controlling foreign influences and trade
  - Increase in European demand for Chinese goods (tea, porcelain)
- c. political and economic systems of China
  - Political system: Centralized bureaucratic government ruled by a Qing (Manchu) dynasty emperor
  - Economic system: Economy based largely on agriculture, resistance to trade with European nations



<p>4. Japanese shogunate</p> <p>a. Social and cultural patterns in Japan</p> <ul style="list-style-type: none"><li>• The reunification of Japan established the Tokugawa shogunate, which governed for more than 250 years.</li><li>• The reunification of Japan brought with it an emphasis on the reestablishment of order in social, political, and international relations following a century of civil war and turmoil.</li><li>• Characterized by a powerless emperor controlled by a military leader (shogun)</li><li>• Adopted policy of isolation to limit foreign influences</li></ul> <p>b. Social and cultural patterns in Japan</p> <ul style="list-style-type: none"><li>• Political system: Government ruled by a powerful shogun, had a powerless emperor</li><li>• Economic system: Reliance on maritime trade within the empire, desire to expand to find resources</li></ul>	
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## Standard W2.5 Global Interactions

The student will understand sub-Saharan Africa from approximately 1500 C.E. to approximately 1800 C.E.



<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Describing the location and development of previously established trade routes, the economic success, the influence of religion, political development under Askia Muhammad and the Ashanti and Songhai, and the factors contributing to the longevity of the West Africa's influence and power. b. Describe the location and development of East Africa, including but not limited to the major trade routes, and the growth of Swahili culture. c. Describe the location, origins, and developments of Southern Africa, including political expansion, economic development, and social and cultural patterns for peoples such as the Zulu. d. Describe the location, origins, and development of Central Africa and the influence of religion, political development, and economics that contributed to the longevity of places such as Ethiopia and Congo. e. Describe the impact of the rise of Trans-Atlantic Slave Trade on existing economic, political, and cultural traditions in West Africa.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p><b>Major societies in Africa from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.)</b></p> <ul style="list-style-type: none"> <li>• Songhai</li> <li>• Kongo</li> <li>• Asante</li> <li>• Zulu</li> <li>• Ethiopia</li> </ul> <p><b>Major geographic features</b></p> <ul style="list-style-type: none"> <li>• Sahara Desert</li> <li>• Niger River</li> <li>• Congo River</li> <li>• Horn of Africa</li> <li>• Cape of Good Hope</li> </ul>	<ul style="list-style-type: none"> <li>• How did society in Africa evolve over time?</li> <li>• What factors influenced development in the African region?</li> </ul>

### **Social and cultural patterns in West Africa**

- Songhai
  - While Islam was practiced by rulers, most people remained loyal to their indigenous religions.
  - Because of trade relationships with foreign nations and empires, Songhai was a cultural center of Africa, including cities like Timbuktu.
- Asante (Ashanti)
  - Practice of indigenous religion and use of indigenous language
  - Threats from European invasion and other African empires created a militaristic society

### **Social and cultural patterns in East Africa**

- Ethiopia
  - Influence of Christianity, Judaism, and Islam through trade
  - Differences in religion and European interaction caused conflict

### **Social and cultural patterns in Central and Southern Africa**

- Kongo
  - Portuguese missionaries were successful in converting rulers to Christianity, resulting in the conversion of the entire kingdom.
  - The art of the Kongo was elaborate, using wood, cloth, and terra-cotta.
- Zulu
  - Practice of indigenous religion, characterized by ancestral spirits and the use of magic, occurred.
  - History passed through oral traditions in the indigenous language.

### **Political and economic systems in African societies**

- Songhai
  - Political system: Ruled by an absolute monarch who commanded the military and controlled an imperial bureaucracy

<ul style="list-style-type: none"><li>◦ Economic system: Economy based on trade of slaves and gold to North Africa across the Sahara Desert and overseas</li><li>● Asante (Ashanti)<ul style="list-style-type: none"><li>◦ Political system: Elimination of clan tradition in favor of a unified government under a central leader</li><li>◦ Economic system: Economy based on trade of slaves and gold to North Africa across the Sahara Desert and overseas</li></ul></li><li>● Ethiopia<ul style="list-style-type: none"><li>◦ Political system: Ruled by a monarch centered on Christianity</li><li>◦ Economic system: Economy based on trade of gold, ivory, and frankincense across the Sahara Desert and overseas</li></ul></li><li>● Kongo<ul style="list-style-type: none"><li>◦ Political system: Ruled by a monarch with centralized power over a bureaucracy</li><li>◦ Economic system: Economy based on agriculture, metallurgy, and trade of ivory and slaves</li></ul></li><li>● Zulu<ul style="list-style-type: none"><li>◦ Political system: Ruled by a monarch with centralized power over a bureaucracy</li><li>◦ Economic system: Economy based entirely on agriculture and livestock</li></ul></li></ul>	
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## Standard W2.6 Global Interactions

The student will analyze the global impact of changes in European nations between 1800 and 1900.

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Explain the roles of resources, capital, and entrepreneurship in developing an industrial economy. b. Analyze the effects of the First and Second Industrial Revolutions. c. Evaluate responses to imperialism, including but not limited to Sepoy Mutiny and Boxer Rebellion. d. Explain the events related to the unification of Italy and the role of Italian nationalism. e. Explain the events related to the unification of Germany and the role of Bismarck. f. Describe the development of social and cultural patterns in the German states.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p><b>The Industrial Revolution impacted society through advancements in science and medicine.</b></p> <p><b>Advancements in science and medicine</b></p> <ul style="list-style-type: none"> <li>• Edward Jenner: Development of smallpox vaccination</li> <li>• Louis Pasteur: Discovery of bacteria</li> </ul> <p><b>Impacts of the Industrial Revolution on industrialized countries</b></p> <ul style="list-style-type: none"> <li>• Population increases</li> <li>• Increased standards of living for many but not all</li> <li>• Improved transportation</li> <li>• Urbanization</li> <li>• Environmental pollution</li> <li>• Increased education</li> <li>• Dissatisfaction of the working class with working conditions</li> <li>• Growth of the middle class</li> </ul>	<ul style="list-style-type: none"> <li>• What significant scientific advancements emerged and how did those innovation impact societal and economic development?</li> <li>• What were the social effects of the Industrial Revolution?</li> </ul>

Agricultural economies were based on the family unit. The Industrial Revolution had a significant impact on the structure and function of the family.

The Industrial Revolution placed new demands on the labor of men, women, and children.

**The nature of work in the factory system**

- Family-based cottage industries displaced by the factory system
- Harsh working conditions with men competing with women and children for wages
- Child labor that kept costs of production low and profits high
- Owners of mines and factories who exercised considerable control over the lives of their laborers

**Social effects of the Industrial Revolution**

- Women and children entering the workplace as cheap labor
- Introduction of reforms to end child labor
- Expansion of education

Women's increased demands for suffrage

Technology developed during the Industrial Revolution. The development of new products created a higher demand for labor.

**Impact of the Industrial Revolution on slavery**

- The cotton gin increased demand for slave labor on American plantations.
- The United States and Britain outlawed the slave trade and then slavery.

Later reforms would try to improve working conditions and to eliminate the practice of slavery. Workers organized labor unions to fight for improved working conditions and workers' rights.

**The rise of labor unions**

- Encouraged worker-organized strikes to demand increased wages and improved working conditions

- Lobbied for laws to improve the lives of workers, including women and children
- Wanted workers' rights and collective bargaining between labor and management

### **Capitalism**

- Adam Smith's *The Wealth of Nations*
- Role of market competition and entrepreneurial abilities
- Impact on standard of living and the growth of the middle class
- Dissatisfaction with poor working conditions and the unequal distribution of wealth in society

Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.

### **Socialism and communism**

- Karl Marx's *The Communist Manifesto* (written with Friedrich Engels) and *Das Kapital*
  - Response to the injustices of capitalism
- Importance to communists of redistribution of wealth

### **Unification of Italy**

- Count Cavour unified northern Italy.
- Giuseppe Garibaldi joined southern Italy to northern Italy.
- The Papal States (including Rome) became the last to join Italy.

### **Social and cultural patterns in the Italian states**

- Periods of foreign control by Spain and Austria
- Culture was influenced by foreign control
- Rome remained the center of the Catholic Church

Influence from classical civilizations-maintained Italy's position as the cultural center of Europe

### **Unification of Germany**

- Otto von Bismarck led Prussia in the unification of Germany through war and by appealing to nationalist feelings.
- Bismarck's actions were seen as an example of *Realpolitik*, which justifies all means to achieve and hold power.

The Franco-Prussian War led to the creation of the German state.

**Social and cultural patterns in the German states**

- Shared a common language
- Spread of Protestant faith
- No common currency or uniform law
- Devastation of the Thirty Years' War

Rivalry between Holy Roman Empire and Prussia for political dominance

**American Expansion, 1776-1900**

- The United States expanded from the original 13 colonies to include land all the way to the Pacific Ocean.
- The United States expanded through economic, political, and military means.
- The largest piece of territory was acquired through the Louisiana Purchase from France.

**Changing role of the United States**

- The Industrial Revolution made the United States a leading world economic power beginning in the nineteenth century.

This new status encouraged the United States to become increasingly involved in global politics from that point forward.





## Standard W2.6 Global Interactions

The student will explain global changes during the twentieth century.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. Assess the impact of European colonization and imperialism on Asia, Africa, the Pacific Islands, and Australia.
- b. Analyze the relationship between industrialization, imperialism, and nationalism.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Industrial nations in Europe needed natural resources and markets to expand their economies.
- These nations competed to control Africa, Asia, Australia, and the Pacific Islands in order to secure their own economic and political success.
- Imperialism spread economic, political, and social philosophies of Europe and the United States throughout the world.
- Resistance to imperialism took many forms, including armed conflict and intellectual movements.
- **Forms of imperialism**
  - Colonies
  - Protectorates
  - Spheres of influence
- **Imperialism in Africa and Asia**
  - European domination
  - European conflicts carried to the colonies
  - Christian missionary efforts
  - Spheres of influence in China
  - Suez Canal
  - East India Company's domination of Indian states

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did global society evolve during the twentieth century?
- What factors influenced global development?

- America's opening of Japan to trade

- **Imperialism in the Pacific Islands**

- European and American domination
- Motivated by a desire to control islands on the way to Asia for refueling and supplies
  - Colonial powers wanted to control trade and production of raw materials in the islands

- **Imperialism in Australia**

- Became a colony of Britain
- Originated as a penal colony for Britain
- Australia provided Britain with resources and other benefits

- **Responses of colonized peoples**

- Armed conflicts (e.g., events leading to the Boxer Rebellion in China)
- Rise of nationalism (e.g., first Indian nationalist party founded in the mid-1800s)

Industrialization in European nations was a driving force behind the competition for overseas colonies.

This colonization resulted in rising nationalism among colonies and increased the drive for independence.

**Relationship between industrialization, imperialism, and nationalism**

- Economic advantage and competition motivated European nations to compete for colonial possessions, resulting in nationalism in the colonies.
- European economic, military, and political power forced colonized countries to trade on European terms.
- Industrially produced goods flooded colonial markets and displaced their traditional industries.

Colonized peoples resisted European domination and responded in diverse ways to Western influences.

## Standard W2.7 Era of Global Wars

The student will understand causes, events, and impacts of World War I.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Explain economic and political causes and identify major events and leaders of the war.
- Identify the changes to modern warfare used in battles along the Eastern and Western fronts.
- Describe the major events, including major battles and the role of new technologies.
- Identify the causes and consequences of the Russian Revolution.
- Explain the causes and effects of worldwide depression in the 1930s.
- Examine the rise of totalitarianism.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

World War I (1914-1918) was caused by competition among industrial nations in Europe and a failure of diplomacy.

- **Causes of World War I**
  - Alliances that divided Europe into competing camps
  - Nationalistic feelings
  - Diplomatic failures
  - Imperialism
  - Competition over colonies
  - Militarism
- **Major events**
  - Assassination of Austria's Archduke Ferdinand
  - United States enters the war
  - Russia leaves the war
- **Major leaders**
  - Woodrow Wilson
  - Kaiser Wilhelm II

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factors prompt war?
- What lessons were learned from World War I?

Battles of World War I extended across the Eastern and Western fronts. These battles employed many deadly technological advancements.

**Major battles of World War I**

- Tannenberg
- Battle of the Marne
- Gallipoli
- Somme
- Verdun

**Technological advancements used in World War I**

- Submarines
- Poison gas
- Tank
- Machine guns
- Trench warfare
- Propaganda

**Outcomes and global effect**

- Colonies' participation in the war, which increased demands for independence
- End of the Russian Imperial, Ottoman, German, and Austro-Hungarian empires
- Enormous cost of the war in lives, property, and social disruption

**Treaty of Versailles**

- Forced Germany to accept responsibility for war and loss of territory and to pay reparations
- Limited the German military
- League of Nations

**League of Nations**

- International cooperative organization
- Established to prevent future wars
- United States not a member
- Failure of the League because it did not have power to enforce its decisions

**The mandate system**

- During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.
- The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.

Tsarist Russia entered World War I as an absolute monarchy with sharp class divisions between the nobility and the peasants. The grievances of workers and peasants were not resolved by the Tsar. Inadequate administration in World War I led to revolution and an unsuccessful provisional government. A second revolution by the Bolsheviks created the communist state that ultimately became the U.S.S.R. (Union of Soviet Socialist Republics).

**Causes of 1917 revolutions**

- Defeat in war with Japan in 1905
- Landless peasantry
- Incompetence of Tsar Nicholas II
- Military defeats and high casualties in World War I

**Rise of communism—a consequence of the Russian Revolution**

- Bolshevik Revolution and civil war
- Vladimir Lenin's New Economic Policy
- Joseph Stalin, Lenin's successor

A period of uneven prosperity in the decade following World War I (the 1920s) was followed by worldwide depression in the 1930s that had an impact on many European societies.

**Causes of worldwide depression**

- German reparations
- Expansion of production capacities and dominance of the United States in the global economy
- High protective tariffs
- Excessive expansion of credit
- Stock Market Crash of 1929

**Impact of worldwide depression**

- High unemployment in industrial countries
- Bank failures and collapse of credit
- Collapse of prices in world trade
- Nazi Party's growing importance in Germany; Nazi Party's blame of European Jews for economic collapse

A communist dictatorship was continued by Joseph Stalin in the Soviet Union. Depression weakened Western democracies, making it difficult for them to challenge the threat of totalitarianism.

**U.S.S.R. during the Interwar Period—Joseph Stalin**

- Entrenchment of communism
- Stalin's policies: Five-year plans, collectivization of farms, state industrialization, secret police
- Great Purge

**Germany during the Interwar Period—Adolf Hitler**

- Inflation and depression
- Democratic government weakened
- Anti-Semitism
- Extreme nationalism
- National Socialism (Nazism)
- German occupation of nearby countries
- Final solution: Extermination camps, gas chambers

**Italy during the Interwar Period—Benito Mussolini**

- Rise of fascism
- Ambition to restore the glory of Rome
- Invasion of Ethiopia

**Japan during the Interwar Period—Hirohito and Hideki Tojo**

- Militarism
- Industrialization of Japan, leading to drive for raw materials
- Invasion of Korea, Manchuria, and the rest of China

**Standard W2.8 Era of Global Wars**

**The student will understand the causes, events, and impacts of World War II.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Explain economic and political causes.
- Identify major events and leaders of the war.
- Describe the major battles.
- Identify the role of technology on the war.
- Describe key causes, events, and impact of the Holocaust.
- Examine the effects of the war.
- Describe heroic aspects.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

**Economic and political causes of World War II**

- Aggression by the totalitarian powers of Germany, Italy, and Japan
- Nationalism
- Failures of the Treaty of Versailles
- Weakness of the League of Nations
- Appeasement
- Tendencies towards isolationism and pacifism in Europe and the United States

Leadership was essential to the Allied victory.

**Major leaders of the war**

- Franklin D. Roosevelt: U.S. president
- Harry Truman: U.S. president after the death of President Roosevelt
- Dwight D. Eisenhower: Allied commander in Europe
- Douglas MacArthur: U.S. general
- George C. Marshall: U.S. general
- Winston Churchill: British prime minister
- Joseph Stalin: Soviet dictator

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factor prompts war?
- What lessons were learned from World War II?
- Did history repeat itself with World War II?

- Adolf Hitler: Nazi dictator of Germany
- Hideki Tojo: Japanese general
- Hirohito: Emperor of Japan

Major theaters of war included Africa, Europe, Asia, and the Pacific Islands.

**Major events of the war (1939–1945)**

- German invasion of Poland
- Fall of France
- Battle of Britain
- German invasion of the Soviet Union
- Japanese attack on Pearl Harbor
- D-Day (Allied invasion of Europe)
- Atomic bombs dropped on Hiroshima and Nagasaki

There had been a climate of hatred against Jews in Europe and Russia for centuries. Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth century and into the twenty-first century.

**Term to know**

genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group

**Elements leading to the Holocaust**

- Totalitarianism combined with nationalism
- History of anti-Semitism
- Defeat in World War I and economic depression blamed on German Jews
- Hitler's belief in the master race
- Anti-Semitic Nazi propaganda

**Possible illustrative examples of genocide**

- Armenians by leaders of the Ottoman Empire
- Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin
- Artists, technicians, former government officials, monks, minorities, and other educated individuals by Pol Pot in Cambodia
- Tutsi minority by Hutu in Rwanda



- Darfuri civilians by Sudanese government

The outcomes of World War II included the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the establishment of international cooperative organizations. The Universal Declaration of Human Rights was issued in 1948 to protect the “inherent dignity and...the equal and inalienable rights of all members of the human family....”

#### **Outcomes of World War II**

- Loss of empires by European powers
- Establishment of two major powers in the world: The United States and the U.S.S.R.
- War crimes trials
- Division of Europe, Iron Curtain
- Establishment of the United Nations
- The Universal Declaration of Human Rights
- Marshall Plan
- Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact

#### **Efforts for reconstruction of Germany**

- Democratic government installed in West Germany and West Berlin
- Germany and Berlin divided among the four Allied powers
- Emergence of West Germany as an economic power in postwar Europe

#### **Efforts for reconstruction of Japan**

- United States occupation of Japan under MacArthur's administration
- Democracy and economic development
- Elimination of Japan's military offensive capabilities; guarantee of Japan's security by the United States
- Emergence of Japan as dominant economy in Asia

#### **International cooperative organizations**

- United Nations
- North Atlantic Treaty Organization (NATO)
- Warsaw Pact

<p><b>The Universal Declaration of Human Rights</b></p> <ul style="list-style-type: none"><li>• Established and adopted by members of the United Nations</li><li>• Provided a code of conduct for the treatment of people under the protection of their government</li></ul>	
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**Standard W2.9 Era of Global Wars**

The student will understand the significance of the Cold War during the second half of the twentieth century.

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Explain the causes, the domino theory, the role of containment, and the differences between the United States and Soviet Union's economic and political systems.
- Describe the events, conflicts, and revolutionary movements.
- Describe conflicts, events, and major leaders in Asia.
- Explain the collapse of communism in the Soviet Union and Eastern Europe and the end of the Cold War.
- Examine the political and economic causes and global consequences of the breakup of the Soviet Union.
- Analyze how nations around the world developed a culture of global interdependence.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**Causes of the Cold War (1945–1948)**

- The Yalta Conference and the Soviet control of Eastern Europe
- Rivalry between the United States and the U.S.S.R.
- Democracy and the free enterprise system vs. dictatorship and communism
- President Truman and the policy of containment
- Eastern Europe: Soviet satellite nations, the Iron Curtain

**Events of the Cold War (1948–1989)**

- Creation of opposing alliances: North Atlantic Treaty Organization (NATO) vs. Warsaw Pact
- Korean War
- Vietnam War
- Berlin and the significance of the Berlin Wall
- Cuban Missile Crisis
- Development of nuclear weapons and the theory of deterrence

**Causes of the collapse of communism in the Soviet Union and Eastern Europe**

- Soviet economic collapse

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why is this conflict called the “Cold” War?

- Nationalism in Warsaw Pact countries
- Tearing down of the Berlin Wall
- Breakup of the Soviet Union
- Expansion of NATO

**Term to know**

containment: A policy for preventing the expansion of communism

**Major movements in China**

- Division of China into two nations at the end of the Chinese civil war
- Chiang Kai-shek (Jiang Jieshi): Nationalist China (island of Taiwan)
- Mao Tse-tung (Mao Zedong): Communist China (mainland China)
- Continuing conflict between the two Chinas
- Communist China's participation in Korean War
- Deng Xiaoping: Continued communist control of government, reformed Communist China's economy to allow elements of a market economy and rapid economic growth

**Conflicts and revolutionary movements in Vietnam**

- Role of French Imperialism
- Leadership of Ho Chi Minh
- Vietnam as a divided nation
- Influence of policy of containment
- The United States and the Vietnam War
- Vietnam as a reunited communist country today

**Margaret Thatcher**

- British prime minister
- Free trade and less government regulation of business
- Close relationship with United States and U.S. foreign policy
- Assertion of United Kingdom's military power

**Mikhail Gorbachev**

- Glasnost and perestroika
- Fall of the Berlin Wall
- Last president of the Soviet Union

<b>Ronald Reagan</b> <ul style="list-style-type: none"><li>• Strategic Defense Initiative (Star Wars)</li><li>• Fall of the Berlin Wall</li><li>• Conservative economic policy</li></ul>	
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**Standard W2.10 Era of Global Wars**

The student will identify the political, economic, and socioeconomic aspects of independence movements and decolonization.



<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Describe the struggles for self-rule, including Gandhi's leadership and the development of India's democracy. b. Describe African independence movements in Ghana, Algeria, Kenya, and South Africa. c. Describe the end of the League of Nations' mandate system and the creation of states in the Middle East.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <p><b>Regional setting for the Indian independence movement</b></p> <ul style="list-style-type: none"> <li>• Indian subcontinent</li> <li>• British India</li> <li>• India</li> <li>• Pakistan (formerly West Pakistan)</li> <li>• Bangladesh (formerly East Pakistan)</li> <li>• Sri Lanka (formerly Ceylon)</li> </ul> <p><b>Evolution of the Indian independence movement</b></p> <ul style="list-style-type: none"> <li>• British rule in India</li> <li>• Indian National Congress</li> <li>• Leadership of Mohandas Gandhi</li> <li>• Role of civil disobedience and passive resistance</li> <li>• Political division along Hindu-Muslim lines—Pakistan/India</li> <li>• Republic of India</li> <li>• World's largest democratic nation</li> <li>• Federal system, giving many powers to the states</li> </ul> <p><b>Indian democracy</b></p> <ul style="list-style-type: none"> <li>• Jawaharlal Nehru, a close associate of Gandhi, supported Western-style industrialization.</li> <li>• The 1950 Constitution sought to prohibit caste discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• How do people achieve independence?</li> </ul>

- Ethnic and religious differences caused problems in the development of India as a democratic nation.
- New economic development has helped to ease financial problems of the nation.

#### **The independence movement in Africa**

- Right to self-determination (United Nations charter)
- Peaceful and violent revolutions after World War II
- Pride in African cultures and heritage
- Resentment of imperial rule and economic exploitation
- Loss of colonies by Great Britain, France, Belgium, and Portugal; influence of superpower rivalry during the Cold War

#### **Examples of independence movements and subsequent development efforts**

- West Africa: Peaceful transition
- Algeria: War of Independence from France
- Kenya (Britain): Violent struggle under leadership of Jomo Kenyatta
- South Africa: Black South Africans' struggle against apartheid led by Nelson Mandela, who became the first black president of the Republic of South Africa

#### **Mandates in the Middle East**

- Established by the League of Nations
- Granted independence after World War II
- Resulted in Middle East conflicts created by nationalist aspirations, limited resources, and religious differences

#### **French mandates in the Middle East**

- Syria
- Lebanon

#### **British mandates in the Middle East**

- Palestine (included the land that became Jordan and Israel)
- Iraq

#### **Golda Meir**

- Prime Minister of Israel
- Became a leader during the mandate period and prime minister of Israel in 1969

<ul style="list-style-type: none"><li>• After initial setbacks, led Israel to victory in Yom Kippur War</li><li>• Sought support of the United States</li></ul> <p><b>Gamal Abdel Nasser</b></p> <ul style="list-style-type: none"><li>• President of Egypt</li><li>• Gained full independence from Britain in 1956 and became the leader of Pan-Arab nationalism</li><li>• Nationalized the Suez Canal</li><li>• Established relationship with the Soviet Union</li><li>• Built the Aswan High Dam</li></ul>	
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## Standard W2.11 Twenty-First Century

The student will explain global changes during the twenty-first century.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Identify contemporary economic and political issues and ethnic and religious conflicts resulting in the migrations of refugees.
- Examine the development, role, and effects of technology, including social media and chemical and biological technologies.
- Analyze the increasing impact, events, and conditions that have given rise to international terrorism.
- Describe economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

#### Migrations of refugees and others

- Refugees as an issue in international conflicts
- Migrations of guest workers to European cities

#### Ethnic and religious conflicts

- Middle East
- Northern Ireland
- Balkans
- Horn of Africa
- South Asia

#### Impact of new technologies

- Widespread but unequal access to computers and instantaneous communications
- Genetic engineering and bioethics
- Social media allows for instant communication and the rapid spread of ideas

#### Migrations of refugees and others

- Refugees as an issue in international conflicts

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How has global civilization changed over time?

- Migrations of guest workers to European cities

**Ethnic and religious conflicts**

- Middle East
- Northern Ireland
- Balkans
- Horn of Africa
- South Asia

**Impact of new technologies**

- Widespread but unequal access to computers and instantaneous communications
- Genetic engineering and bioethics
- Social media allows for instant communication and the rapid spread of ideas

**Economic interdependence**

- Role of rapid transportation, communication, and computer networks
- Rise and influence of multinational corporations
- Changing role of international boundaries
- Regional integration (e.g., European Union)
- Trade agreements (e.g., North American Free Trade Agreement [NAFTA], World Trade Organization [WTO])
- International organizations (e.g., United Nations [UN], International Monetary Fund [IMF])

**Examples of international terrorism**

- Munich Olympics
- Terrorist attacks in the United States (e.g., 9/11/2001) motivated by extremism (Osama bin Laden)
- Car bombings
- Suicide bombers
- Airline hijackers

**Governmental responses to terrorist activities**

- Surveillance
- Review of privacy rights
- Security at ports and airports

<ul style="list-style-type: none"><li>• Identification badges and photos</li><li>• Interrogations and detentions of suspected terrorists</li></ul>	
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## Standard WH2.12

**The student will demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.**



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. Select and synthesize evidence from information sources.
- b. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- c. Question to construct arguments using evidence from multiple sources.
- d. Investigate and analyze evidence from multiple sources.
- e. Compare and contrast historical, cultural, economic, and political perspectives.
- f. Determine cause and effect to analyze connections.
- g. Use decision-making models to analyze and explain the incentives for and consequences of a specific choice.
- h. Engage and communicate as civil and informed individuals with different perspectives.
- i. Develop products that reflect an understanding of research and content.
- j. Contextualize and corroborate sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### **At a developmentally appropriate level, students are expected to**

Select and synthesize evidence from information sources, including but not limited to

- artifacts,
- primary/secondary sources,
- charts, graphs, and diagrams of events in world history.

Apply geographic skills to determine and predict patterns and trends of people, places, or events.

Question to construct arguments using evidence from multiple sources.

Investigate and analyze evidence from multiple sources to

- construct arguments
- draw conclusions.

Compare and contrast perspectives

- historical,
- cultural,

- economic
- political

Determine cause and effect to analyze connections.

Use decision-making models, including but not limited to

- T-charts
- Venn diagrams.

Engage and communicate as civil and informed individuals with different perspectives.

Develop products that reflect an understanding of research and content

Contextualize and corroborate sources to evaluate sources for

- credibility
- propaganda
- bias
- and determine patterns and trends to understand the ancient world.

## HS – United States History



### The student will:

- understand the impact of the Age of Exploration.
- understand early European colonization.
- understand the issues and events leading to and during the Revolutionary Period.
- understand the development of the American political system.
- understand major events in Virginia and United States history during the first half of the nineteenth century.
- understand the Civil War and Reconstruction eras and their significance as major turning points in American history.
- understand how the nation grew and changed from the end of Reconstruction through the early twentieth century.
- understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries.
- understand key events during the 1920s and 1930s.
- understand the United States' involvement in World War II.
- understand the United States' foreign policy during the Cold War era.
- understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century.
- understand political and social conditions in the United States during the early twenty-first century.
- demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship



## Standard US.1

The student will understand the impact of the Age of Exploration.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the characteristics of early exploration and evaluating the impact of European settlement in the Americas.
- Analyze the cultural interactions among American Indians, Europeans, and Africans.
- Explain the impact of the development of indentured servitude and slavery in the colonies.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Early European exploration, colonization, and the system of enslavement resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily came to the New World.

- New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a "covenant community" based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings.
- The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity.
- Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were "cavaliers" (i.e., English nobility who received large land grants in eastern Virginia from the King of England). Poor English immigrants also came seeking better lives as small farmers or artisans and settling in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What does it mean to "explore?"
- What might influence individual' desire for exploration?
- Are there any unexplored places left for future generations?

plantations for a period of time to pay for passage to North America.

- Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is known today as the General Assembly of Virginia.
- The Virginia House of Burgesses wrote the Virginia Slave Codes. All of the English colonies established slavery between the period of their founding or no later than the 1750s. Each of the colonial governments used Virginia's Slave Codes as a model for restricting the rights of free peoples of color and for the treatment of enslaved people.

Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe.

- **Interactions among American Indians, Europeans, and Africans**
  - The explorations and settlements of the English in the American colonies and of the Spanish in the Caribbean, Central America, and South America often led to violent conflicts with the American Indians. The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were generally more cooperative.
  - The first Africans forcibly brought against their will to Old Point Comfort (Fort Monroe), Virginia, in 1619 to work on tobacco plantations, were taken from the Ndongo which is modern-day Angola. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led wealthy English colonists to adopt an enslaved labor force despite their fear of bringing an unfamiliar people into the colony.
  - English colonization and enslavement were parts of an interconnected system of domination across the Atlantic world.



- By the time of English settlement in North America, a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean.
- The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought “twenty and odd” Africans to trade for food in Virginia.
- British North America would remain on the margins of the Atlantic slave trade, importing six percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619.
- Virginia's English colonists struggled to adapt Atlantic slavery to their law, culture, and religion.
- Over the half century after 1619, white Virginians made those adaptations so that by the 1660s, racial slavery had been established.
- Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her.
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**Standard US.2**

**The student will understand early European colonization.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Evaluate the economic characteristics of the colonies. b. Analyze how social and political factors impacted the culture of the colonies. c. Explain the impact of the development of indentured servitude and slavery in the colonies.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <ul style="list-style-type: none"> <li>Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region.</li> <li><b>Economic characteristics of the colonial period</b> <ul style="list-style-type: none"> <li>The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans' strong belief in the values of hard work and thrift.</li> <li>The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers.</li> <li>Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew cash crops such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What factors influenced the colonists?</li> <li>Were all colonies influenced by the same factors?</li> <li>How were the colonists' responses the same? Different?</li> </ul>

- Private ownership of property characterized colonial life everywhere, although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel.
- The economic system of mercantilism used by imperial nations created a system of interdependence between the mother country and its colonies.

Social and political institutions in the colonies developed as a result of regional migration patterns, geography, and climate. Although the emerging democracy was limited to European, property-owning men and women, colonization led to ideas of representative government and religious tolerance. Over several centuries, these ideas would inspire similar transformations in other parts of the world.

- **Social characteristics of the colonies**

- New England's colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. Both colonies established a system of enslavement that included both Africans and Native Americans.
- The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures or the European immigrants and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. For Africans and Native Americans, the environment included enslavement and racial intolerance.
- Virginia and the other Southern colonies had a social structure based on family status and the ownership of land and, increasingly, enslaved people. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to Britain

than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots Irish, German, and English descent. Maryland was established with the intent of being a haven for Catholics.

- While the cultural foundations in the North American colonies were British, American Indian and African cultures influenced every aspect of colonial society.
- The Great Awakening was a religious movement that swept through Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical denominations, such as the Methodist and Baptist denominations, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution.

- **Political life in the colonies**

- The first meeting of a representative government in Virginia occurred at Jamestown in 1619.
- New England colonies used town meetings in the operation of government.
- Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen.
- Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures.
- The first court case that began the process of enslaving Africans was John Punch in 1640.

American colonies relied on enslaved labor force transported from Africa and the Caribbean.

- **The development of indentured servitude and slavery**

- Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies depended on a cheap labor source on a large scale.
- The growth of a plantation-based agricultural economy in the hot humid coastal lowlands developed into a

system that depended heavily on a large, enslaved labor force to maximize profits for the wealthiest landowners who represented a small percentage of the population. Slave traders sought out people from parts of Africa, now known as Senegal and Gambia, who were known for their knowledge about rice cultivation to be sold as slaves.

- Some of the labor needs, especially in Virginia in early decades of settlement, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts.
- Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans were forcibly brought to the American colonies via the Middle Passage.
- British North America developed the only enslaved society in the New World that biologically reproduced itself because of moderate climate and crops that did not repay working enslaved people to the point of death, as they were in sugar colonies and mines elsewhere in the Western Hemisphere. As a result, the enslaved population of British North America would grow into the largest in the New World by the early nineteenth century.

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### Standard US.3

The student will understand the issues and events leading to and during the Revolutionary Period.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the results of the French and Indian War.
- Evaluate how political ideas of the Enlightenment helped shape American politics.
- Explain how conflicting loyalties created political differences among the colonists concerning separation from Great Britain.
- Analyze the competing factors that led to colonial victory in the Revolutionary War.
- Evaluate how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The French and Indian War was a component of a wider struggle between European powers. It resulted in British dominance of North America and increased tensions between Britain and its North American colonies.

- **The French and Indian War**
  - Caused by conflict between Britain and France over territory and resources
  - Was the first step on the road to the American Revolution
  - Colonials, including military leader George Washington, participated in the British war effort
- **Results of the French and Indian War**
  - Terms of the Treaty of Paris, 1763
  - British war debt
  - Increased tension between Britain and its colonies resulted as Britain shifted from its policy of salutary neglect to a more active role in colonial affairs beginning with the Proclamation of 1763

#### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did the colonists' perspective influence their actions?

The foundations of American government lie in seventeenth- and eighteenth-century English Common Law, the parliamentary systems, and the European Enlightenment movement. The Founding Fathers blended the colonial governmental system with Enlightenment political philosophies to shape the new nation.

- **Key political ideas of the Enlightenment**

- Natural rights
- Consent of the governed
- Social Contract
- Ordered liberty
- Separation of church and state
- Separation of powers

The ideas of the Enlightenment and the perceived unfairness of British policies by some Americans provoked debate and resistance by the American colonists.

- **The road to revolution: Changes in British policy led to the American Revolution**

- Taxation policy: Parliament enacted several revenue-raising taxes to pay for the costs incurred from the French and Indian War and for British troops to protect the colonists throughout the 1760s and 1770s, including the Sugar Act, Stamp Act, and the Townshend Acts. These acts were protested by some colonists through boycotts, intimidation, and violence.
- Civil liberties: Some American colonists believed their civil liberties as Englishmen were violated by the British government through its use of writs of assistance and the Quartering Act.
- Military maneuvers: Some American colonists believed the employment of the Quartering Act, martial law, and the closing of Boston Harbor were clear violations of their rights.

**The beginning of the American Revolution**

- Resistance to British rule in the colonies mounted, leading to war:
- The Boston Massacre took place when British troops fired on anti-British demonstrators.

- The Boston Tea Party, led by the Sons of Liberty, occurred.
- The First Continental Congress was called, to which all of the colonies except Georgia sent representatives—the first time most of the colonies had acted together.
- War began when the Minutemen in Massachusetts fought a brief skirmish with British troops at Lexington and Concord.
- The Second Continental Congress was called, to which all colonies eventually sent representatives.
- Members of the Continental Congress selected George Washington as commander in chief of the Continental Army and debated the issue of independence.
- **Differences among the colonists**
  - The colonists were divided into three main groups during the Revolution:
    - Patriots
      - Believed in complete independence from Britain
      - Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry ("Give me liberty or give me death!")
      - Provided the troops for the American Army, led by Virginian George Washington
  - Loyalists (Tories)
    - Remained loyal to Britain because of cultural and economic ties
    - Believed that taxation of the colonies was justified to pay for British troops to protect European settlers from American Indian attacks
  - Neutrals
    - The many colonists who tried to stay as uninvolved in the war as possible
  - Enslaved People
    - Many of the people held in slavery sought to use the war to pursue their own freedom
  - Ten thousand African Americans fought with the British against the white colonists who held them in slavery

Competing factors in Europe led to the American victory over the British. Despite Britain's military superiority, the colonists achieved victory in



the American Revolution through the efforts of colonial military and political leaders.

- **Competing advantages of the opposing forces**
  - Britain had a more powerful military, as its army was well-trained and well-equipped, along with a superior navy; however, the war continued to lose popular support in Britain.
  - American colonists had the advantages of fighting a defensive war and having a committed political leadership.
- **Developments leading to colonial victory in the Revolutionary War**
  - American victory at the Battle of Saratoga led to the Treaty of Alliance negotiated by Ben Franklin with France
  - American victory at the Battle of Yorktown under the command of George Washington with the assistance of the French army and navy

The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations. The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which Americans live. New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.

- **The Declaration of Independence**
  - The Declaration of Independence was inspired by ideas concerning natural rights and political authority that laid the institutional foundations for the system of government that ultimately unified the American people.
  - The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of John Locke and Thomas Paine.
  - Locke's writings on "natural rights," "social contract," "ordered liberty," and "consent of the governed" were incorporated when Jefferson wrote:
    - "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that

- among these are Life, Liberty, and the pursuit of Happiness.”
  - “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.”
  - “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government...”
- Paine's *Common Sense* challenged the rule of the American colonies by the King of England. It was read by many American colonists and contributed to the growing sentiment for independence from Great Britain. Jefferson incorporated into the Declaration of Independence many of the grievances against the King of England that Paine had outlined in *Common Sense*.
- The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern colonies.



## Standard US.4

The student will understand the development of the American political system.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Examine founding documents to explore the development of American constitutional government, with emphasis on the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.
- Describe the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington.
- Assess the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties.
- Evaluate the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

American political leaders wrote a series of documents intended to provide an effective system of government based on republican principles.

- **The Articles of Confederation**

- American political leaders, fearful of a powerful central government like Britain's, created a weak national system of government. Significant powers given to the states ultimately made the national government ineffective. The Articles of Confederation
  - gave Congress no power to tax or regulate commerce among the states
  - provided for no common currency
  - gave each state one vote regardless of size or population
  - provided for no executive or judicial branch

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What are politics?

- ultimately was replaced with a stronger central government through the formation of the Constitution of the United States.

- **Virginia Declaration of Rights (George Mason)**

- Stated that governments should not violate the people's natural rights

- **Virginia Statute for Religious Freedom (Thomas Jefferson)**

- Supported freedom of religious exercise and separation of church and state

- **The United States Constitution's Bill of Rights**

- James Madison consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights.

The Constitution of the United States was created in a spirit of compromise in order to establish an effective form of government, with notable contributions by Virginians George Washington and James Madison.

- **Key issues and their resolutions**

- Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves
- Balanced power between large and small states by creating a Senate, where each state has two senators, and a House of Representatives, where membership is based on population as stated in the Great Compromise
- Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives while avoiding mention of slavery by name.
- Established three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers
- Limited the powers of the federal government to those identified in the Constitution

- **Key leaders**

- George Washington, president of the Convention
  - Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings.
- James Madison, "Father of the Constitution"
  - Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention.
  - At the Convention, he authored the Virginia Plan, which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government.
  - He later authored much of the Bill of Rights.

The debates between the Federalists and Anti-Federalists set the stage for the development of political parties in the United States.

- **Debates over the ratification of the U.S. Constitution**

- The Federalists supported ratification because they advocated the importance of a strong central government, especially to promote economic development and public improvements.
- Anti-Federalists were opposed to the ratification of the Constitution because they feared an overly powerful central government destructive of the rights of individuals and states, leading to their demand for the incorporation of the United States Bill of Rights.

- **Issues leading to the formation of political parties**

- Controversy over the Federalists' support for Hamilton's financial plan, especially the Bank of the United States; Washington's Proclamation of Neutrality including the Jay Treaty; and the undeclared war on France during the John Adams administration contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison.

- **Formation of political parties**

- The Federalists typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast.
- The Democratic-Republicans, led by Thomas Jefferson, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South.
- The presidential election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another.

Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government. The doctrine of judicial review set forth in *Marbury v. Madison*, the doctrine of implied powers set forth in *McCulloch v. Maryland*, and a broadly national view of economic affairs set forth in *Gibbons v. Ogden* are the foundation blocks of the Supreme Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests, as decided during John Marshall's tenure as the chief justice of the Supreme Court.



## Standard US.5

**The student will understand major events in Virginia and United States history during the first half of the nineteenth century.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. Explain territorial expansion and its impact on the American Indians.
- b. Describe the political results of territorial expansion.
- c. Assess the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812.
- d. Analyze the social and cultural changes during the period, with emphasis on "the age of the common man" (Jacksonian Era).
- e. Evaluate the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.
- f. Explain how Manifest Destiny and President James K. Polk's policies impacted the nation.
- g. Evaluate and explain the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many American Indians to reservations. Economic and strategic interests of the populace led to territorial expansion, which resulted in dominance over indigenous cultures.

- **Early stages of territorial expansion**

- White settlers had fought against indigenous peoples from the first months of their arrival across the generations that followed.
- American governments wrote treaties with many indigenous peoples that were frequently broken.
- The rapid expansion of the white population disturbed the economies and cultures of the indigenous peoples in every part of North America. Settlers frequently pushed illegally on to lands controlled by the American Indians.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What impact did the expansion of American have on others?

- Thomas Jefferson, as president in 1803, purchased from France the huge Louisiana Territory, which doubled the size of the United States. As a result, the United States gained control of the Mississippi River and New Orleans to facilitate western trade. Jefferson authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an American Indian woman, served as their guide and translator.
- American settlers streamed westward from the East Coast through the use of roads, canals, and railroads, which had intended and unintended consequences for American Indians.

- **Impact on the American Indians**

- The belief that it was America's Manifest Destiny to stretch from the Atlantic to the Pacific provided political support for territorial expansion.
- During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers. American Indians were forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when Cherokee, Choctaw, Chickasaw, Creek, and Seminole peoples were relocated from the South to present-day Oklahoma) or confined to reservations.
- The forced migrations led to the deaths of up to a third of the Native people forced to move with inadequate supplies and protection.

The continental United States was established through international diplomacy and warfare. Following the War of 1812, the United States and Britain agreed, through treaty, to establish the 49<sup>th</sup> parallel as the boundary between the United States and Canada along the Louisiana Territory. It was later extended to the Pacific following the acquisition of the Oregon Territory from Britain in 1846. Florida was acquired by the United States through a treaty with Spain in 1819. To protect America's interests in the Western Hemisphere, the Monroe Doctrine was issued. The Monroe Doctrine (1823) stated the following:

- The American continents should not be considered for future colonization by any European powers.



- Nations in the Western Hemisphere were inherently different from those of Europe (i.e., they were republics by nature rather than monarchies).
- The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere.
- The United States would not interfere in European affairs.

American migration into Texas led to an armed revolt against Mexican rule and a battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior Mexican force. The Texans' eventual victory over Mexican forces subsequently brought Texas into the United States. The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, and Arizona, and parts of Colorado and New Mexico. The acquisition of Texas created a vast new area for the expansion of slavery. White Southerners flooded into Texas and imported hundreds of thousands of enslaved people from the older states of the South.

The second war with Britain had lasting political and economic consequences as American nationalism and economic production greatly increased.

- **War of 1812**

- British interference with American shipping and the American desire for western expansionism fueled the call for a declaration of war.
- Federalists, in opposition to Madison's war resolution and to the war effort, met at the Hartford Convention and discussed secession.
- Following the outcomes of the War of 1812, the Federalists were viewed as unpatriotic and treasonous, which ultimately led to the demise of the political party.
- The war led to the departure of thousands of enslaved African Americans to British forces, resulting in enhanced American efforts to prevent future foreign invasions (e.g., Fort Monroe).

- **Economic impact of the War of 1812**

- A market revolution emerged following the War of 1812, which transformed the American economy through
- transportation improvements in canals and railroads.
- agricultural improvements such as the cotton gin and mechanical reaper.

- industrial innovations, including textile mills.
- communication improvements, including the telegraph.
- the rapid expansion of slavery into lands taken from American Indians
- Many of these internal improvements were funded by tariffs through the American System.

Although the Age of Jackson led to an increase in democracy for white men, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists. Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use, Jackson's party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists.

- **The “Age of the Common Man”**
  - Universal white manhood suffrage increased the electorate
  - Rise of interest groups including nativists
  - Political campaigning
  - Spoils System
- **Emergence of new political parties**
  - Whigs were
    - organized in opposition to the Democratic Party.
    - arose in opposition to Andrew Jackson and supported temperance and the use of the government for economic development.
    - supported temperance and the use of the government for economic development.
  - Know-Nothings were
    - organized in opposition to continued immigration by Irish and German immigrants.
    - the first of a series of political efforts to oppose immigration and immigrants. Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use.
- **Cultural changes sparked by the Second Great Awakening**
  - Temperance movement
  - Women's suffrage movement
  - Abolitionist movement
  - As the nation struggled to resolve sectional issues over the future of slavery, compromises were developed to defuse a series of political crises.
- **Sectional tensions caused by competing economic interests**

- The-North favored high protective tariffs to protect Northern manufactured goods from foreign competition.
- The plantation-based South opposed high tariffs that made the price of imports more expensive.
- Slavery expanded west with great speed, dominating one new state after another from the east coast to Texas and Arkansas.
- **Sectional tensions caused by westward expansion**
  - As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free states” and “slave states.”
    - The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line.
    - In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own.
    - The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line, giving white males in Kansas and Nebraska the choice whether to allow slavery in their states or not (i.e., popular sovereignty). This law produced bloody fighting in Kansas as pro- and antislavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery.
- **Sectional tensions caused by debates over the nature of the Union**
  - South Carolinians, in the South Carolina Exposition and Protest, argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis). South Carolina leaders sought to check the power of the federal government, which they feared might interfere with slavery's expansion.
  - President Jackson threatened to send federal troops to collect the tariff revenues and uphold the power of federal law.
- **Sectional tensions caused by the institution of slavery**

- Slave revolts in Virginia, led by Gabriel (Prosser) in 1800 and Nat Turner in 1831, fed white Southerners' fears about slave rebellions and led to severe restrictions on privileges for free blacks and harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence.
- Abolitionists, led by William Lloyd Garrison, publisher of *The Liberator*, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists. Although abolitionists accounted for only two percent of the northern population, they won a great deal of attention and animosity, in the North as well as the South.
- Enslaved African Americans who escaped to free states, many aided by the Underground Railroad, pitted Southern slave owners against outraged Northerners who opposed returning escaped slaves to bondage.
- **The women's suffrage movement**
  - At the same time the abolitionist movement grew, another reform movement took root—the movement to give equal rights to women
  - Seneca Falls Declaration of 1848
  - Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in the women's suffrage movement before the Civil War and continued with the movement after the war
  - America wanted to take land from American Indians and Mexico to expand from the Atlantic to the Pacific, leading to conflict between the North and the South as both slavery and free settlers moved west. The popular belief that it was America's Manifest Destiny to stretch across the continent from the Atlantic to the Pacific provided political support for territorial expansion.

President James K. Polk, a Democrat, was elected on a Manifest Destiny platform. During Polk's presidency, the United States acquired

- the Oregon Territory from Great Britain
- the Mexican Cession from Mexico.

This acquisition of land led to renewed controversy concerning the expansion of slavery into new territories. This controversy led to the

Compromise of 1850, the Kansas-Nebraska Act, and the rise of the Republican Party.

Cultural, economic, and constitutional differences between the North and the South—all based on slavery, and eventually resulted in the Civil War.

The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern states. Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.

- **Causes of the Civil War**

- Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the relative power of the states and the federal government.
- The issues related to slavery increasingly divided the nation and led to the Civil War. Much of America's economy revolved around the institution of slavery, which accounted for a large share of America's exports.
- Northern abolitionists vs. Southern defenders of slavery
- A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act
- Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe in response to the Fugitive Slave Act
- United States Supreme Court decision in the Dred Scott case
- The creation of the Republican Party in the mid-1850s, explicitly devoted to stopping the spread of slavery in the territories.



## Standard US.6

**The student will understand the Civil War and Reconstruction eras and their significance as major turning points in American history.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe major events and the roles of key leaders of the Civil War Era.
- Evaluate and explain the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address.
- Evaluate and explain the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.
- Evaluate postwar Reconstruction plans presented by key leaders of the Civil War.
- Evaluate and explain the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

#### Major events

- Election of Lincoln as president of the United States (1860), followed by the secession of several Southern states that feared Lincoln would try to abolish slavery
- Fort Sumter: Opening confrontation of the Civil War
- Emancipation Proclamation: Issued after the Battle of Antietam
- Gettysburg: Turning point of the Civil War
- Sherman's March to the Sea
- Appomattox: Site of Lee's surrender to Grant
- Juneteenth: was celebrated on June 19, 1865, when enslaved people in Texas finally became free when the United States Army arrived and enforced the Emancipation Proclamation

#### Key leaders and their roles

- Jefferson Davis

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What lessons were learned due to the Civil War?

- United States senator who became president of the Confederate States of America
- Ulysses S. Grant
  - Union military commander who won victories over the South after several other Union commanders had failed
- Robert E. Lee
  - Confederate general of the Army of Northern Virginia
  - After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery
- Frederick Douglass
  - Former enslaved African American
  - Became a prominent abolitionist
  - Urged Lincoln to recruit former enslaved African Americans to fight in the Union army
- Abraham Lincoln's leadership
  - Initial goal: Preserve the Union, even if that meant leaving slavery in place
  - Believed secession was an illegal act and that the United States was a "nation," not a collection of sovereign states; Southerners claimed the states had freely joined the Union and could freely leave
  - First Inaugural Address: "In your hands my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war..."
  - Later goal: End slavery and expand citizenship

#### **Key Documents**

- Emancipation Proclamation
  - Developed after enslaved African Americans given asylum at Fort Monroe were declared "contraband of war"
  - Lincoln issued the Emancipation Proclamation as a military necessity
  - Freed those enslaved people located in the "rebellious" states (Southern states that had seceded)
  - Made the abolition of slavery a Northern war aim
  - Discouraged any interference of foreign governments

- Allowed for the enlistment of African American soldiers and sailors in the United States military
- Gettysburg Address
  - Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.”

**Impact of the war on society**

- African Americans
  - Nearly two hundred thousand African Americans served in the United States Army and Navy following the implementation of the Emancipation Proclamation. African Americans protested against being paid less than white soldiers and sailors.
  - Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom.
  - African American soldiers and sailors were discriminated against and served in segregated units under the command of white officers.
  - Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.
- Common soldiers
  - Warfare was costly, but disease killed more men than did bullets.
  - The white South lost nearly a quarter of its military-aged white men to death and many more through illness and disability.
  - After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities.
  - After African American soldiers and sailors returned home from the war, they were targeted for violence.



- Women
  - Managed homes and families with scarce resources
  - Often faced poverty and hunger as evidenced by Bread Riots in Richmond, Virginia
  - Assumed new roles in agriculture, nursing, and war industries
  - Supported the war effort: Clara Barton, a Civil War nurse, created the American Red Cross; Harriet Tubman, an abolitionist, was a political activist and conductor on the Underground Railroad; Elizabeth Van Lew, a Virginia abolitionist, was a spy for the Union Army; and Mary Bowser was an African American Union spy.

### **Reconstruction plans**

- 10 Percent Plan
  - Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate Southern state governments once 10 percent of the registered voters of that state in 1860 pledged loyalty to the United States government.
  - Lincoln also believed that to reunify the nation, the federal government should not punish the South, but act "with malice towards none, with charity for all...to bind up the nation's wounds...."
  - The assassination of Lincoln just a few days after Lee's surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states.
- Johnson's Reconstruction plan
  - Andrew Johnson, Lincoln's successor as president, adopted much of Lincoln's Reconstruction plan but offered pardons to high-ranking military and political Confederate leaders who personally requested them.
  - Johnson's authority in leading the Reconstruction of the South was challenged by congressional leaders who were angered by the South's enactment of Black Codes and the election of high-ranking former Southern leaders to Congress.

- Radical Republicans
  - The secessionist states would not be allowed back into the Union immediately but were put under military occupation.
  - Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Andrew Johnson over the issue of civil rights for freed slaves, eventually impeaching him but failing to remove him from office.

### **Impact of Reconstruction**

- Political effects
  - Reconstruction attempted to create legal equality for people formerly held in slavery.
  - The amendments to the Constitution during Reconstruction laid the basis for the eventual equality for all Americans.
  - The three “Civil War Amendments” to the Constitution were added.
  - 13th Amendment: Slavery was abolished permanently in the United States.
  - 14th Amendment: States were prohibited from denying equal rights under the law to any American and citizenship was redefined.
  - 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).
  - Following the end of Reconstruction, former Confederates regained political power in the South. This led to the installation of the era of Jim Crow and the restriction of civil liberties for African Americans in the South.
  - Rights that African Americans had gained were lost through “Jim Crow” laws that segregated black and white Southerners from one another.
- Economic impact
  - The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end

of slavery. The South would remain an agriculture-based economy and the poorest section of the nation for many decades afterward.

- The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. The Southern economy recovered in the 1880s and grew rapidly producing lumber, coal, and cotton.
- The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.



## Standard US.7

**The student will understand how the nation grew and changed from the end of Reconstruction through the early twentieth century.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- a. Explain the westward movement of the population in the United States.
- b. Explain the westward movement of the population in the United States.
- c. Examine the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation.
- d. Analyze the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia.
- e. Analyze the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia.
- f. Evaluate and explain the social and cultural impact of industrialization, including rapid urbanization.
- g. Evaluate and explain the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

New technologies, innovations, and government policies led to a new wave of internal and international migration and growth. This growth, while positive for some, destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.

- **Westward movement**
  - Following the Civil War, the westward movement of settlers intensified in the vast region between the Mississippi River and the Pacific Ocean.
  - The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market before the spread of railroads soon thereafter.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factors lead to our country's expansion?
- Did this expansion benefit everyone?

- Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land.
- Southerners, including African Americans moved west to seek new opportunities after the Civil War.
- New technologies such as the railroads, telegraph, telephone, and mechanical reaper opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets. By the turn of the century, the Great Plains and Rocky Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of farms, ranches, and towns.
- The forcible removal of the American Indians from their lands continued throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War.

Economic growth at the turn of the century laid the foundation for modern America. Technological change spurred growth of industry primarily in northern cities.

- **Inventions/innovations**

- Corporation (limited liability)
- Bessemer steel process
- Light bulb (Thomas Edison) and electricity as a source of power and light
- Filament for light bulb (Lewis Latimer)
- Telephone (Alexander Graham Bell)
- Airplane (Wright brothers)
- Assembly-line manufacturing (Henry Ford)
- Gas Mask & Traffic Light (Garrett Morgan)

- **Economic leaders**

- Andrew Carnegie (steel)
- J. P. Morgan (finance)
- John D. Rockefeller (oil)
- Cornelius Vanderbilt (railroads)
- "Madame CJ Walker" - Sarah Breedlove (hair products & cosmetics)

- **Reasons for economic transformation**

- Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders)
- The increasing labor supply (from immigration and migration from farms)
- America's possession of a wealth of natural resources and navigable rivers

- **Emergence of leisure activities**

- Sporting events such as baseball
- Vaudeville and minstrel shows
- Amusement parks and fairs

A new wave of immigration at the turn of the twentieth century transformed American society.

- **Immigration**

- Prior to 1871, most immigrants to America came from Northern and Western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from Southern and Eastern Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan).
- Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families.
- Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast and the clothing industry in New York City. Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and endured dangerous working conditions to help build the nation's industrial strength.
- During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, as their ships arrived following the voyage across the Atlantic.
- Immigrants began the process of assimilation into what was termed the American "melting pot." While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools

served an essential role in the process of assimilating immigrants into American society.

- Immigrants were often exploited by urban political machines that provided useful services in exchange for immigrant votes, which increased animosity toward them.
- Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers would accept, and there was prejudice based on religious and cultural differences.
- Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and Emergency Quota Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society.

During the early twentieth century, Supreme Court rulings limited the civil liberties of Americans. Newly formed organizations began to address segregation and discrimination issues.

- Discrimination against and segregation of African Americans
  - After Reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places.
  - African Americans looked to the courts to safeguard their rights.
  - In *Plessy v. Ferguson*, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era.
  - During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South. African Americans also experienced discrimination and violence in the North and Midwest but had greater opportunities than were available to them in the South.
  - Mob violence, such as in Danville in 1883.
- **Responses of African Americans**

- Ida B. Wells-Barnett led an anti-lynching crusade and called on the federal government to take action.
- Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation.
- W.E.B. DuBois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP).
- **Practice of eugenics in Virginia**
  - Eugenics is the belief in the possibility of improving the qualities of the human population by discouraging reproduction by individuals presumed to have “undesirable” traits and encouraging reproduction by those who had desired inheritable traits.
  - Eugenics was a movement throughout the twentieth century, worldwide as well as in Virginia, which demonstrated the misuse of the principles of heredity.
  - In *Buck v. Bell* (1927), the United States Supreme Court upheld a Virginia statute for the sterilization of people considered genetically unfit. Upholding Virginia's sterilization statute provided for similar laws in 30 states, under which an estimated 65,000 Americans were sterilized without their own consent or that of a family member.

During the early twentieth century, America shifted from a primarily rural to an urban society.

- **Growth of cities**
  - As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers' families often lived in harsh conditions, crowded into tenements and slums. Cities such as Atlanta, Birmingham, Dallas, and Houston also grew rapidly in the South, though without many immigrants.
  - The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. Cities in the Northeast, such as Boston and New York, constructed subway systems around



the turn of the twentieth century, and many cities built trolley or streetcar lines.

- **Industrialization:** Reputation of capitalists as captains of industry or robber barons
  - Excesses of the Gilded Age
  - Income disparity
  - Lavish lifestyles
  - Ruthless business practices of capitalists in forming monopolies and trusts
- **Industrialization:** Impact on working conditions for labor
  - Long hours and low wages, especially for women and children
  - No job security and no benefits such as workingmen's compensation
  - Dangerous working conditions, including the Triangle Shirtwaist Company fire, and work-related illnesses such as lung disease
  - Company towns
- **Industrialization:** Formation of labor unions
  - Goals: Higher wages, fewer work hours, safer conditions
  - Labor organizations
  - Knights of Labor led by Terence Powderly
  - American Federation of Labor led by Samuel Gompers
  - American Railway Union led by Eugene V. Debs
  - International Ladies' Garment Workers' Union
  - Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chancellor Owens
- **Great Migration**
  - The Great Migration began post Reconstruction and continued through the 1920s. Created opportunities for African Americans in housing, education, and politics.
  - By the turn of the 20th century, the vast majority of black Americans lived in the Southern states.
  - The widespread migration of African Americans moving from rural communities in the South to large cities in the North and West.
  - "Push" factors:
    - poor economic conditions in the South—intensified by the limitations of sharecropping, farm failures, and crop damage

- ongoing racial oppression in the form of Jim Crow laws.
- “Pull” factors
  - encouraging reports of good wages and living conditions that appeared in African American newspapers.
  - advertisements for housing and employment and firsthand stories of newfound success in the North and western areas such as the Chicago Defender.
- Other areas such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities.
- **Strikes**
  - Haymarket Square Riot led to the demise of the Knights of Labor
  - Homestead Strike by Carnegie steel workers
  - Pullman Strike by railroad workers
- **Gains**
  - Limited work hours
  - Regulated working conditions

The Progressive Movement sought to reform the economic, political, and social systems of the United States through government regulation and oversight.

- **Causes of the Progressive Movement**
  - Economic exploitation: Formation of trusts and monopolies, and exploitation of natural resources
  - Political corruption: Formation of political machines maintaining power through bribes and voter intimidation
  - Social injustice: Child labor; living conditions; consumer protection; racial, gender, and ethnic equality
- **Goals of the Progressive Movement**
  - Increase economic opportunity
  - Increase democracy
  - Increase social justice
- **Muckraking Progressive leaders**
  - Muckrakers: Progressives whose investigative literature exposed abuses in economics, politics, and society
  - Ida Tarbell: The History of the Standard Oil Company
  - Lincoln Steffens: The Shame of the Cities

- Upton Sinclair: The Jungle
- **Progressive accomplishments: National legislation**
  - Economic:
    - The earlier Sherman Anti-Trust Act prevented any business structure that “restrains trade” (monopolies).
    - The Clayton Anti-Trust Act expanded upon the Sherman Anti-Trust Act by exempting unions from prosecution under the Sherman Act, and it outlawed price-fixing.
    - The Federal Reserve System was established.
  - Political:
    - Primary elections were established.
    - The 17th Amendment was passed, establishing the direct election of United States senators.
    - The 19th Amendment was enacted, providing women with the right to vote. Efforts to gain the right to vote were realized through the strong leadership of the women’s movement by Carrie Chapman Catt and Alice Paul as well as the nation’s recognition of women’s wartime contributions during World War I.
  - Social:
    - Consumer protection: Enacted the Meat Inspection Act and the Pure Food and Drug Act
    - Alcohol consumption: Passage of the 18th Amendment, better known as “Prohibition”; later the amendment was repealed by the 21st Amendment
- **Progressive accomplishments: State level**
  - Initiative
  - Referendum
  - Recall
  - Secret ballot
- Changes in voting laws in the South disenfranchised African American male voters
  - Every southern state revised their constitutions and voting laws in this period
  - Each change was put forward as a reform and aligned with those of the rest of the country, especially secret ballots, literacy tests, and poll taxes

- The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders
- The changes, however, greatly reduced the ability of African Americans in the South to vote, along with poorer white people
- Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order



## Standard US.8

**The student will understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Explain changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War.
- Evaluate the United States' involvement in World War I, including Wilson's Fourteen Points.
- Evaluate and explain the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

As a result of the Spanish-American War, the United States was recognized as a world power.

- **Latin America**
  - Spanish-American War
  - Puerto Rico was annexed by the United States.
  - The United States asserted its right to intervene in Cuban affairs.
  - Panama Canal and the role of Theodore Roosevelt
  - The United States encouraged Panama's independence from Colombia.
  - The parties negotiated a treaty to build the canal.
  - Roosevelt Corollary
  - Expanded the United States "police" presence in the Western Hemisphere that was established in the Monroe Doctrine
- **Asia and the Pacific**
  - Hawaii: United States efforts to depose Hawaii's monarchy; United States annexation of Hawaii
  - Philippines: Annexed after the Spanish-American War

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How did United States policy influence other countries?

- Guam: Annexed after the Spanish-American War
- Open Door Policy: Urged all foreigners in China to obey Chinese law, observe fair competition

The United States fought in World War I in defense of democratic and humanitarian principles.

- **United States involvement in World War I**

- The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia.
- For three years, America maintained neutrality due to popular support for isolationism.
- The decision to enter the war was the result of continuing German submarine warfare (violating freedom of the seas) and American ties to Great Britain.
- More than 350,000 African Americans fought for the Allied forces, often restricted to support roles but sometimes on the front lines
- Immigration from Europe stopped and factories in the North needed laborers.
- Americans wanted to “make the world safe for democracy.” (Woodrow Wilson)
- America's military resources of soldiers and war materials tipped the balance of the war and led to Germany's defeat.

- **Fourteen Points**

- Wilson's plan to eliminate the causes of war
- Key points
- Self-determination
- Freedom of the seas
- League of Nations

The Treaty of Versailles failed to secure a just and lasting peace.

- **Treaty of Versailles**

- The French and English insisted on punishment of Germany.
- A League of Nations was created.
- National boundaries were redrawn, creating many new nations.
- The Mandate System was established in the Middle East.

- **League of Nations debate in United States**

<ul style="list-style-type: none"><li>○ Many senators objected to United States foreign policy decisions being made by international organizations rather than United States leaders.</li><li>○ The United States Senate's failure to approve the Treaty of Versailles led to the United States not joining the League of Nations.</li></ul>	
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## Standard US.9

The student will understand key events during the 1920s and 1930s.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Analyze how popular culture evolved and challenged traditional values.
- Assess and explain the economic causes and consequences of the stock market crash of 1929.
- Explain the causes of the Great Depression and its impact on the American people.
- Evaluate and explain how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Popular culture began to evolve into an age of modernism that challenged traditional values. Modernism marked the beginning of a period that rejected conventional ways of viewing and interacting with the world. The movement was reflected in art, architecture, literature, music, entertainment, and fashion.

- **Mass media and communications**
  - Radio: Broadcast jazz, entertainment programming, sporting events, and Fireside Chats
  - Movies: Provided escape from Depression-era realities
  - Newspapers and magazines: Shaped cultural norms, established a consumer culture, and sparked fads
- **Challenges to traditional values**
  - Traditional religion: Darwin's theory, the Scopes Trial
  - Traditional role of women: Flappers, 19th Amendment
  - Open immigration: Rise of new Ku Klux Klan (KKK), a Red Scare
  - Prohibition: Smuggling alcohol, speakeasies
- **Harlem Renaissance**
  - Following the Great Migration of World War I and the 1920s, African Americans created vibrant cultural communities in the North.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factors played instrumental roles in influencing society during the 1920s and 1930s?



- One of the most prominent areas of black life was Harlem in New York City, filled with vibrant music and entertainment.
- A number of important poets and writers emerged in that community, including Langston Hughes, Countee Cullen, Zora Neale Hurston, Anne Spencer.
- The jazz produced in the 1920s and 1930s in Harlem and other centers of black population became popular worldwide.

The stock market experienced unprecedented growth in the 1920s, but serious flaws in the economy and the market itself led to economic collapse.

- **Causes of the stock market crash of 1929**

- Business was booming, but investments were made through buying stocks on credit.
- There was overspeculation of monetary returns on investments.
- There was a large number of small investors.
- Panic selling of stocks led to the collapse of the stock market.
- There was excessive expansion of credit.
- Business failures led to bankruptcies.
- Bank deposits were invested in the market.
- When the market collapsed, the banks ran out of money.

- **Consequences of the stock market crash of 1929**

- The crash signaled the beginning of the Great Depression although serious flaws in the economy had existed for years.
- People lost investments, which led to financial ruin, and many committed suicides.
- Bank runs: Clients panicked and attempting to withdraw their money from the banks, discovered their funds were lost.
- There were no new investments.

The Great Depression was caused by severe weaknesses in the nation's agricultural, financial, and industrial sectors, resulting in widespread hardships.

- **Causes of the Great Depression**

- Overproduction of industrial and agricultural products
- Purchasing items on credit, placing Americans in an unstable financial position
- Unequal distribution of wealth, making it difficult for many Americans to make purchases
- An agricultural depression that had plagued farmers throughout the 1920s
- Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation
- High protective tariffs produced retaliatory tariffs in other countries, restricting world trade

- **Impact of the Great Depression**

- Unemployment and homelessness
- Collapse of the financial system (bank closings)
- Decline in demand for goods
- Political unrest (growing militancy of labor unions)
- Farm foreclosures and migration

The New Deal had many long-term effects on United States government and society. As a result of the New Deal, the role of the federal government changed, transforming American politics, the economy, and society.

- **New Deal (Franklin Roosevelt)**

- This program changed the role of the government to a more active participant in solving problems.
- Franklin D. Roosevelt was the first president to have entirely African American advisors who served in a "kitchen cabinet."
- Roosevelt rallied a frightened nation in which one in four workers was unemployed ("We have nothing to fear but fear itself").
- Relief measures provided direct payment to people for immediate help (Works Progress Administration [WPA]).
- Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration [AAA]).
- Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation [FDIC]).

<ul style="list-style-type: none"><li>• The Social Security Act offered safeguards for workers, except for domestic workers.</li><li>• African Americans were discriminated against in these government programs.</li><li>• The legacy of the New Deal influenced the public's belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote general welfare.</li></ul>	
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**Standard US.10**

**The student will understand the United States’ involvement in World War II.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
<ul style="list-style-type: none"><li>a. Analyze the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.</li><li>b. Describe and locate the major battles and key leaders of the European theater.</li><li>c. Describe and locate the major battles and key leaders of the Pacific theater.</li><li>d. Evaluate and explain how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.</li><li>e. Analyze the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.</li><li>f. Evaluate and explain the treatment of prisoners of war and civilians by the Allied and Axis powers.</li></ul>	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas

**To be successful with this standard, students are expected to know and understand:**

The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.

- **The war in Europe**
  - World War II began with Hitler's invasion of Poland in 1939, followed shortly thereafter by the Soviet Union's invasion of Poland and the Baltic countries from the east.
  - During the first two years of the war, the United States stayed officially neutral while Germany overran France and most of Europe and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union.
  - Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to "lending a garden hose to a next-door neighbor whose house is on fire."
- **The war in Asia**
  - During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war.
  - While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it "a date that will live in infamy" as he asked Congress to declare war on Japan.
  - After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.

- Why did American enter World War II?
- Could an event of War, such as the Holocaust, happen today?

Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II.

- **Key Political Leaders of the European Theater**
  - United States of America
    - Franklin Delano Roosevelt
    - Harry Truman
  - Great Britain
    - Winston Churchill
  - Soviet Union
    - Joseph Stalin
  - Germany
    - Adolf Hitler
- **Military Leaders**
  - Dwight D. Eisenhower
  - George C. Patton
- **Allied Strategy in the European Theater**
  - America and its allies (Britain and the Soviet Union after being invaded by Germany) followed a “Defeat Hitler First” strategy.
  - Most American resources were targeted for Europe.
- **Axis Strategy in the European Theater**
  - Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America’s industrial and military strength could turn the tide.
- **Major Battles of the European Theater**
  - Stalingrad
  - Normandy landings: D-Day
  - Battle of the Bulge

The war strategy of the United States in the Pacific led to America’s victory against Japan.

- **Key Leaders of the Pacific Theater**
  - United States of America
    - Douglas MacArthur
  - Japan
    - Emperor Hirohito
    - Hideki Tojo
- **United States’ Strategy**
  - In the Pacific, American military strategy called for an “island hopping” campaign, seizing islands increasingly closer to Japan

and using them as bases for air attacks on Japan, and for cutting off Japanese supplies through submarine warfare against Japanese shipping.

- **Japan's Strategy**

- Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii.
- Japan's leaders hoped that America would accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains.

- **Major Battles in the Pacific Theater**

- Battles of Midway, Iwo Jima, and Okinawa
- Use of the atomic bomb on Hiroshima and Nagasaki

World War II was a total war in which all of America's economic and human resources had to be mobilized to their greatest capacity.

- **Minority participation**

- African Americans
  - served in all branches and fought overseas during World War II
  - generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than in support roles.
  - migrated to cities in search of jobs in war plants.
  - campaigned for victory in war and equality at home.
- All-minority military units
  - Tuskegee Airmen (African Americans) served in Europe with distinction.
  - Nisei regiments (Japanese Americans) earned a high number of decorations.
- Additional contributions of minorities
  - Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break).
  - Hispanic Americans also fought, but in nonsegregated units.
  - Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action.

- **Economic resources**

- United States government and industry forged a close working relationship to allocate resources effectively.
- Rationing was used to maintain supply of essential products to the war effort.
- War bonds and income tax were used to finance the war.
- Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing).
- **Human resources**
  - More women and minorities entered the labor force.
  - Citizens volunteered in support of the war effort.
  - Military resources
  - The draft (selective service) was used to provide personnel for the military.
  - Women on the home front during World War II
  - Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter).
  - Women typically participated in noncombat military roles.
- **The United States government maintained strict censorship of reporting of the war.**
  - Public morale and ad campaigns kept Americans focused on the war effort.
  - The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways.

The Nazis targeted specific groups for genocide to create a “master race.”

- **The Holocaust**
  - Germany’s decision to exterminate the Jewish population through genocide was referred to as the “Final Solution.”
  - Additional groups, including Poles, Slavs, Gypsies, homosexuals, the mentally ill, and the physically handicapped, were also targeted.
  - Following the end of World War II, the Nuremberg trials were conducted to hold Nazi leaders and other individuals accountable for their own participation in war crimes regardless of orders received.
  - The outcome of the trials led to increased demand for a Jewish homeland.

The savagery of war and indecencies against humanity were prevalent during World War II.



- **Prisoners of war**
  - The Geneva Convention established international rules concerning the humane treatment of prisoners of war.
  - The treatment of prisoners of war in Europe more closely followed the agreements of the Geneva Convention.
  - The treatment of prisoners of war in the Pacific often reflected the savagery of fighting as displayed in the Bataan Death March.
- **Treatment of Japanese American civilians**
  - Japanese Americans were relocated to internment camps as a result of strong anti-Japanese prejudice and the fear that Japanese Americans were aiding the enemy.
  - The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States.
  - The Civil Liberties Act of 1988 was signed into law to provide a presidential apology and symbolic payment to the internees, evacuees, and persons of Japanese ancestry who lost liberty or property because of discriminatory action by the federal government during World War II.



## Standard US.11

The student will understand the United States' foreign policy during the Cold War era.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Locate and explain the political boundary changes, and the formation of the United Nations and the Marshall Plan.
- Explain the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism.
- Analyze the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO).
- Analyze the changing role of the United States in Asia, including Korea, Vietnam, and China.
- Evaluate and explain how policy changes impacted the United States' relationships in Latin America.
- Analyze the domestic impact of the Cold War.
- Evaluate and explain the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

World War II led to the reshaping of political boundaries and international relationships.

- **Postwar outcomes**
  - The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany.
  - Germany was partitioned into East and West Germany, as was its capital city, Berlin. West Germany and West Berlin became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany and East Berlin remained under the domination of the Soviet Union and did not adopt democratic institutions.
  - Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government,

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What does the term "foreign policy" mean?
- Does foreign policy remain constant over time?
- What factors might influence our foreign policies?

resumed self-government, and became a strong ally of the United States.

- Europe lay in ruins, and the United States launched the Marshall Plan, which provided massive financial aid to rebuild European economies and prevent the spread of communism.
- The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars, with the United States being one of five key members of the United Nations' Security Council.

The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.

- **Origins of the Cold War**

- The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1991.
- The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.
- The Truman Doctrine of "containment of communism" was a guiding principle of American foreign policy throughout the Cold War—not to uproot communism where it already existed, but to keep it from spreading and to resist communist aggression into other countries.
- The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than becoming strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President Nixon in the 1970s exploited.
- After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of "massive retaliation" to deter any nuclear strike by the Soviets.

Millions of Americans served in the military during the Cold War, and their contributions were often at significant personal, professional, and political sacrifice in service to the United States.

- **American military forces during the Cold War**

- In response to the events associated with the Berlin Airlift, the North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and Western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in Eastern Europe formed the Warsaw Pact, and for nearly 50 years, both sides maintained large military forces facing each other in Europe.
- In 1948, President Harry S. Truman ordered the desegregation of the armed forces of the United States, which took place during the Korean War.
- During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded.
- President Kennedy pledged in his inaugural address that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you—ask what you can do for your country.”
- President Kennedy was assassinated in 1963 in Dallas, Texas, in an event that shook the nation’s confidence and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in Vietnam.
- Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war.
- It was not until several years after the end of the Vietnam War that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices.

The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism.

- **The Korean War**

- American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism.
- The United States military maintains a presence in South Korea.
- **The Vietnam War**
  - American involvement in Vietnam also reflected the Cold War policy of containment of communism.
  - Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist.
  - The American military buildup in Vietnam began under President John Kennedy. After Kennedy's assassination in 1963, the buildup was intensified under President Lyndon Johnson.
  - The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field but fought a limited war.
  - America became bitterly divided over the issue. While there was support for the American military and conduct of the war among many Americans, others opposed the war, and active opposition to the war mounted, especially on college campuses.
  - African Americans were drafted and sent to the front lines in disproportionate numbers.
  - After Johnson declined to seek reelection, President Richard Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of "Vietnamization," withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.
  - Ultimately "Vietnamization" failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army. In 1975, North and South Vietnam were merged under communist control.
- **China**
  - While negotiating an end to the Vietnam War, President Nixon, along with his Secretary of State Henry Kissinger, instituted the Cold War policy of détente which led to Nixon's

- visit to China and the United States' formal recognition of the communist-controlled People's Republic of China.
- Due to this relaxation of tensions between the United States and China, the Soviets sought to improve relations with the United States, which led to the Strategic Arms Limitations Treaty (SALT). President Nixon was forced out of office by the Watergate scandal.

The expansion of communism into Latin America challenged American interests in the region.

- **Confrontation between the United States and Cuba**
  - Cuba was also a site of Cold War confrontations.
  - Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This Bay of Pigs invasion failed.
  - In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles, instituted a naval blockade of Cuba as Soviet ships approached, and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership ordered the removal of the missiles from Cuba.

The fight against communism abroad impacted the daily life of Americans.

- **Impact of the Cold War at home**
- The fear of communism and the threat of nuclear war affected American life throughout the Cold War.
- During the 1950s and 1960s, American schools regularly held drills to train children in what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements.
- The convictions of Julius and Ethel Rosenberg for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through spying, increased domestic fears of communism.
- Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence.

This led to the coining of the term McCarthyism—the making of false accusations based on rumor or guilt by association.

- The Cold War made foreign policy a major issue in every presidential election during the period.
- The heavy military expenditures throughout the Cold War benefited Virginia's economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

Both internal problems and external pressures caused the collapse of communism in the Soviet Union.

- **Internal problems of the Soviet Union**
  - Rising nationalism in Soviet republics
  - Increasing Soviet military expenses
  - Economic inefficiency of communism
- **Role of President Ronald Reagan**
  - Reagan instituted a policy of massive military buildup.
  - He supported the development of the Strategic Defense Initiative (SDI), also commonly known as “Star Wars.”
  - Reagan challenged the moral legitimacy of the Soviet Union with strong rhetoric, including his speech at the Berlin Wall.
  - Ultimately, President Reagan and Soviet Premier Mikhail Gorbachev agreed to terms of arms reduction in the Strategic Arms Reduction Treaty (START).



## Standard US.12

The student will understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Explain the factors that led to United States expansion.
- Evaluate and explain the impact of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.
- Explain how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.
- Analyze changes in immigration policy and the impact of increased immigration.
- Evaluate and explain the foreign and domestic policies pursued by the American government after the Cold War.
- Explain how scientific and technological advances altered American lives.
- Evaluate and explain the changes that occurred in American culture.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts

- **Expansion of economic prosperity**
  - Implementation of the G.I. Bill
  - Development of the Interstate Highway System
  - Rise of the middle class
- **Expansion of initiatives for non-middle-class Americans**
  - Lyndon Johnson attempted to create a "Great Society" by waging a "War on Poverty."
  - Initiatives included Medicare, Medicaid, and the Economic Opportunity Act.

By interpreting its powers broadly, the United States Supreme Court can reshape American society.

- **Brown v. Board of Education**

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How has the United States changed since colonization?
- Do United States policies align with the Church's social teaching on the dignity of every person?



- Supreme Court decision that segregated schools are unequal and must desegregate
- **Key people**
  - Thurgood Marshall: NAACP legal defense team
  - Earl Warren: Supreme Court chief justice
- **Virginia's response**
  - Massive Resistance: Closing some schools
  - Establishment of private academies
  - White flight from urban school systems to suburbs

Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights.

- **National Association for the Advancement of Colored People (NAACP)**
  - The NAACP challenged segregation in the courts.
  - The association had a long history of working to overturn the *Plessy v. Ferguson* decision.
  - The Lynching of Emmett Till (1955) - Emmett Till's lynching in Mississippi and the acquittal of his killers gained international media attention and inspired demands for civil rights.
- **The Southern Christian Leadership Conference (SCLC)**
  - A civil rights organization led by Martin Luther King, Jr.
  - The SCLC supported the use of nonviolent direct action such as boycotts, sit-ins, marches, and other demonstrations.
- **Voting Rights Act of 1965**
  - The March from Selma to Montgomery was a demonstration against voter discrimination and police brutality.
    - John Lewis led the first day of the march when peaceful demonstrators were attacked by Alabama State Police in what became known as "Bloody Sunday."
  - The act outlawed literacy tests.
  - Federal registrars were sent to the South to register voters.
  - The act resulted in an increase in African American voters.
  - President Johnson played an important role in the passage of the act.
- **Americans with Disabilities Act**
  - Although the Civil Rights Act of 1964 addressed a broad scope of discrimination, the discrimination against people with disabilities would not be addressed until 1973 with the passage of Section 504 of the Rehabilitation Act of 1973.

- Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in federal programs and by recipients of federal financial assistance.
- The Individuals with Disabilities Education Act (IDEA) requires that all children with disabilities receive a free, appropriate public education in the least restrictive environment.
- **1963 March on Washington**
  - Participants were inspired by the “I Have a Dream” speech given by Dr. Martin Luther King, Jr.
  - The march helped influence public opinion to support civil rights legislation.
  - The march demonstrated the power of nonviolent, mass protest.
- **Civil Rights Act of 1964**
  - The Birmingham Campaign led by Martin Luther King, Jr. and SCLC convinced President Kennedy to publicly call for new civil rights legislation. Media coverage of Bull Connor's violent tactics against student demonstrators led to greater national support for the Civil Rights Movement.
  - The act prohibited discrimination based on race, color, religion, gender, or national origin.
  - The act desegregated public accommodations (e.g., hotels, restaurants, movie theaters).
  - President Lyndon B. Johnson played an important role in the passage of the act.

Rising immigration to the United States has increased American diversity. It has promoted changes in public policy and has altered the economic and cultural landscape of the United States.

- **The Immigration Act of 1965**
  - reversed the Immigration Restriction Acts of the 1920s, opened the United States to increased immigration from many diverse countries, especially from Asian and Latin American countries.
- **Reasons for immigration**
  - Political freedom
  - Economic opportunity
- **Issues related to immigration policy**
  - Strain on government services
  - Filling low-paying jobs in the United States
  - Border issues
  - Pathway to citizenship

- Bilingual education
- Increasing cultural diversity
- **Contributions of immigrants**
  - Diversity in music, the visual arts, and literature
  - Roles in the labor force
  - Achievements in science, engineering, and other fields
  - Many minorities elected to high public offices at the state and national levels of government

The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America. Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism.

- **President Reagan and conservative Republicans advocated for**
  - tax cuts
  - transfer of responsibilities to state governments
  - appointment of judges/justices who exercised judicial restraint
  - reduction in the number and scope of government programs and regulations
  - strengthening of the American military.
- **President George H. W. Bush, 1989-1993**
  - Fall of communism in Eastern Europe and the breakup of the Soviet state
  - Reunification of Germany
  - Persian Gulf War of 1990-1991 (Operation Desert Storm), the first war in which American women served in a combat role
  - Americans with Disabilities Act of 1990 and Clean Air Act Amendments of 1990
- **President William J. Clinton, 1993-2001**
  - North American Free Trade Agreement (NAFTA)
  - Restored full diplomatic relations with Vietnam
  - Lifting of economic sanctions against South Africa when the policy of apartheid ended
  - Dramatically reshaped welfare programs and helped reduce federal welfare spending
- **President George W. Bush, 2001-2009**
  - Terrorists attacks on United States soil on September 11, 2001
  - Wars in Afghanistan and Iraq
  - No Child Left Behind Act (NCLB)

- **President Barack H. Obama, 2009-2016**

- Osama Bin Laden and the campaign against Al Qaeda
- Withdrawal of United States' forces from Iraq
- Oversaw the Called for Congress to pass legislation to reform health care in the United States Patient Protection and Affordable Care Act of 2010 that provided medical care for millions of Americans.

Scientific and technological advances in the United States increased opportunities for communications and global interactions.

In the early 1960s, President Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. United States astronaut John Glenn was the first American to orbit Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon's surface. He proclaimed, "That's one small step for a man, one giant leap for mankind."

Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.

- **Examples of technological advances**

- Space exploration
- Space shuttle
  - Sally Ride was the first female American astronaut.
- Mars rover
- Voyager missions
- Hubble telescope
- Communications
- Televisions
- Personal computers
- Cellular telephones
- Electronic mail (e-mail)
- Social media
- Robotics
- Medical Care
- Polio vaccine by Dr. Jonas Salk
- Cancer screenings

During the second half of the twentieth century, American society experienced a variety of cultural changes.

- **Expansion of popular culture**

- The invention of the television became the main mode of media for news, entertainment, and cultural trends of the post-World War II era
- Introduction of new genres of music, including Rock and Roll, Disco, and Hip-Hop
- The expansion of popular culture led to conflict between opposing cultural views
- More occupations opened up to women during the twentieth century, changing their role, concerns, and influence
  - An increasingly large percentage of America's labor force
  - Women in nontraditional jobs
  - Role of courts in providing opportunities
  - Need for affordable day care
  - Equitable pay
  - "Glass ceiling" (perception that career advancement for women is not equal to men)
- Influence and effect of the Internet and social media allowing people to share information worldwide



## Standard US.13

**The student will understand political and social conditions in the United States during the early twenty-first century.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Assess the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.
- Evaluate and explain the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001).
- Evaluate the evolving and changing role of government, including its role in the American economy.
- Explain scientific and technological changes and evaluating their impact on American culture.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Changes in domestic policies and in political and social conditions have impacted the role and membership of the United States Supreme Court.

- The membership of the United States Supreme Court during the end of the twentieth century and early twenty-first century has included women and minorities, such as Sandra Day O'Connor, Ruth Bader Ginsburg, Clarence Thomas, Sonia Sotomayor, and Elena Kagan.
  - The United States Supreme Court protects the individual rights enumerated in the Constitution of the United States.
- **Right to privacy**
  - The United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference.
  - *Griswold v. Connecticut* and *Roe v. Wade* helped establish the right to privacy.
  - *Riley v. California* (2014) protects the privacy of digital information on cell phones.
- **Equal rights**

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What changes are needed to current political and social conditions in the United States?
- How can these changes be implemented?

- The Civil Rights Movement of the 1940s, 1950s, and 1960s provided a model that other minority groups have used to extend civil rights and promote equal justice.
- *Loving v. Virginia* (1967) protected equal rights for individuals, struck down state laws that prohibited interracial marriage, and held that marriage was a fundamental right.
- *Arizona v. Inter Tribal Council of Arizona* (2013) invalidated a state law requiring proof of citizenship during the voter registration application process.
- **Rule of law**
  - Rule of law is a principle under which all persons, institutions, and entities are accountable to the laws.
  - *Gideon v. Wainwright* (1963) requires states to provide counsel for needy defendants charged with serious offenses.
  - *Snyder v. Phelps* (2011) upholds that protests of public concern are entitled to greater protection under the free speech clause of the First Amendment.

The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.

- The United States has experienced multiple terrorist attacks at home and abroad.
  - Attack on the USS Cole
  - Domestic terrorism
    - Bombing of the Alfred P. Murrah Federal Building in Oklahoma City
    - Boston Marathon bombing
  - September 11, 2001: Attacks on the World Trade Center towers, the Pentagon, and Flight 93
- The United States' responses to terrorism
  - Heightened security at home (Patriot Act)
  - Diplomatic and military initiatives
  - Formation of the Transportation Security Administration (TSA)

The federal government has the ability to influence the United States economy.

- Government promotes a healthy economy characterized by full employment and low inflation through the actions of
  - the Federal Reserve: Monetary policy decisions influence money supply and promote sustainable economic growth
  - the president and Congress: Fiscal policy decisions determine levels of government taxation and spending in an effort to impact economic growth.
- The “Reagan Revolution” extended beyond his tenure in office with
  - the election of his vice president, George H. W. Bush
  - the Republican sweep of congressional elections and statehouses in the 1990s
  - the election of George W. Bush as president
  - the formation of the Tea Party movement and its influence in the Republican Party.
- President George W. Bush, 2001-2009
  - Launched the War on Terror
  - Promoted policies on the economy, health care, education, and social security reform
  - Signed into law broad tax cuts, the Patriot Act, and the No Child Left Behind Act
  - Obtained congressional passage of economic programs intended to preserve American financial system
- President Barack H. Obama, 2009-2016
  - Signed into law economic stimulus legislation in response to the Great Recession
  - American Recovery and Reinvestment Act of 2009
  - Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010

Contemporary America has experienced a wide variety of technological advancements that have significantly impacted American life.

- **Industries benefiting from new technologies**
  - Computer industry
  - Satellite systems: Global positioning systems (GPS)
  - Telecommunications: Smartphones
  - Internet-based businesses
- **Impact of new technologies on American life**
  - Increased domestic and international travel for business and pleasure



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| <ul style="list-style-type: none"><li>○ Greater access to news and other information</li><li>○ Cheaper and more convenient means of communication</li><li>○ Convenience of online shopping opportunities</li><li>○ Hacking and personal identity theft</li><li>○ Social media</li><li>○ Telecommuting</li><li>○ Online course work</li><li>○ Growth of service industries</li><li>○ Advancements in medical research, including improved medical diagnostic and imaging technologies as well as stem cell research</li><li>○ Outsourcing and offshoring</li></ul> |  |
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## Standard US.14

**The student will demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- k. Select and synthesize evidence from information sources.
- l. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- m. Question to construct arguments using evidence from multiple sources.
- n. Investigate and analyze evidence from multiple sources.
- o. Compare and contrast historical, cultural, economic, and political perspectives.
- p. Determine cause and effect to analyze connections.
- q. Use decision-making models to analyze and explain the incentives for and consequences of a specific choice.
- r. Engage and communicate as civil and informed individuals with different perspectives.
- s. Develop products that reflect an understanding of research and content.
- t. Contextualize and corroborate sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### **At a developmentally appropriate level, students are expected to**

Select and synthesize evidence from information sources, including but not limited to

- artifacts,
- primary/secondary sources,
- charts, graphs, and diagrams of events in world history.

Apply geographic skills to determine and predict patterns and trends of people, places, or events.

Question to construct arguments using evidence from multiple sources.

Investigate and analyze evidence from multiple sources to

- construct arguments
- draw conclusions.

Compare and contrast perspectives

- historical,
- cultural,

- economic
- political

Determine cause and effect to analyze connections.

Use decision-making models, including but not limited to

- T-charts
- Venn diagrams.

Engage and communicate as civil and informed individuals with different perspectives.

Develop products that reflect an understanding of research and content

Contextualize and corroborate sources to evaluate sources for

- credibility
- propaganda
- bias
- and determine patterns and trends to understand the ancient world.



## HS - US Government & Economics

### The student will:

#### Government

- understand the foundations of American constitutional government.
- describe the concept of democracy.
- understand the Constitution of the United States.
- understand the federal system of government described in the Constitution of the United States.
- understand local, state, and national elections.
- understand the organization and powers of the national government.
- understand the organization and powers of the state and local governments described in the Constitution of Virginia.
- understand the process by which public policy is made.
- understand the federal judiciary.
- analyze civil liberties and civil rights.
- understand the role of the United States in a changing world.

#### Economics

- understand how world governments and economies compare and contrast with the government and the economy in the United States.
- understand economic systems.
- demonstrate knowledge of the role of producers, consumers, and the government in the US economy.
- demonstrate knowledge of the price system in the US economy.
- understand the role of government in the Virginia and United States economies.
- demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth.



## Standard G.1

The student will understand the foundations of American constitutional government.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the development of Athenian democracy and the Roman republic to differentiate between a democracy and a republic.
- Explain the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights.
- Evaluate the writings of Hobbes, Locke, and Montesquieu.
- Explain the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London
- Analyze the natural rights philosophies expressed in the Declaration of Independence.
- Evaluate and explain 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.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The United States constitutional system incorporates democratic elements that were developed in Athens and Rome.

- Democratic elements of the United States constitutional system borrowed from Athens and Rome
  - Athens: Direct democracy
  - Rome: Indirect (representative) democracy, republic

The United States and Virginia constitutional systems of government incorporated ideas from the Magna Carta, the English Petition of Rights, and the English Bill of Rights.

- **Magna Carta**
  - Limited power of government
  - Fundamental rights
  - Trial by jury
  - Due process of law
- **English Petition of Rights**

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What key elements are necessary for an effective constitution?

- Early document supporting the idea that men have rights and establishing the concept of rule of law
  - Included basic rights:
  - Guarantee of trial by jury
  - Protection against martial law
  - Protection against quartering of troops
  - Protection of private property

Principles of government and law developed by leading European political thinkers Thomas Hobbes, John Locke, and Montesquieu may be found in the Constitution of Virginia, the Declaration of Independence, and the Constitution of the United States.

- **Fundamental political principles**

- Limited government: John Locke (Constitution of Virginia, Constitution of the United States, Declaration of Independence)
- Government's authority coming only from the consent of the governed: Thomas Hobbes, John Locke (Declaration of Independence, Constitution of the United States)
- Separation of powers: Montesquieu (Constitution of the United States, Constitution of Virginia)
- The basic rights of Englishmen were guaranteed to the colonists by the charters of the Virginia Company of London.
  - Examples of basic rights included
    - land ownership
    - representation
    - the right to create a council to make their own laws

- **Natural rights philosophies of John Locke and Jean-Jacques Rousseau expressed in the Declaration of Independence**

- Rousseau believed that all men are equal.
- Locke believed that government is based on an agreement between people and their rulers (social contract). He felt that people have the right to life, liberty, and property.

- **Virginia Declaration of Rights, by George Mason**

- States that all Virginians should have certain rights, including freedom of religion and the press
- Basis for the Bill of Rights of the Constitution of the United States

- **Virginia Statute for Religious Freedom, by Thomas Jefferson**

- States that all people should be free to worship as they please
- Religious freedom was protected by law for the first time
- Basis for the First Amendment to the Constitution of the United States, which guarantees religious freedom
- **James Madison, “Father of the Constitution”**
  - Kept detailed notes during the Constitutional Convention
  - Engineered compromises on the most difficult issues facing the delegates
  - Authored the Virginia Plan, which proposed a federal government of three separate branches (legislative, executive, and judicial) and became the foundation for the structure of the new government
  - Authored much of the Bill of Rights



## Standard G.2

The student will describe the concept of democracy.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Recognize the fundamental worth and dignity of the individual.
- Recognize the equality of all citizens under the law.
- Recognize what defines a citizen and how noncitizens can become citizens.
- Recognize majority rule and minority rights.
- Recognize the necessity of compromise.
- Recognize the freedom of the individual.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Concepts of democracy define and shape the meaning of United States citizenship.

- **Fundamental concepts of democracy**

- Fundamental worth and dignity of the individual: All persons are entitled to life, liberty, and due process under the law.
- Equality: All persons are entitled to equal rights and treatment under the law.
- Citizenship: The common thread that connects all Americans, recognized by two principles:
  - A person receives American citizenship by virtue of being born in the United States
  - Citizenship on those born to at least one United States citizen anywhere in the world
- Noncitizens:
  - All persons not meeting the principles of citizenship may become United States citizens through the naturalization process.
  - The naturalization process is the way that a person not born in the United States voluntarily becomes a United States citizen.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is “democracy?”
- What are the differences between a democracy and a representative republic?
- What challenges does a true democracy pose?



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| <ul style="list-style-type: none"><li>○ Majority rule: The will of the majority as expressed through elections is fundamental to the American system.</li><li>○ Minority rights: The Constitution of the United States protects the rights of the few from oppression.</li><li>○ Compromise: The structure of the United States government necessitates compromise by all sides.</li><li>○ Individual freedom: All people are born free, equal, and independent.</li><li>● An analysis of current events demonstrates contemporary applications of these democratic concepts.</li></ul> |  |
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### Standard G.3

The student will understand the Constitution of the United States.

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Examine the ratification debates and *The Federalists*.
- Evaluate the purposes for government stated in the Preamble.
- Examine the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism.
- Define the structure of the national government outlined in Article I, Article II, and Article III.
- Analyze and explain the amendment process.

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The debates over ratification of the Constitution of the United States focused on powers given to the national government and the protection of individual rights.

- **Ratification debates**
  - Nine of thirteen states were needed to ratify the Constitution.
  - Anti-Federalist position
  - Suspicious of a strong central government
  - Wanted Bill of Rights to protect personal liberties
  - Federalist position
  - Believed that a strong central government was the best way to protect freedom
- *The Federalist* (later known as *The Federalist Papers*) was a series of essays supporting the adoption of the Constitution of the United States.
- Purposes for government as stated in the Preamble
  - To form a more perfect union
  - To establish justice
  - To ensure domestic tranquility
  - To provide for the common defense

#### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What influences are reflected in the Constitution?
- Is the Constitution relevant today?

- To promote the general welfare
- To secure the blessings of liberty

The Constitution of the United States is based on fundamental principles that can be found in the writings of philosophers during the Age of Enlightenment.

- **Fundamental principles**

- Consent of the governed: People are the only source of governmental power.
- Limited government: The government may do only those things that the people have given it the power to do.
- Separation of powers: Government is divided into three branches—the legislative, executive, and judicial.
- Checks and balances: This is a system whereby each branch of government exercises some control over the others.
- Federalism: In this form of government, powers are divided between the national government and state governments.
- Rule of law: The Constitution of the United States is supreme, and all individuals are accountable under the law.

Articles I, II, and III of the Constitution of the United States establish three branches of government.

- Organization of the national government
  - Article I establishes the legislative branch of the national government by setting forth the two houses of Congress to make laws.
  - Article II establishes the executive branch to carry out the laws passed by Congress.
  - Article III creates the United States Supreme Court and empowers Congress to establish lower federal courts to interpret the laws.

The amendment process provides a way that the Constitution of the United States can remain responsive to the needs of a changing nation.

- To date, there have been 27 amendments to the Constitution

- **Term to know**

- Amendment: A formal revision to the Constitution, responding to the needs of a changing nation

- **National amendment procedure (Article V)**

- Proposing an amendment
  - requires a two-thirds vote of both houses of Congress; or

- |                                                                                                                                                                                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>■ requires a national convention requested by two-thirds of the state legislatures.</li><li>○ Ratifying an amendment<ul style="list-style-type: none"><li>■ requires approval by three-fourths of the state legislatures or</li><li>■ requires acceptance by conventions in three-fourths of the states.</li></ul></li></ul> |  |
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## Standard G.4

The student will understand the federal system of government described in the Constitution of the United States.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Evaluate the relationship between the state government and the national government.
- Examine the extent to which power is shared.
- Identify the powers denied to state and national governments.
- Analyze the ongoing debate that focuses on the balance of power between state and national governments.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the students are expected to know and understand:**

- The Constitution of the United States provides for a federal system of government in which power is shared between the states and the national government.
- The Constitution of the United States establishes a federal form of government in which the national government is supreme (Supremacy Clause).
- The powers not given to the national government by the Constitution of the United States are reserved to the states or people (10th Amendment).
- Federalism is not a static relationship between levels of government. The distribution of power between the states and the national government is the source of considerable political debate.
- Powers of national government**
  - Expressed powers are those directly stated in the Constitution of the United States, such as the powers to levy and collect taxes, make war, and regulate trade among the states.
  - Implied powers are those reserved by the national government but not specifically listed; the source for

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What are the dynamics of State versus Federal government?
- What causes tension between the two?

<p>implied powers is the elastic clause or “necessary and proper” clause (Article I, Section 8).</p> <ul style="list-style-type: none"><li>○ Inherent powers are those that the national government may exercise simply because it is the national government, such as the establishment of diplomatic relations and regulation of immigration</li></ul> <ul style="list-style-type: none"><li>● <b>Areas where powers are shared</b><ul style="list-style-type: none"><li>○ Taxation</li><li>○ Transportation</li><li>○ Establishment of courts</li><li>○ Making of laws</li></ul></li><li>● Conflicts between the state and national authority in a federal system are found in concurrently held powers.</li><li>● <b>Powers denied to both the national and state governments</b><ul style="list-style-type: none"><li>○ Ex post facto laws</li><li>○ Tax on exports</li></ul></li></ul>	
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## Standard G.5

The student will understand local, state, and national elections.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the nomination and election process, including the organization and evolving role of political parties.
- Examine campaign funding and spending, including the impact of Supreme Court decisions, the nationalization of campaign financing, and the role of issue groups.
- Analyze the influence of media coverage, campaign advertising, public opinion polls, social media, and digital communications on elections.
- Investigate and explain the impact of reapportionment and redistricting on elections and governance.
- Describe how amendments have extended the right to vote.
- Analyze voter turnout in local, state, and national elections.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Describe the nomination and election process, including the organization and evolving role of political parties

- Political parties have national, state, and local organizations.
- Roles of political parties**
  - Select candidates
  - Raise funds
  - Conduct campaigns
  - Identify important issues
  - Monitor the party in power
- Each major political party seeks to define itself in ways that win majority support while remaining committed to core principles.
- The two major parties are coalitions of several factions and interest groups and recognize the importance of conducting campaigns that appeal to voters in the middle of the political spectrum, veering neither too far left nor too far right of the political center.
- A third party could form to highlight single issues in a given election or provide a long-term forum for minority views.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What role do citizens play in maintaining a government?
- How can citizens become involved in government?

- Methods used by political parties to select candidates for national, state, and local offices include
  - direct primary
  - caucus
  - nominating convention
  - petition.
- The two major political parties use a national nominating convention to select presidential and vice-presidential candidates.
- In Virginia, state and local party organizations determine which method of nomination will be used to select candidates. Once nominated, candidates campaign and go before the voters for election to office.
- In Virginia, 17-year-olds can register and vote in special elections or participate in the nominating process if their 18th birthday is on or before the general election.

Candidates must appeal to an increasing number of independent voters to win elections.

Campaigning for political office is expensive. Recent laws and Supreme Court decisions have attempted to influence campaign financing.

- Laws limit the amount individuals and groups may contribute to federal, state, and local candidates.
- **The Federal Election Campaign Act**
  - Provides for a system of financing based on three principles:
    - Public funding of presidential elections
    - Limitations on the amounts presidential and congressional candidates may receive from contributors
    - Public disclosure of the amounts candidates spend to get elected
- Legalized the creation of Political Action Committees (PACs)
- Court cases impacting campaign financing
  - *Citizens United v. FEC*: Deals with regulation of campaign financing by organizations; overturns portions of McCain-Feingold (Bipartisan Campaign Reform Act)
  - *Emily's List v. FEC*: Challenges several Federal Election Commission regulations that restrict how nonprofits may spend and raise money to advance their preferred policy positions and candidates



- *Free Speech v. FEC*: Challenged the constitutionality of the Federal Election Commission's regulations, policies, and practices determining when a communication is advocacy, and when it is solicitation
- In state and local campaigns, campaign contributions received by a candidate are unlimited but must be reported.
- Rising campaign costs require candidates to conduct extensive fundraising activities.
- Increasingly, fundraising is done online.
- **Influences on elections**
  - Mass media (including the Internet) influence public opinion.
  - Campaign advertisements are used to persuade and/or mobilize the electorate.
  - Polling is used to measure public attitudes, target ads, and refine campaign strategies
- **Internet-based communications include**
  - campaign Web sites
  - e-mail communications with voters
  - use of social networking sites and blogging
  - online grassroots organizing

Changes in population and resulting reapportionment have a political effect on legislative membership through national, state, and local elections.

- **Terms to know**
  - reapportionment: Redistribution of the fixed number of seats in a legislative body (e.g., the 435 congressional seats)
  - redistricting: Redrawing the boundaries of legislative districts
  - gerrymandering: The process of redrawing district boundaries to benefit one political party or group of citizens
- Reapportionment of congressional districts occurs after each census.
- In Virginia, the General Assembly's majority party redraws state and congressional districts. Some states have removed legislators completely or partially from the process (e.g., by using nonpartisan commissions).
- United States Supreme Court cases in the early 1960s established the "one man, one vote" principle.

- **Amendments to the Constitution of the United States that extended suffrage**

- The 15th Amendment ensures the right to vote regardless of race.
- The 19th Amendment grants women the right to vote.
- The 23rd Amendment allows voters in Washington, D.C., to vote for the United States president and vice president.
- The 26th Amendment gives the right to vote to citizens 18 years old and older.

- **Who cannot vote**

- Non-citizens, including permanent legal residents, cannot vote in federal, state, and most local elections.
- Some people cannot vote after being convicted of a felony or if they are currently serving time for other types of crimes. Rules are different in each state.
- Some people who have a mental disability may not be able to vote. Rules vary by state.
- U.S. citizens residing in U.S. territories cannot vote for president in the general election.

Analyzing trends in voter turnout provides data on the outcome of election results and potentially influences future campaigns

- **Influences on voter turnout**

- Campaign issues
- Candidates
- Political efficacy
- Voter attitudes toward government
- Voter loyalty to political parties
- Competitive and noncompetitive races
- Education, age, and income are important factors in predicting which citizens will vote.
- More citizens vote in presidential elections than in state, local, and other national contests.
- Voter turnout can be limited when voters believe their vote has little impact.
- Voter apathy, dissatisfaction, and failure to meet voting requirements can contribute to a decline in voting.



## Standard G.6

The student will understand the organization and powers of the national government.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Examine the legislative, executive, and judicial branches.
- Analyze the relationships among the three branches in a system of checks and balances and separation of powers.
- Investigate and explain the ways individuals and groups exert influence on the national government.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The legislative branch of the national government is a bicameral body with committees playing a major role in the legislative process. The Constitution of the United States grants both expressed and implied powers to the legislative branch.

The executive branch consists of the president, vice president, and the federal bureaucracy.

The organization and powers of the judicial branch are derived from the Constitution of the United States and federal law.

- **The two houses of Congress**
  - The Senate: 100 members, with each state having two senators
  - The House of Representatives: 435 members, with each state's representation based on its population
- **Congressional committees**
  - Committees are organized by subject matter.
  - Because of the large volume of work, committees are essential to the legislative process.
- **Expressed powers of Congress**
  - Levy taxes
  - Borrow money
  - Regulate commerce
  - Coin money

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How is the United States government organized?
- Is this structure effective?
- What changes to our government have occurred over time?

- Declare war
  - Establish Post Offices
- Implied powers of Congress allow it to do all things “necessary and proper” to carry out its expressed powers.

The executive branch is headed by the president and vice president, who are supported by the Executive Office, the Cabinet, and the federal bureaucracy.

- **Responsibilities of the president**
  - Overseeing the various parts of the executive branch
  - Enforcing laws
  - Issuing executive orders
  - Appointing and removing officials
  - Making treaties and executive agreements
  - Commanding the military

#### **United States court system**

- Supreme Court
  - Nine justices, no jury
  - Hears appeals from lower federal courts and the highest state courts
  - Has limited original jurisdiction
- United States Court of Appeals
  - Judges, no jury
  - Hears appeals from United States district courts and certain other federal courts and commissions
- United States District Court
  - Judge, with or without jury
  - Tries cases involving federal crimes and federal civil proceedings
  - Does not hear appeals

A constitutional system of checks and balances and separation of powers gives each of the three branches of government ways to limit the powers of the other branches.

- **Checks of the legislative branch**
  - Over the executive branch:
    - To override presidential vetoes
    - To impeach and convict a president

- To approve treaties
  - To approve presidential appointments
  - Over the judicial branch:
    - To approve federal judges/justices
    - To impeach and convict judges/justices
- **Checks of the executive branch**
  - Over the legislative branch:
    - To veto acts of Congress
    - To call special sessions of Congress
  - Over the judicial branch:
    - To appoint federal judges/justices
- **Checks of the judicial branch**
  - Over the legislative branch:
    - To declare laws to be unconstitutional
  - Over the executive branch:
    - To declare executive actions to be unconstitutional
- **Separation of Powers**
  - Government power is distributed among the three branches of government.
  - Each branch is independent of one another.
  - Although there is a separation of power, each branch participates in the functions of the other two through a system of checks and balances.
- **Ways individuals influence public policy**
  - Participating in politics (e.g., voting, campaigning, seeking office)
  - Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public meetings, petitioning, meeting with public officials)
  - Joining interest groups or political parties
  - Donating money to support a particular cause
- **Ways interest groups/lobbyists influence public policy**
  - Identifying issues
  - Stimulating interest in public affairs
  - Working to build a positive image for the group
  - Organizing individuals of like-minded interests
  - Providing useful information to government officials

<ul style="list-style-type: none"><li>○ Lobbying to persuade policymakers to share an interest group's point of view</li><li>○ Making political contributions</li><li>○ Monitoring the policymaking and regulatory processes</li><li>○ Organizing communities of like interests</li></ul>	
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## Standard G.7

**The student will understand the organization and powers of the state and local governments described in the Constitution of Virginia.**



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Examine the legislative, executive, and judicial branches.
- Examine the structure and powers of local governments (county, city, and town).
- Analyze the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions.
- Investigate and explain the ways individuals and groups exert influence on state and local governments.
- Evaluate the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

The Constitution of Virginia provides for legislative, executive, and judicial branches.

- **Branches of Virginia government**
- The executive branch consists of three statewide-elected officials:
  - The governor
    - is the chief executive officer of the state
    - is responsible for
    - overseeing the state bureaucracy
    - preparing the biennial state budget
    - overseeing the execution of state laws and policies
    - proposing legislation
    - appointing cabinet secretaries, the heads of various state agencies, and the members of policy-setting boards and commissions
    - exercises veto power
    - serves a four-year term but may not serve two consecutive terms.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What influence did the Constitution of Virginia exert on the organizers of state and local governments?

- The lieutenant governor
  - presides over the Virginia Senate
  - exercises the powers of the governor if the governor is incapacitated temporarily
  - serves the governor's unexpired term if the governor dies or otherwise can no longer fulfill the duties of the office.
- The attorney general
  - serves the main function of being lawyer for the state
  - issues nonbinding advisory opinions on legal issues
  - defends the state in legal matters.
- **The legislative branch of Virginia is known as the General Assembly.**
  - the oldest continuous legislative body in the Americas
  - bicameral (two-house) law-making body:
  - The Senate consists of 40 members who
    - serve single-member districts based upon population
    - are elected to four-year terms.
  - The House of Delegates consists of 100 members who
    - represent single-member districts based upon population
    - serve two-year terms
    - confirm the governor's appointments.
  - The General Assembly also
    - enacts laws
    - passes the budget
    - levies taxes to fund the budget.
- **The judicial branch consists of four levels of courts.**
  - Judges are elected by the state legislature for a specific term.
  - The Supreme Court reviews decisions of lower state courts.
  - The court of appeals reviews lower court decisions and state commissions.
  - Circuit courts have original and appellate jurisdiction in civil and criminal cases.
  - General district courts have original jurisdiction in misdemeanor traffic cases and lesser civil cases.



Counties, independent cities, and incorporated towns are the three types of local governments in Virginia.

- **Cities**
  - Are separate government entities, independent of authority and taxing power of adjoining counties
  - Adopt and enforce ordinances
  - Set their own budget and tax rate
  - Provide services for their residents
  - An elected council is the local legislative body
  - A city manager can be appointed by the council to oversee daily operations
- **Counties**
  - Adopt and enforce ordinances
  - An elected board of supervisors is generally responsible for the legislative and administrative affairs
- **Towns**
  - Part of the county in which they are located
  - An elected council is the local legislative body
  - A town manager can be appointed by the council to oversee daily operations
- An elected or appointed school board oversees the operation of the public schools in cities and counties

The authority of local governments in Virginia is derived from the Constitution of Virginia and the state government.

Regional authorities are political subdivisions of the state and address needs that cross local government boundaries.

- Dillon's Rule: All power of the local government is derived from the state.
- Counties and cities, as administrative subdivisions of the state, assist in the local implementation of state laws and programs.
  - **Regional authorities**
    - Created by the General Assembly
    - Serve one or more special functions
      - Transportation
      - Water and waste disposal
      - Jails
    - Boards and commissions
      - Establish policy

<ul style="list-style-type: none"> <li>• Work collaboratively with government officials</li> <li>• Oversee public institutions (e.g., Virginia's public universities)</li> </ul> <ul style="list-style-type: none"> <li>• <b>Ways individuals influence public policy</b> <ul style="list-style-type: none"> <li>◦ Participating in politics (e.g., voting, campaigning, seeking office)</li> <li>◦ Expressing opinions (e.g., lobbying, demonstrating, writing letters, blogging, speaking at public hearings, petitioning, meeting with state and local officials)</li> <li>◦ Joining interest groups or political parties</li> <li>◦ Providing officials with accurate and detailed information</li> </ul> </li> <li>• <b>Ways groups influence public policy</b> <ul style="list-style-type: none"> <li>◦ Identifying issues</li> <li>◦ Stimulating interest in public affairs, including through the use of media</li> <li>◦ Working to build a positive image for the group</li> <li>◦ Organizing individuals of like-minded interests</li> <li>◦ Providing useful information to government officials</li> <li>◦ Lobbying to persuade policymakers to share the group's point of view</li> </ul> </li> </ul> <p>Engaged individuals can have a great impact on policymakers.</p> <ul style="list-style-type: none"> <li>• At the state and local levels, individuals can influence public policy through           <ul style="list-style-type: none"> <li>◦ direct participation in public meetings</li> <li>◦ personal contact with elected officials</li> <li>◦ service on commissions and boards</li> <li>◦ membership in interest groups</li> <li>◦ advocacy within the community and across Virginia.</li> </ul> </li> <li>• Catholic Social Teaching           <ul style="list-style-type: none"> <li>◦ people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable</li> </ul> </li> </ul>	
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## Standard G.8

The student will understand the process by which public policy is made.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Define public policy and determine how to differentiate public and private action.
- Examine different perspectives on the role of government.
- Describe how the national government influences the public agenda and shapes public policy by examining examples such as the Equal Rights Amendment, the Americans with Disabilities Act (ADA), and Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965.
- Describe how the state and local governments influence the public agenda and shape public policy.
- Investigate and evaluate the process by which policy is implemented by the bureaucracy at each level.
- Analyze how the incentives of individuals, interest groups, and the media influence public policy.
- Devise a course of action to address local and/or state issue.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Public policy is a purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency.
- Private sector activity consists of actions taken by individuals, nonprofits, or corporations to fulfill a public need. Examples include utilities (e.g., electric, gas), food banks, American Red Cross, and Habitat for Humanity.
- Privatization of government services occurs when there is an identified public need that the government is willing to outsource and that the private sector is capable of and willing to provide. Examples include prisons, waste collection, and roads.
- Differences of opinion about the role of government are due primarily to ideology.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do governmental policies come into place?
- Are there any elements of current practice that are open to misuse or corruption?

- An ideology is a set of basic beliefs about life, culture, government, and society. A person's ideology provides a framework for looking at government and public policy. Ideology is shaped by demographic factors, including family, education, religion, socioeconomic status, race and ethnicity, gender, and region.
- Traditionally, mainstream American political perspective falls into three broad categories of opinion:
  - Conservative opinion generally believes that the role of government should be limited, and that free enterprise and initiative should be promoted.
  - Moderate opinion generally represents middle ground between conservative and liberal positions.
  - Liberal opinion generally believes that the role of government should be active, and that economic opportunity should be promoted.
- Individuals may not always be consistent in their opinions about public policy. For example, a person may hold conservative views about the economy and liberal views about society.
- Public policy is a purposeful course of action produced in response to a perceived problem, discussed and developed through a political process, and implemented by a public agency.
- Participants in the policy process include elected officials, political leaders, interest groups, the media, and individual citizens.
- These participants influence the public agenda and shape public policy by
  - attending political and governmental meetings
  - lobbying
  - working in campaigns
  - contributing money to candidates and funding causes
  - organizing public opinion, using social media
  - filing legal challenges
  - petitioning government
  - demonstrating
  - running for office.

- **The Equal Rights Amendment** is a proposed amendment to the Constitution stating that equality of rights shall not be abridged by the government, or any state based on gender.
- **The Americans with Disabilities Act** prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, government services, public accommodations, commercial facilities, and transportation.
- 

In Virginia's state and local governments, the public agenda is shaped by elected officials, political leaders, interest groups, the media, and individual citizens.

- The legislative acts of the state and local governments affect directly the everyday life of all Virginians.-
- State and local government officials and individual citizens can shape policy through
  - direct participation in public meetings
  - personal contact with elected officials
  - service on boards and commissions
  - advocacy within the community and across the state, individually or as a member of an interest group.
- Bureaucracy consists of government agencies responsible for the implementation, administration, and regulation of policy.
- At all levels of government, employees of public agencies conduct the day-to-day operation of government and carry out public policy.
- Bureaucracies shape the meaning of laws passed by legislatures through rule making and help to draft new bills for lawmakers. Some bureaucrats shape policy by providing information and advice to the executive branches of government.
- **Levels of bureaucracy**
  - National
    - Cabinet departments
    - Office of the president
    - Federal agencies
  - Virginia
    - Cabinet departments
    - Office of the governor
    - State agencies
  - Local

- County/city agencies
  - Regional authorities
- Ways individuals influence public policy
  - Participating in politics (e.g., voting, campaigning)
  - Expressing opinions (e.g., lobbying, demonstrating, writing letters)
  - Joining interest groups
- Ways interest groups influence public policy
  - Identifying issues
  - Making political contributions
  - Lobbying government officials
- Ways the media influence public opinion
  - Giving selective attention to issues
  - Shaping attitudes and beliefs
  - Providing information to policymakers
- Types of interest groups
  - Economic
  - Public
  - Government
  - Religious
  - Civil rights
  - Ideological
  - Single issue
- Students need to demonstrate the knowledge and skills responsible citizenship requires, including the ability to formulate questions about state and/or local issues
  - acquire and analyze information from a variety of print and electronic sources
  - evaluate information
  - act within a group in a positive manner to resolve conflict and build trust
  - communicate a position effectively in writing, discussion, and debate
  - implement a course of action
  - evaluate the effectiveness of the action.



## Standard G.9

The student will understand the federal judiciary.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the organization, jurisdiction, and proceedings of federal courts.
- Evaluate how the Marshall Court established the Supreme Court as an independent branch of government through its opinion in *Marbury v. Madison*.
- Describe how the Supreme Court decides cases.
- Compare the philosophies of judicial activism and judicial restraint.
- Investigate and evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

Article III of the Constitution of the United States and federal laws establish the jurisdictions of the federal court.

- Congress created various federal courts beneath the United States Supreme Court.
- **Types of jurisdictions**
  - Original jurisdiction: The authority of a court to hear a case first
  - Appellate jurisdiction: The authority of a court to review decisions of a trial court
  - Exclusive jurisdiction: Refers to the power of a court to adjudicate a case to the exclusion of other courts solely based on the issue of the case
  - Concurrent jurisdiction: Congress allows some cases to be tried in either federal or state courts (e.g., cases between citizens of different states)
- **Jurisdiction of regular federal courts**
  - United States Supreme Court: Appellate and limited original
  - United States Court of Appeals: Appellate

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Are all laws sound and just?
- What is the structure of the judiciary system?
- Is this structure appropriate?

- United States District Court: Original
- **The Supreme Court of the United States** is the court of last resort. It hears appeals from federal, state, and special courts.

The United States Supreme Court gained recognition as an equal branch of government as a result of John Marshall's judicial strategy

- Prior to the appointment of Chief Justice John Marshall, the Supreme Court had little power.
- In *Marbury v. Madison* (1803), Chief Justice John Marshall and the Supreme Court for the first time declared an act of Congress unconstitutional, thus establishing the power of judicial review.

The Supreme Court hears cases and makes decisions based on the opinions of the majority of the justices.

- **Steps in deciding cases**
  - Request for hearing: Writs of certiorari are filed or on appeal.
  - Acceptance of cases: The acceptance of cases is determined by the rule of four—four of the Supreme Court justices must agree to hear the case.
  - Briefs: Both sides of the case and any interested parties submit written information summarizing their points of view.
  - Oral arguments: Lawyers for each side present oral arguments. They are often questioned by the justices regarding their arguments.
  - Conference: Following oral arguments, justices meet to discuss the merits of the case. The decision of the court is determined by a majority vote.
  - Opinions: Justices are assigned to write the majority and minority opinions of the court. When all opinions have been written and the justices have determined which opinion they will support, the decision is announced in public. A justice who disagrees with that opinion may write a dissenting opinion.

Supporters of the philosophies of judicial activism and judicial restraint disagree regarding the role of the federal judiciary.



- Judicial activists believe federal courts should use the power of judicial review to resolve important societal issues. Since justices are not elected, they can make controversial decisions without fear of losing office (e.g., *Brown v. Board of Education*).
- Those in favor of judicial restraint argue that the Supreme Court should avoid ruling on constitutional issues whenever possible. When action is necessary, the Court should decide cases in as narrow a manner as possible (e.g., *Dred Scott*, *Plessy v. Ferguson*).

The government's public policy goals are expressed in legislative acts and executive actions that are subject to interpretation and review by the federal judiciary.

- The United States Supreme Court's exercise of the power of judicial review can invalidate legislative acts and executive actions that exceed the scope of powers granted by the Constitution of the United States.
- Federal courts, by interpreting and applying federal law to specific situations, provide meaning to legislative acts and executive actions.
- The United States Supreme Court defines the limits of government power and protects individual rights from governmental abuse.

**Standard G.10****The student will analyze civil liberties and civil rights.****Benchmarks**

Key knowledge and skills we want students to know and be able to do

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

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the students are expected to know and understand:**

The first 10 amendments to the Constitution of the United States, known as the Bill of Rights, outline American civil liberties.-

- **Term to know**
  - civil liberties: Freedoms upon which the government may not infringe
- **The Bill of Rights** is composed of the first 10 amendments to the Constitution of the United States.
  - The Bill of Rights guarantees the rights of individuals and expresses limitations on federal and state governments.
- **First Amendment freedoms**
  - Religion: Government may not establish an official religion, endorse an official religion, or unduly interfere with the free exercise of religion.
  - Speech: Individuals are free to express their opinions and beliefs.
  - Press: The press is free to gather and publish information, including that which criticizes the government.
  - Assembly: Individuals may peacefully gather.
  - Petition: Individuals have the freedom to make their views known to public officials.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Are there situations where individual civil liberties and rights are not protected?
- How do the ideals of civil liberties and rights align with the Church's social teachings?
- Can two groups have competing liberties or rights?

- **Rights of the accused**

- The Bill of Rights protects citizens from
  - unreasonable search and seizures
  - double jeopardy
  - self-incrimination
  - cruel and unusual punishment.

- **Ninth Amendment**

- Citizens have rights beyond what is specifically listed in the Constitution of the United States.

The right to due process of law is outlined in the Fifth and Fourteenth Amendments to the Constitution of the United States.

- **Two types of due process of law**

- Procedural due process of law: The government must use fair proceedings.
- Substantive due process of law: The laws under which the government acts must be constitutional.

- **Amendments protecting due process of law**

- The Fifth Amendment prohibits the national government from acting in an unfair or arbitrary manner.
- The Fourteenth Amendment prohibits state and local governments from acting in an unfair or arbitrary manner.

- Beginning in the twentieth century, the Supreme Court used the Fourteenth Amendment (due process clause) to limit state actions, just as the Bill of Rights limits the national government.
- The Supreme Court has incorporated in the due process clause all of the provisions of the Bill of Rights except those of the Third, Seventh, and Tenth Amendments and the grand jury requirement of the Fifth Amendment.

Few rights are considered absolute. At times, individual rights must be balanced against public interest.

- **Limitations of rights**

- Some forms of speech are not protected (e.g., libel, slander, obscenity).
- Speech that is a “clear and present danger” is not protected (e.g., shouting “Fire!” in a crowded building).
- The press can be restricted when publication will cause serious and irreparable harm (e.g., breach of national security).

The equal protection clause is contained in the 14th Amendment to the Constitution of the United States.

- The promise of equal protection under the law does not guarantee all people will be treated exactly the same.
- The government may classify or categorize people into groups for justifiable government goals (e.g., adults under 21 may not purchase alcohol).
- Examples of how civil liberties and civil rights are protected under the law:
  - Civil Rights Act of 1964
  - Voting Rights Act of 1965
  - Americans with Disabilities Act
  - Title IX of the Education Amendments of 1972



## Standard G.11

The student will understand the role of the United States in a changing world.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the responsibilities of the national government for foreign policy and national security.
- Assess the role of national interest in shaping foreign policy and promoting world peace.
- Examine the relationship of Virginia and the United States to the global economy, including trends in international trade.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

American foreign policy consists of the official positions and actions that the national government takes in its relationships with other countries.

- One of the primary responsibilities of the national government is to protect its citizens.
- **Foreign policy powers of the executive branch**
  - The president has primary responsibility for making foreign policy.
  - The president is the commander in chief of the armed forces.
  - The president and the executive branch negotiate, persuade, apply economic pressure, and threaten military intervention.
- **Foreign policy powers of other branches**
  - Congress has the power to declare war and to appropriate funds.
  - The Senate has the power to confirm ambassadors and to ratify treaties.
  - The Supreme Court has the power to interpret treaties.
- **Key agencies in the foreign policy and national security arenas**
  - State Department
  - National Security Council

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What role does the United States play on the world stage today?
- Has this role changed over time?

- Foreign Service
  - Department of Defense
  - Central Intelligence Agency
  - Department of Homeland Security
  - Federal Bureau of Investigation
- Public opinion, special interests, international organizations, and foreign countries influence foreign policy and national security issues.
- Conventional diplomacy, foreign aid, economic sanctions, and military intervention abroad serve to protect American interests and promote national security.
- **Foreign policy goals**
  - Fulfilling a commitment to preserve a peaceful world
  - Promoting democratic values
  - Protecting nations from aggression
  - Encouraging market-oriented economies and free trade
  - Advancing international cooperation
- Making foreign policy decisions requires balancing competing or contradictory foreign policy goals.
- **Recent initiatives addressing foreign policy challenges**
  - Trade imbalances with other countries
  - Curtailing human rights abuses
  - Controlling nuclear and biological arms
  - Determining the future of North Atlantic Treaty Organization (NATO)
  - Curbing drug traffic
- Virginia and United States businesses have become multinational in their quest for resources, markets, and profits.
- In recent decades, the national government has worked to reduce barriers to international trade:
  - Free trade increases worldwide material standards of living.
  - The gains from free trade are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced.
  - Despite mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons, to protect key individuals, or because some companies and workers are hurt by free trade.
- **United States trade agreements**

<ul style="list-style-type: none"><li>○ North American Free Trade Agreement (NAFTA): A free-trade zone of Canada, Mexico, and the United States intended to eliminate trade barriers, promote fair competition, and increase investment opportunities.</li><li>○ World Trade Organization (WTO): Established in 1995. Its role is administering trade agreements, handling disputes, and providing a venue for negotiating among its member nations.</li></ul>	
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## Standard E.1

**The student will understand how world governments and economies compare and contrast with the government and the economy in the United States.**



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the distribution of governmental power.
- Explain the relationship between the legislative and executive branches.
- Compare and contrast the extent of participation in the political process.
- Compare and contrast economic systems.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- **The two most common ways to organize institutions of the central government**
  - A federal system of government (e.g., United States, Mexico): Powers are shared between levels of government; powers are separated and shared among the branches of the national government.
  - A unitary system of government (e.g., the United Kingdom, the People's Republic of China): All governmental power is vested in the central government, which may choose to delegate some of its authority; this type of government often has a parliamentary system. The legislative branch holds both legislative and executive powers. The executive is chosen by the legislature.
- Limited governments have restraints on power and encourage broad-based participation in the political process.
- Governments of unlimited power (authoritarian governments) place no limits on the power wielded by one person or small group.
- Economic systems vary based on the degree to which the government intervenes in the marketplace. In some countries, the

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What elements of the United States government and economy are enviable to other world governments?
- Have these elements remained constant over time?



<p>government controls the means of production, goods, services, and resources.</p> <ul style="list-style-type: none"><li>• The key factor in determining the type of economy a country has is the extent of government involvement in economic decision-making.</li></ul>	
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## Standard E.2

The student will understand economic systems.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Identify the basic economic questions encountered by all economic systems.
- Compare the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx.
- Evaluate the impact of the government's role in the economy on individual economic freedoms.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Every society must answer basic economic questions because of scarcity
  - Scarcity is having unlimited wants but limited resources
  - **Basic economic questions**
    - What goods and services should be produced?
    - How should they be produced?
    - For whom are they produced?
  - How a society answers these questions determines the type of economy it has.
    - Based on the amount of government involvement in economic decision-making.
- **Types of Economies**
  - Traditional economy
    - Economic decisions are based on custom and historical precedent.
    - People often perform the same type of work as their parents and grandparents, regardless of ability or potential.
  - Free market economy
    - A free-market economy is characterized by private ownership of property/resources, profit motive,

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How have economic systems changed over time?

- competition, consumer sovereignty, and individual choice.
- Adam Smith was one of the founders of free market capitalism.
  - *The Wealth of Nations* and the idea of the Invisible Hand
- Command economy
  - A command economy is characterized by central ownership of property/resources, a centrally planned economy, and lack of consumer choice.
  - Karl Marx provided the ideological foundation for communist/centrally planned economies.
    - *The Communist Manifesto*
- Mixed economy
  - Individuals and businesses make decisions for the private sector.
  - The government makes decisions for the public sector.
  - The government's role is greater than in a free-market economy and less than in a command economy.
  - Most economies today are mixed economies.

The degree of economic freedom in a nation tends to be directly related to the degree of political freedom its citizens enjoy.

- Democratic nations
  - High degree of economic freedom
  - High degree of political freedom
- Authoritarian nations
  - Limited economic freedom
  - Limited political freedom
- Economic freedoms of individuals can include
  - ability to earn money
  - right to purchase property
  - right to spend incomes on goods and services
  - right to choose occupations or change jobs
  - right to make choices about where and how much to save
  - right to start new businesses and decide what to produce.

<ul style="list-style-type: none"><li>● The government has created certain institutions and consumer-protection laws and agencies to protect these freedoms, including the following:<ul style="list-style-type: none"><li>○ Consumer Product Safety Commission</li><li>○ Fair Labor Standards Act</li><li>○ Occupational Safety and Health Administration</li><li>○ Food and Drug Administration</li></ul></li></ul>	
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### Standard E.3

**The student will demonstrate knowledge of the role of producers, consumers, and the government in the US economy.**

<b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do	
a. Illustrate the circular flow of economic activity. b. Describe how consumers, producers, workers, savers, and investors respond to incentives. c. Explain how businesses respond to consumer sovereignty. d. Describe the effects of competition on producers, sellers, and consumers.	
<b>Essential Knowledge</b> Key facts, concepts, and ideas needed to successfully meet benchmarks	<b>Essential Questions</b> Questions to guide student inquiry and focus instruction to uncover big ideas
<p><b>To be successful with this standard, students are expected to know and understand:</b></p> <ul style="list-style-type: none"> <li> <b>Circular Flow of Economic Activity</b> <ul style="list-style-type: none"> <li>Illustrating the circular flow model of the economy, depicting the flow of goods, services, resources, and money between households and firms.</li> <li>Describing the roles of households as consumers of goods and services and suppliers of labor, and firms as producers of goods and services and demanders of labor and other resources.</li> <li>Analyzing the role of government in the circular flow model, including its role as a provider of public goods and services, regulator of economic activity, and redistributor of income.</li> </ul> </li> <li> <b>Response to Incentives</b> <ul style="list-style-type: none"> <li>Describing how consumers respond to incentives, such as changes in prices, income, and government policies, by adjusting their consumption patterns.</li> <li>Explaining how producers respond to incentives, such as changes in input prices, technology, and government regulations, by adjusting their production levels and methods.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What role do you play in the economy?</li> <li>How can you use your influence to affect the economy?</li> </ul>

- Analyzing how workers respond to incentives, such as wages, benefits, and job opportunities, by deciding how much labor to supply and where to work.
- Describing how savers and investors respond to incentives, such as interest rates, returns on investment, and tax policies, by making decisions about saving, investing, and allocating capital.
- **Consumer Sovereignty and Business Response**
  - Explaining the concept of consumer sovereignty as the idea that consumers, through their purchasing decisions, determine what goods and services are produced and in what quantities.
  - Describing how businesses respond to consumer sovereignty by producing goods and services that meet consumer preferences and demands.
- **Effects of Competition**
  - Describing the effects of competition on producers, including incentivizing innovation, efficiency improvements, and cost reductions.
  - Analyzing the effects of competition on sellers, including price competition, quality competition, and non-price competition.
  - Explaining how competition benefits consumers by providing them with greater choice, lower prices, and higher quality goods and services.



## Standard E.4

The student will demonstrate knowledge of the price system in the US economy.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Analyze the laws of supply and demand and the determinants of each.
- Explain how the interaction of buyers and sellers determines equilibrium price and wages.
- Examine the purposes and implications of government interventions and regulations.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- **Laws of Supply and Demand**
  - Understanding the concept of demand as the quantity of a good or service consumers are willing and able to buy at various prices during a specific period.
  - Understanding the concept of supply as the quantity of a good or service producers are willing and able to sell at various prices during a specific period.
  - Analyzing the determinants of demand, including income, preferences, prices of related goods, expectations, and number of buyers.
  - Analyzing the determinants of supply, including input prices, technology, expectations, government regulations, and number of sellers.
- **Equilibrium Price and Quantity**
  - Explaining the concept of equilibrium price as the price at which the quantity demanded equals the quantity supplied in a market.
  - Explaining the concept of equilibrium quantity as the quantity bought and sold at the equilibrium price.
  - Understanding the impact of shifts in demand and supply on equilibrium price and quantity.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factors influence the cost of goods and services?
- Can these factors be controlled? If so, by whom?

- **Equilibrium in Labor Market**

- Understanding how the interaction of employers (demand for labor) and employees (supply of labor) determines equilibrium wage and employment levels in the labor market.
- Analyzing the factors affecting the demand for labor, including productivity, wages in other industries, and government policies.
- Analyzing the factors affecting the supply of labor, including population demographics, education levels, and personal preferences.

- **Government Interventions and Regulations**

- Examining the purposes of government interventions in markets, such as correcting market failures, promoting competition, and redistributing income.
- Analyzing the implications of price controls, including price floors and price ceilings, on market outcomes and efficiency.
- Examining the impact of taxes, subsidies, and quotas on market equilibrium and resource allocation.
- Evaluating the consequences of government regulations, such as safety standards, environmental regulations, and antitrust laws, on market efficiency and consumer welfare.





## Standard E.5

The student will understand the role of government in the Virginia and United States economies.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Describe the provision of government goods and services that are not readily produced by the market.
- Describe 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.
- Investigate and describe the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government.
- Analyze how Congress can use fiscal policy to stabilize the economy.
- Describe the effects of the Federal Reserve's monetary policy on price stability, employment, and the economy.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Government-provided public goods and services benefit many but would not be available to everyone if individuals had to provide them.
  - Free Rider Problem
  - Externalities
- Taxes and/or fees pay for the production of government-provided goods and services.
- Examples of goods and services provided by the government**
  - Infrastructure
  - Public health and safety
  - Public schools
- Reasons why government provides public goods and services
  - It is more efficient and not likely that the good or service would be provided by private individuals in the marketplace.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Should the government have any influence on the cost of goods and services?

- The goods or services may benefit everyone, not only the purchaser.
  - The value of the goods or services is greater than individual consumers could afford.
  - It promotes economic equity.
- An important role for the government in the economy is to define, establish, and enforce property rights.
- In a free market economy, markets need a backdrop of a rule of law, in which the government enforces contracts and protects property rights, to function well.
- Individuals enter into agreements (contracts) with one another to buy and sell goods and services. Whether written or oral, these agreements are legally binding and can be enforced within the judicial system established by the government.
- The government can intervene in labor-management relations and can regulate competition in the marketplace.
- To protect the environment, the government sets regulations and levies fees to ensure that the producer pays all costs resulting from polluting. The government can also subsidize pollution reduction efforts.
- Examples of government agencies created to protect
  - Consumers (e.g., Consumer Product Safety Commission regulates the safety of many products not covered by other agencies; the Food and Drug Administration regulates the safety of food, drugs, and cosmetics)
  - Labor (e.g., Occupational Safety and Health Administration)
  - The environment (e.g., Environmental Protection Agency)
  - Taxes and/or fees pay for the production of government-provided goods and services.
- The power to tax is the first among the expressed powers of Congress.
- Taxation is used to raise revenue; it is also used to regulate or discourage some activities.
- Tax policies can also be used to encourage or discourage certain activities.
  - Examples: gas, cigarettes, luxury taxes
  - Examples: solar, educational, homeownership tax credits
- Income taxes paid by individuals and corporations are the largest single source of revenue today.

- **Types of taxes**
  - Individual income tax
  - Corporate income tax
  - Payroll taxes
  - Customs duties
  - Sales tax
  - Real estate and personal property taxes
- **A progressive tax** takes a larger percentage of taxes from people in higher-income groups than from people in lower-income ones; the United States federal income tax is an example.
- **A proportional tax**, also called a flat tax, is one in which the same tax rate is paid by people at all income levels. People who earn more pay more, but they pay the same percentage rate. Property tax is an example of a proportional tax.
- **A regressive tax** applies in the same way to everyone, but the tax paid represents a larger share from lower-income groups than from higher-income groups. Sales tax is a regressive tax.
- **Fiscal Policy**
  - Fiscal policy refers to how government taxing and spending policy can be used to influence the economy. In the short term, fiscal policy can be used to reduce the extremes of recession and inflation.
  - Fiscal policies are decisions by the federal government to change spending and taxation levels in order to influence national levels of output, employment, and prices.
  - Under conditions of slow growth or high unemployment, Congress can stimulate the economy by increasing federal spending and/or reducing taxes to promote more employment and output.
  - When inflation is growing too rapidly, Congress may slow the economy by decreasing federal spending and/or increasing taxes, which tends to lower price levels and interest rates.
- **Monetary policy**
  - Monetary policies are decisions by the Federal Reserve System that lead to changes in the availability and cost of money and credit in order to promote price stability, full employment, and sustainable economic growth.
  - The Federal Reserve's Open Market Committee is responsible for monetary policy decisions.

- The Federal Reserve conducts monetary policy by buying and selling government securities to influence the money supply and interest rates.
- In response to economic weakness, the Federal Reserve may implement monetary policy that helps to lower interest rates in order to stimulate employment and economic growth.
- Conversely, in response to an overheating economy, the Federal Reserve may implement monetary policy that aims to increase interest rates in order to restrain inflation.



## Standard E.6

**The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Distinguish among economic indicators.
- Analyze the causes and effects of unemployment, inflation, and reduced economic growth.
- Describe the fluctuations of the business cycle and how economic indicators change throughout the business cycle.
- Describe strategies for achieving national economic goals.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- **Economic Goals of a Nation**
  - Understanding the three primary economic goals of a nation: full employment, stable prices (low inflation), and economic growth.
  - Differentiating between each economic goal and explaining their significance in promoting overall economic well-being.
  - Identifying and explaining other secondary economic goals, such as income equality, environmental sustainability, and balance of trade.
  - Causes and Effects of Unemployment, Inflation, and Reduced Economic Growth
  - Analyzing the causes of unemployment, including cyclical, structural, and frictional factors, and their effects on individuals and the economy.
  - Analyzing the causes of inflation, including demand-pull and cost-push factors, and their effects on consumers, businesses, and the overall economy.
  - Analyzing the causes of reduced economic growth, including decreases in productivity, investment, and

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do we know the health of our economy?
- How does the health of the economy impact citizens?
- Are all citizens affected equally?

consumer spending, and their effects on employment, incomes, and living standards.

- **Business Cycle Fluctuations and Economic Indicators**

- Describing the phases of the business cycle: expansion, peak, contraction (recession), and trough.
- Identifying key economic indicators, such as Gross Domestic Product (GDP), unemployment rate, inflation rate, consumer confidence, and business investment, and explaining how they change throughout the business cycle.
- Analyzing the relationships between economic indicators and business cycle phases, such as the inverse relationship between unemployment rate and GDP during recessionary periods.

- **Strategies for Achieving National Economic Goals**

- Describing monetary policy tools, such as open market operations, discount rate changes, and reserve requirements, and how they can be used to achieve economic goals like price stability and full employment.
- Describing fiscal policy tools, such as government spending and taxation, and how they can be used to stimulate or restrain economic activity to achieve economic goals.
- Analyzing the role of international trade and exchange rate policies in achieving economic goals, including promoting economic growth through exports and managing inflation through import controls.
- Describing other policies and measures, such as education and training programs, infrastructure investment, and regulatory reforms, which can contribute to achieving national economic goals.

## Standard US.14

**The student will demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.**



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- u. Select and synthesize evidence from information sources.
- v. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- w. Question to construct arguments using evidence from multiple sources.
- x. Investigate and analyze evidence from multiple sources.
- y. Compare and contrast historical, cultural, economic, and political perspectives.
- z. Determine cause and effect to analyze connections.
- aa. Use decision-making models to analyze and explain the incentives for and consequences of a specific choice.
- bb. Engage and communicate as civil and informed individuals with different perspectives.
- cc. Develop products that reflect an understanding of research and content.
- dd. Contextualize and corroborate sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### **At a developmentally appropriate level, students are expected to**

Select and synthesize evidence from information sources, including but not limited to

- artifacts,
- primary/secondary sources,
- charts, graphs, and diagrams of events in world history.

Apply geographic skills to determine and predict patterns and trends of people, places, or events.

Question to construct arguments using evidence from multiple sources.

Investigate and analyze evidence from multiple sources to

- construct arguments
- draw conclusions.

Compare and contrast perspectives

- historical,
- cultural,

- economic
- political

Determine cause and effect to analyze connections.

Use decision-making models, including but not limited to

- T-charts
- Venn diagrams.

Engage and communicate as civil and informed individuals with different perspectives.

Develop products that reflect an understanding of research and content

Contextualize and corroborate sources to evaluate sources for

- credibility
- propaganda
- bias
- and determine patterns and trends to understand the ancient world.





## HS – Personal Finances

### The student will:

#### Personal Finance

- develop consumer skills.
- demonstrate knowledge of planning for living and leisure expenses.
- demonstrate knowledge of banking transactions.
- demonstrate knowledge of credit and loan functions.
- demonstrate knowledge of the role of insurance in risk management.
- demonstrate knowledge of income earnings, taxes, and reporting.
- demonstrate knowledge of personal financial planning.
- demonstrate knowledge of investment and savings planning.
- demonstrate knowledge of the many factors that affect income.
- demonstrate knowledge of financing postsecondary education.



## Standard PF.1

The student will develop consumer skills.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Examine basic economic concepts (such as scarcity and opportunity cost) and their relation to product prices and consumer spending.
- Describe common types of contracts and the implications of each.
- Demonstrating comparison-shopping skills.
- Examine the importance of maintaining a system for personal financial records.
- Examine the impact of advertising and marketing on consumer demand and decision-making in the global marketplace.
- Access reliable financial information from a variety of sources.
- Explain consumer rights, responsibilities, remedies, and the importance of consumer vigilance.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Basic Economic Concepts and Consumer Behavior
  - Understanding the concept of scarcity and its implications for consumer choices, emphasizing the need to prioritize and allocate limited resources.
  - Understanding the concept of opportunity cost and its relevance to decision-making, highlighting the trade-offs involved in choosing one option over another.
  - Analyzing the relationship between product prices and consumer spending, including how changes in price influence consumer demand and purchasing decisions.
- Types of Contracts and Implications
  - Describing common types of contracts, such as sales contracts, leases, warranties, and service agreements, and their key elements.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is a consumer?
- What role does a consumer play in an economy?

- Explaining the legal implications of different types of contracts, including rights and obligations of parties, terms and conditions, and remedies for breach of contract.
- Comparison-Shopping Skills
  - Demonstrating the ability to compare prices, quality, and features of products or services across different sellers or brands to make informed purchasing decisions.
  - Applying strategies for effective comparison shopping, such as researching online reviews, visiting multiple stores, and considering long-term costs and benefits.
- Importance of Maintaining Personal Financial Records
  - Examining the importance of maintaining accurate and organized financial records, including receipts, invoices, bank statements, and budgets.
  - Understanding how personal financial records help individuals track income, expenses, debts, and assets, and make informed financial decisions.
- Impact of Advertising and Marketing on Consumer Behavior
  - Examining the techniques and strategies used in advertising and marketing to influence consumer preferences, perceptions, and purchasing decisions.
  - Analyzing the impact of advertising on consumer demand, brand loyalty, and product differentiation in the global marketplace.
- Accessing Reliable Financial Information
  - Identifying sources of reliable financial information, such as government agencies, financial institutions, reputable websites, and consumer advocacy organizations.
  - Demonstrating the ability to evaluate the credibility and accuracy of financial information and distinguish between reliable and misleading sources.
- Consumer Rights, Responsibilities, and Remedies
  - Explaining consumer rights, including the right to safety, information, choice, and redress, as well as responsibilities such as reading contracts and making informed decisions.
  - Describing legal remedies available to consumers in case of faulty products, misleading advertising, or breach of contract, including warranties, refunds, and legal recourse.

<ul style="list-style-type: none"><li>○ Emphasizing the importance of consumer vigilance in protecting against fraud, scams, and unethical business practices, and advocating for fair and transparent markets.</li></ul>	
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## Standard PF.2

The student will demonstrate knowledge of planning for living and leisure expenses.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Compare the costs and benefits of purchasing vs. leasing a vehicle.
- Calculate the total costs of owning and operating a vehicle.
- Compare the costs and benefits of renting vs. purchasing a residence.
- Describe the process of renting a residence.
- Describe the process of purchasing a residence.
- Calculate the cost of utilities, services, maintenance, and other residential expenses.
- Evaluate discretionary spending decisions.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Comparing Costs and Benefits of Purchasing vs. Leasing a Vehicle
  - Identifying the advantages and disadvantages of purchasing a vehicle outright, including ownership benefits and long-term cost savings.
  - Identifying the advantages and disadvantages of leasing a vehicle, including lower monthly payments and flexibility but potential higher long-term costs.
  - Calculating Total Costs of Owning and Operating a Vehicle
  - Understanding the various costs associated with owning and operating a vehicle, including purchase price, financing costs, insurance, fuel, maintenance, repairs, and depreciation.
  - Demonstrating the ability to calculate the total cost of ownership over a specified period, considering both fixed and variable expenses.
- Comparing Costs and Benefits of Renting vs. Purchasing a Residence

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do we need to plan for financial security?
- What role does financial planning play in financial security?

- Identifying the advantages and disadvantages of renting a residence, such as flexibility, lower upfront costs, and fewer maintenance responsibilities.
  - Identifying the advantages and disadvantages of purchasing a residence, including building equity, potential tax benefits, and stability but higher upfront costs and maintenance responsibilities.
- Describing the Process of Renting a Residence
  - Outlining the steps involved in renting a residence, including searching for available properties, submitting rental applications, signing a lease agreement, and paying security deposits and rent.
- Describing the Process of Purchasing a Residence
  - Outlining the steps involved in purchasing a residence, including pre-approval for a mortgage, searching for properties, making offers, home inspections, appraisals, and closing the deal.
  - Calculating the Cost of Utilities, Services, Maintenance, and Other Residential Expenses
  - Understanding the various expenses associated with maintaining a residence, including utilities (electricity, water, gas), internet, cable, trash collection, homeowners' association (HOA) fees, property taxes, and routine maintenance costs.
  - Demonstrating the ability to calculate the monthly and annual costs of these expenses and budgeting accordingly.
- Evaluating Discretionary Spending Decisions
  - Analyzing discretionary spending decisions, such as dining out, entertainment, travel, and hobbies, based on personal preferences, financial goals, and budget constraints.
  - Evaluating the opportunity costs of discretionary spending, considering alternative uses of funds such as saving for emergencies, investing for the future, or paying off debt.



## Standard PF.3

**The student will demonstrate knowledge of banking transactions.**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Evaluate services and related costs associated with personal banking.
- Differentiate among types of electronic monetary transactions.
- Prepare all forms necessary for opening and maintaining a checking and a savings account.
- Reconcile bank statements.
- Compare costs and benefits of online and traditional banking.
- Examine how financial institutions affect personal financial planning.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Evaluating Services and Costs of Personal Banking
  - Identifying and evaluating the various services offered by banks, including checking and savings accounts, loans, credit cards, ATM access, online banking, and mobile banking.
  - Analyzing the associated costs of personal banking services, such as monthly account fees, overdraft fees, ATM fees, and transaction fees, and comparing them across different financial institutions.
- Differentiating Types of Electronic Monetary Transactions
  - Differentiating among types of electronic monetary transactions, including online transfers, mobile payments, electronic bill payments, direct deposits, and electronic funds transfers (EFTs).
  - Understanding the features, benefits, and security considerations associated with each type of electronic transaction.
- Preparing Forms for Opening and Maintaining Bank Accounts
  - Demonstrating the ability to complete all necessary forms for opening and maintaining a checking account and a

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What role does personal banking play in financial security?
- Does accuracy matter in personal banking?

- savings account, including account applications, signature cards, and direct deposit authorizations.
- Understanding the requirements and documentation needed to verify identity, address, and financial status when opening a bank account.
- Reconciling Bank Statements
  - Understanding the process of reconciling bank statements with personal records to ensure accuracy and identify discrepancies.
  - Demonstrating the ability to compare transactions, deposits, and withdrawals on bank statements with personal records, accounting for any differences and reconciling the balances.
- Comparing Costs and Benefits of Online and Traditional Banking
  - Comparing the costs and benefits of online banking and traditional brick-and-mortar banking, including convenience, accessibility, fees, interest rates, and security.
  - Analyzing the features and functionality of online banking platforms, such as mobile apps, bill pay services, remote check deposit, and account management tools.
- Examining How Financial Institutions Affect Personal Financial Planning
  - Analyzing the role of financial institutions in personal financial planning, including providing access to financial products and services, facilitating saving and investing, and managing financial risks.
  - Understanding how factors such as interest rates, fees, loan terms, and account features offered by financial institutions can impact personal financial goals and decision-making.





## Standard PF.4

The student will demonstrate knowledge of credit and loan functions.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Evaluate the various methods of financing a purchase.
- Analyze credit card features and their impact on personal financial planning.
- Identify qualifications needed to obtain credit and the information needed to complete a credit application.
- Examine basic provisions of credit and loan laws.
- Compare terms and conditions of various sources of consumer credit.
- Identify strategies for effective debt management, including sources of assistance.
- Explain the ways to build and maintain a good credit rating and the ramifications of an individual's credit score.
- Compare the costs and conditions of secured and unsecured loans.
- Compare the types of voluntary and involuntary bankruptcy and the implications of each.
- Compare amortization schedules for a loan based on principal, time, annual percentage rate (APR), and different credit rating

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Methods of Financing a Purchase
  - Evaluating various methods of financing a purchase, including cash, credit cards, personal loans, installment plans, and financing through retailers or financial institutions.
  - Analyzing the advantages and disadvantages of each financing method in terms of cost, convenience, flexibility, and impact on personal financial planning.
- Credit Card Features and Impact on Financial Planning
  - Analyzing credit card features such as interest rates, credit limits, fees, rewards programs, grace periods, and penalty charges, and their impact on personal financial planning.
  - Understanding how credit card usage affects credit utilization, debt management, and overall financial health.
  - Qualifications and Information for Credit Applications

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Is borrowing money a good idea?
- Is borrowing "on credit" a good idea?
- How do you build credit?
- What factors influence your ability to borrow money?

- Identifying qualifications needed to obtain credit, including credit history, income, employment status, and debt-to-income ratio.
  - Understanding the information required to complete a credit application, such as personal identification, contact information, financial information, and references.
- Basic Provisions of Credit and Loan Laws
  - Examining basic provisions of credit and loan laws, including consumer protection laws such as the Truth in Lending Act (TILA), Fair Credit Reporting Act (FCRA), and Equal Credit Opportunity Act (ECOA).
  - Understanding consumer rights and responsibilities under these laws, including the right to fair and accurate credit reporting, the right to dispute errors, and protections against discrimination.
- Comparison of Terms and Conditions of Consumer Credit
  - Comparing terms and conditions of various sources of consumer credit, including interest rates, fees, repayment terms, and penalties for late payments or defaults.
  - Analyzing the impact of credit terms on the total cost of borrowing and the affordability of credit.
- Strategies for Effective Debt Management
  - Identifying strategies for effective debt management, including budgeting, prioritizing debt repayment, negotiating with creditors, and seeking assistance from credit counseling agencies or debt consolidation services.
  - Understanding the potential consequences of defaulting on debt and the importance of maintaining open communication with creditors.
- Building and Maintaining a Good Credit Rating
  - Explaining ways to build and maintain a good credit rating, including making timely payments, keeping credit utilization low, maintaining a diverse credit mix, and monitoring credit reports regularly.
  - Analyzing the ramifications of an individual's credit score on borrowing capacity, interest rates, insurance premiums, housing options, and employment opportunities.
- Comparison of Secured and Unsecured Loans
  - Comparing the costs and conditions of secured loans (backed by collateral) and unsecured loans (not backed by

<ul style="list-style-type: none"><li>collateral), including interest rates, repayment terms, and risk factors.</li><li>○ Understanding the implications of defaulting on secured loans, such as repossession or foreclosure, compared to unsecured loans.</li><li>● Types of Bankruptcy and Implications<ul style="list-style-type: none"><li>○ Comparing the types of voluntary bankruptcy (Chapter 7 and Chapter 13) and involuntary bankruptcy, including eligibility requirements, debt discharge ability, repayment plans, and implications for creditworthiness and financial future.</li><li>○ Comparison of Amortization Schedules</li><li>○ Comparing amortization schedules for loans based on principal, time, annual percentage rate (APR), and different credit ratings, and analyzing the impact on total interest paid and loan repayment duration.</li></ul></li></ul>	
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**Standard PF.5**

**The student will demonstrate knowledge of the role of insurance in risk management.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify different ways to manage risk.
- b. Evaluate insurance as a risk management strategy.
- c. Distinguish among the types, costs, and benefits of insurance coverage.
- d. Examine potential ramifications of lifestyle choices on premiums, insurability, and employability.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Different Ways to Manage Risk
  - Identifying different methods for managing risk, including risk avoidance, risk reduction, risk transfer (insurance), and risk retention.
  - Understanding the concept of risk tolerance and the trade-offs involved in different risk management strategies.
- Evaluation of Insurance as a Risk Management Strategy
  - Evaluating insurance as a risk management strategy, including its ability to transfer financial risk from individuals or businesses to insurance companies in exchange for premiums.
  - Analyzing the role of insurance in providing financial protection against various types of risks, including property damage, liability, health, disability, and loss of income.
- Types, Costs, and Benefits of Insurance Coverage
  - Distinguishing among different types of insurance coverage, such as auto insurance, homeowners' insurance, health insurance, life insurance, and disability insurance.
  - Comparing the costs and benefits of insurance coverage, including premiums, deductibles, coverage limits, exclusions, and policy features.

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- When is insurance necessary?
- What should be insured?

- Understanding how factors such as age, health status, occupation, location, and coverage options influence insurance costs and benefits.
- Ramifications of Lifestyle Choices on Insurance
  - Examining potential ramifications of lifestyle choices on insurance premiums, insurability, and employability.
  - Understanding how factors such as smoking, alcohol consumption, risky behaviors, and pre-existing health conditions can impact insurance rates and eligibility for coverage.
  - Analyzing how lifestyle choices, such as maintaining a healthy lifestyle, participating in wellness programs, and mitigating risk factors, can potentially lower insurance costs and improve insurability.



## Standard PF.6

The student will demonstrate knowledge of income earnings, taxes, and reporting.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Differentiate among sources of income.
- Calculate gross and net pay.
- Investigate employee benefits and incentives (e.g., pretax savings opportunities).
- Describe the types and purposes of local, state, and federal taxes and the way each is levied and used.
- Compute local taxes on products and services.
- Explain the content and purpose of a standard W-2 form.
- Complete standard employment tax forms.
- Describe information relevant to the completion of state and federal income tax forms.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Differentiating Among Sources of Income
  - Identifying different sources of income, including wages and salaries, self-employment income, interest and dividends, rental income, capital gains, and other miscellaneous income.
  - Understanding the distinctions between earned income, passive income, and investment income, and their tax implications.
- Calculating Gross and Net Pay
  - Demonstrating the ability to calculate gross pay by multiplying hours worked by hourly wage or salary rate, and accounting for overtime pay and bonuses.
  - Understanding deductions from gross pay, such as federal and state income taxes, FICA (Social Security and Medicare) taxes, and voluntary deductions (e.g., health insurance premiums, retirement contributions), to determine net pay.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How is your “bring home” income determined?
- Why do we pay taxes?

- Investigating Employee Benefits and Incentives
  - Exploring employee benefits and incentives offered by employers, such as health insurance, retirement savings plans (e.g., 401(k)), flexible spending accounts (FSAs), commuter benefits, and tuition assistance.
  - Analyzing the tax advantages of pretax savings opportunities, such as contributions to retirement accounts or FSAs, and their impact on taxable income.
- Computing Local Taxes on Products and Services
  - Demonstrating the ability to calculate local taxes on products and services, such as sales taxes or excise taxes, based on applicable rates and transaction amounts.
  - Understanding exemptions, deductions, and special rules that may apply to certain types of transactions or products.
- Explaining the Content and Purpose of a Standard W-2 Form
  - Describing the information included on a standard W-2 form, such as employee wages, tax withholdings (federal, state, and FICA taxes), and employer contributions to retirement plans and other benefits.
  - Explaining the purpose of the W-2 form in reporting income and taxes withheld to the IRS and state tax authorities.
- Completing Standard Employment Tax Forms
  - Demonstrating the ability to complete standard employment tax forms, such as Form W-4 (Employee's Withholding Certificate) to determine federal income tax withholding allowances and Form I-9 (Employment Eligibility Verification) to verify employment eligibility.
- Describing Information Relevant to the Completion of State and Federal Income Tax Forms
  - Describing information relevant to the completion of state and federal income tax forms, including income sources, deductions, credits, and other tax-related transactions.
  - Understanding the tax filing process, deadlines, electronic filing options, and record-keeping requirements for tax purposes.

**Standard PF.7**

**The student will demonstrate knowledge of personal financial planning.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- Identify short-term and long-term personal financial goals.
- Identify anticipated and unanticipated income and expenses.
- Define terminology associated with inheritance and estate planning.
- Examine components and purposes of a personal net worth statement
- Develop a personal budget.
- Investigate the effects of government actions and economic conditions on personal financial planning.
- Explain how economics influences a personal financial plan.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Identifying Short-term and Long-term Financial Goals
  - Identifying short-term financial goals, such as saving for emergencies, paying off debt, or making a major purchase within the next year.
  - Identifying long-term financial goals, such as saving for retirement, purchasing a home, funding education, or building wealth over several years or decades.
- Anticipated and Unanticipated Income and Expenses
  - Identifying anticipated sources of income, such as wages, salaries, interest, dividends, and rental income, as well as their expected amounts and frequencies.
  - Identifying anticipated expenses, including fixed expenses (e.g., rent, mortgage, utilities), variable expenses (e.g., groceries, transportation), and discretionary expenses (e.g., entertainment, dining out).
  - Recognizing the potential for unanticipated income and expenses, such as windfalls, unexpected medical expenses, home repairs, or job loss.
- Terminology Associated with Inheritance and Estate Planning

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What are your short-term and long-term financial goals?
- What actions are you taking now to achieve these goals?



- Defining terminology associated with inheritance and estate planning, such as wills, trusts, beneficiaries, probate, estate taxes, power of attorney, and advance directives.
  - Understanding the purpose and implications of each component of inheritance and estate planning in ensuring the orderly transfer of assets and the protection of beneficiaries.
- Components and Purposes of a Personal Net Worth Statement
  - Examining the components of a personal net worth statement, including assets (e.g., cash, investments, real estate, vehicles) and liabilities (e.g., debts, loans, mortgages).
  - Understanding the purpose of a personal net worth statement in assessing one's financial position, tracking progress toward financial goals, and identifying areas for improvement.
- Developing a Personal Budget
  - Developing a personal budget by estimating income and expenses for a specific period (e.g., monthly or annually) and allocating funds to various categories based on priorities and goals.
  - Identifying strategies for budgeting effectively, such as setting realistic goals, tracking expenses, adjusting spending habits, and prioritizing needs over wants.
- Effects of Government Actions and Economic Conditions
  - Investigating the effects of government actions, such as changes in tax policies, interest rates, inflation, or regulatory reforms, on personal financial planning and decision-making.
  - Examining the impact of economic conditions, such as economic growth, recession, unemployment, inflation, and market volatility, on personal income, expenses, savings, investments, and employment opportunities.
- Influence of Economics on Personal Financial Planning
  - Explaining how economic principles, such as supply and demand, inflation, interest rates, and consumer behavior, influence personal financial planning decisions.
  - Understanding the role of economic indicators, such as GDP, unemployment rate, and consumer confidence, in

assessing economic conditions and informing financial planning strategies.	
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## Standard PF.8

The student will demonstrate knowledge of investment and savings planning.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Compare the impact of simple interest vs. compound interest on savings.
- Compare various options for investment and savings.
- Examine the fundamental workings of Social Security and the system's effects on retirement planning.
- Compare various options for long-term planning (e.g., Virginia529 Plan, retirement plans).
- Describe how the stock market works.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Comparison of Simple Interest vs. Compound Interest
  - Comparing the impact of simple interest, calculated only on the principal amount, versus compound interest, which includes interest earned on both the principal and accumulated interest.
  - Understanding how compound interest can lead to exponential growth of savings over time, emphasizing the importance of starting to save early and consistently.
- Comparison of Various Options for Investment and Savings
  - Comparing various options for investment and savings, including savings accounts, certificates of deposit (CDs), money market accounts, bonds, stocks, mutual funds, exchange-traded funds (ETFs), and real estate.
  - Analyzing the risks, returns, liquidity, and tax implications associated with each investment option to make informed decisions based on individual financial goals and risk tolerance.
- Examination of Social Security and Its Effects on Retirement Planning
  - Examining the fundamental workings of Social Security, including how contributions are made through payroll taxes

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Is it important to save?
- How does the desire for immediate gratification impact our ability to save?

- and how benefits are calculated based on earnings history and retirement age.
- Analyzing the role of Social Security in retirement planning, including its importance as a source of income for retirees and the factors influencing benefit amounts.
- Comparison of Various Options for Long-term Planning
  - Comparing various options for long-term planning, such as college savings plans (e.g., Virginia529 Plan), employer-sponsored retirement plans (e.g., 401(k), 403(b)), individual retirement accounts (IRAs), and annuities.
  - Understanding the features, benefits, and limitations of each long-term planning option and selecting the most appropriate ones based on individual financial goals and circumstances.
- Description of How the Stock Market Works
  - Describing how the stock market works, including the buying and selling of stocks (shares of ownership in companies) through stock exchanges or over-the-counter markets.
  - Explaining the role of investors, stockbrokers, and market makers in facilitating trading activities and determining stock prices based on supply and demand.
  - Understanding key concepts such as stock indices (e.g., S&P 500, Dow Jones Industrial Average), stock exchanges (e.g., NYSE, NASDAQ), market orders, limit orders, and market volatility.



## Standard PF.9

The student will demonstrate knowledge of the many factors that affect income.

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Examine the market value of a worker's education, skills, training, knowledge, and credentials.
- Identify the impact of human capital on production costs.
- Explain the relationship between a person's own human capital and the resulting income potential.
- Perform an analysis of expenses and financial aid required for continuing education to expand human capital.
- Describe how changes in supply and demand for goods and services affect income.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Examination of Factors Affecting Income
  - Examining the market value of a worker's education, skills, training, knowledge, and credentials in determining income levels and earning potential.
  - Understanding how factors such as experience, specialization, industry demand, geographic location, and economic conditions influence the market value of human capital and income levels.
- Impact of Human Capital on Production Costs
  - Identifying the impact of human capital on production costs, including labor costs, productivity levels, and overall efficiency in producing goods and services.
  - Understanding how investments in human capital, such as training programs, skill development, and education, can improve productivity and reduce production costs for businesses.
  - Relationship Between Human Capital and Income Potential
  - Explaining the relationship between a person's own human capital (e.g., education, skills, experience) and their resulting income potential.

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What factors impact income eligibility?

- Understanding how individuals can increase their income potential by investing in their own human capital through continuous learning, skill development, and career advancement.
- Analysis of Expenses and Financial Aid for Continuing Education
  - Performing an analysis of expenses associated with continuing education to expand human capital, including tuition fees, books, supplies, and living expenses.
  - Exploring available financial aid options, such as scholarships, grants, student loans, employer tuition assistance programs, and government assistance, to help offset the costs of education and training.
- Impact of Changes in Supply and Demand on Income
  - Describing how changes in supply and demand for goods and services affect income levels and earning opportunities across various industries and occupations.
  - Understanding how shifts in market conditions, technological advancements, globalization, and demographic trends can impact labor demand, job availability, and wage rates in different sectors of the economy.

**Standard PF.10**

**The student will demonstrate knowledge of financing postsecondary education.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identify costs and benefits of postsecondary education.
- b. Identify sources of postsecondary education funding.
- c. Identify the purpose of the Free Application for Federal Student Aid (FAFSA) in determining eligibility for grants, scholarships, and loans and the essential information needed to complete it.
- d. Describe types of aid which do not require repayment, including federal, state, and institutional grants.
- e. Describe types of scholarships and identifying scholarship scams.
- f. Examine types of student loans, including federal and private, and understand the associated risks.
- g. Examine the requirements to remain eligible for financial aid.
- h. Explain repayment requirements and options for student loans, including income-appropriate repayment plans and options for loan forgiveness, cancellation, and discharge.
- i. Describe the options for borrowers struggling to make payments and the consequences of failure to repay student loans.
- j. Identify the multiple pathways to postsecondary education and career preparedness.
- k. Identify parts of a financial award letter.
- l. Identify the student loan default rates of postsecondary institutions in Virginia.
- m. Describe appropriate income levels needed to support student loan borrowing.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to know and understand:**

- Costs and Benefits of Postsecondary Education
  - Identifying the costs of postsecondary education, including tuition, fees, books, supplies, room and board, transportation, and personal expenses.
  - Identifying the benefits of postsecondary education, such as increased earning potential, job opportunities, career advancement, and personal development.
- Sources of Postsecondary Education Funding

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- How are the costs of postsecondary education covered?
- In addition to personal savings, what other avenues are available to cover the cost of postsecondary education?
- Is receiving a postsecondary education the only avenue to financial security?

- Identifying sources of postsecondary education funding, including scholarships, grants, loans, work-study programs, savings, investments, and contributions from family members.
- Purpose and Essential Information of the FAFSA
- Understanding the purpose of the Free Application for Federal Student Aid (FAFSA) in determining eligibility for federal, state, and institutional financial aid.
- Identifying the essential information needed to complete the FAFSA, including personal and family financial information, tax returns, and documentation of income and assets.
- Types of Aid That Do Not Require Repayment
  - Describing types of aid that do not require repayment, including federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), state grants, and institutional grants.
  - Understanding eligibility criteria, award amounts, and application procedures for each type of grant.
  - Types of Scholarships and Avoiding Scholarship Scams
  - Describing types of scholarships, including merit-based, need-based, athletic, and special interest scholarships.
  - Identifying common characteristics of scholarship scams and strategies to avoid them, such as never paying for scholarship searches or applications.
- Types of Student Loans and Associated Risks
  - Examining types of student loans, including federal Direct Loans (subsidized and unsubsidized), Parent PLUS Loans, and private student loans.
  - Understanding the differences in interest rates, loan limits, repayment terms, and borrower protections between federal and private student loans.
  - Requirements to Remain Eligible for Financial Aid
  - Examining the requirements to remain eligible for financial aid, including maintaining satisfactory academic progress, enrolling in a degree or certificate program, and meeting other eligibility criteria set by the institution and financial aid programs.
- Repayment Requirements and Options for Student Loans
  - Explaining repayment requirements and options for student loans, including income-driven repayment plans, deferment, forbearance, and loan consolidation.



- Describing options for loan forgiveness, cancellation, and discharge, such as Public Service Loan Forgiveness (PSLF), Teacher Loan Forgiveness, and disability discharge.
- Options for Borrowers Struggling to Make Payments and Consequences of Default
- Describing options for borrowers struggling to make payments on student loans, including income-driven repayment plans, deferment, forbearance, and loan rehabilitation.
- Explaining the consequences of defaulting on student loans, including damage to credit scores, wage garnishment, tax refund offsets, and legal action.
- Identifying multiple pathways to postsecondary education and career preparedness, including traditional four-year colleges and universities, community colleges, trade schools, apprenticeships, and military service.
- Identifying the parts of a financial award letter, including the cost of attendance, financial aid awards (grants, scholarships, loans), expected family contribution (EFC), and net price.
- Identifying the student loan default rates of postsecondary institutions in Virginia as reported by the U.S. Department of Education's College Scorecard or National Student Loan Data System (NSLDS).
- Describing appropriate income levels needed to support student loan borrowing, including considerations of debt-to-income ratios, monthly loan payments, and overall financial stability.

## Standard US.14

**The student will demonstrate historical thinking, geographical analysis, economic decision-making, and responsible citizenship.**



### Benchmarks

Key knowledge and skills we want students to know and be able to do

- ee. Select and synthesize evidence from information sources.
- ff. Apply geographic skills to determine and predict patterns and trends of people, places, or events.
- gg. Question to construct arguments using evidence from multiple sources.
- hh. Investigate and analyze evidence from multiple sources.
- ii. Compare and contrast historical, cultural, economic, and political perspectives.
- jj. Determine cause and effect to analyze connections.
- kk. Use decision-making models to analyze and explain the incentives for and consequences of a specific choice.
- ll. Engage and communicate as civil and informed individuals with different perspectives.
- mm. Develop products that reflect an understanding of research and content.
- nn. Contextualize and corroborate sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### **At a developmentally appropriate level, students are expected to**

Select and synthesize evidence from information sources, including but not limited to

- artifacts,
- primary/secondary sources,
- charts, graphs, and diagrams of events in world history.

Apply geographic skills to determine and predict patterns and trends of people, places, or events.

Question to construct arguments using evidence from multiple sources.

Investigate and analyze evidence from multiple sources to

- construct arguments
- draw conclusions.

Compare and contrast perspectives

- historical,
- cultural,

- economic
- political

Determine cause and effect to analyze connections.

Use decision-making models, including but not limited to

- T-charts
- Venn diagrams.

Engage and communicate as civil and informed individuals with different perspectives.

Develop products that reflect an understanding of research and content

Contextualize and corroborate sources to evaluate sources for

- credibility
- propaganda
- bias
- and determine patterns and trends to understand the ancient world.