

Virginia History and Social Science Standards of Learning 2023

In the Footsteps of History

Grade 5: United States History to 1865

Skills

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events.

Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.

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

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

- i. developing products that reflect an understanding of content.

Geography of North America

Every *In the Footsteps of History* unit begins with a geographic exploration of the region in question. Its people, flora and fauna, trade and inventions, and cultural life are thoroughly explored, as well as how it has changed over time.

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

Henson, Inuit units

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

Early Cultures of North America

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

Inuit, Henson units

- b. locating and explaining where Indigenous peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.

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

Henson, Inuit units

- b. describing cultural and economic interactions between Indigenous peoples and Europeans that led to cooperation and conflict.

USI.4 The student will apply history and social science skills to understand how the Western Hemisphere, including the United States, impacted West Africa by

Ibn Battuta unit

- a. identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;
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Grade 6: United States History: 1865 to the Present

Skills

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events.

Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation.

Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.

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

- a. synthesizing evidence from sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams to understand events in United States history;
- b. applying geographic skills to determine and predict patterns and trends of people, places or events;
- c. developing questions, enhancing curiosity, and engaging in critical thinking and analysis;
- d. integrate evidence to construct and analyze timelines, classify events, and to distinguish fact and opinion;
- e. comparing and contrasting people, places, events, historical, and political perspectives;
- f. determining and explaining cause and effect relationships;
- g. using an economic decision-making model to analyze the costs and benefits and explain the incentives and consequences of a specific choice made in U.S. history;
- h. engaging and communicating as civil and informed individuals with different perspectives; and
- i. developing products that reflect an understanding of content.

Westward Expansion and its Impact on Indigenous Peoples

USII.1 The student will apply history and social science skills to examine westward expansion after the mid-19th century by

Henson, Inuit units

d. explaining the effect that the growth of the United States had on Indigenous peoples.

Grade 8: World Geography

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

Skills

***In the Footsteps of History's* lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events.**

Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.

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

- a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, diagrams, and geospatial technologies including maps, GIS, and GPS imagery to understand the regions of the world;
- b. applying geographic skills to determine and predict patterns and movement of people, places, or events;

- c. developing questions, enhancing curiosity, and engaging in critical thinking and analysis;
- d. investigating and analyzing evidence from multiple sources to construct arguments;
- e. comparing and contrasting historical, cultural, economic, and political perspectives;
- f. determining and explaining cause and effect relationships;
- g. using economic decision-making models to analyze and explain the incentives for and consequences of a specific choice;
- h. engaging and communicating as civil and informed individuals with different perspectives;
- i. developing products that reflect an understanding of research, content, and world geography concepts; and
- j. contextualizing, corroborating, and evaluating sources for credibility, propaganda, and bias to determine patterns and trends to understand the world.

Introduction to Geography

WG.1 The student will apply history and social science skills to explain how geographic information and geospatial tools are used to make decisions by

Marco Polo, Henson, Inuit, Isabella Bird, Ibn Battuta units

- a. explaining how characteristics of regions have led to regional labels;
- b. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
- c. analyzing how cultural characteristics including the world's major languages, ethnicities, and religions, link or divide regions;
- d. explaining how cartography is used to reflect regional perspectives, point of view, and perceptions of an area and the creation of mental maps.

Resources and the Environment

WG.2 The student will apply social science skills to evaluate the significance of natural, human, and capital resources by

Marco Polo (ancient and modern world trade), Henson, Inuit, Isabella Bird (British colonialism in India), Ibn Battuta (salt/gold trade, and water for nomads) units

- a. comparing the distribution of major natural resources throughout world regions;

- b. showing the influence of resources on patterns of economic activity and land use; and
- c. evaluating perspectives regarding the use of resources.

Classifying and Identifying Regions

WG.3 The student will analyze the characteristics of the United States and Canadian regions by

Marco Polo, Henson, Inuit, and Ibn Battuta units

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globe;
- b. describing major physical and environmental features and how geography may change over time;
- c. analyzing cultural influences and landscapes; and
- d. explaining important economic characteristics including the distribution of economic activities and global trade.

WG.5 The students will analyze the characteristics of the European region by

Marco Polo unit, Walkabouts

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globe;
- b. describing major physical and environmental features and how geography may change over time;
- c. analyzing cultural influences and landscapes; and
- d. explaining important economic characteristics including the distribution of economic activities and global trade.

WG.6 The student will analyze the characteristics of the Russian and Central Asian regions by

Marco Polo unit

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globe;
- b. describing major physical and environmental features and how geography may change over time;
- c. analyzing cultural influences and landscapes; and
- d. explaining important economic characteristics including the distribution of economic activities and global trade.

WG.7 The student will analyze the characteristics of the Sub-Saharan African region by

Ibn Battuta unit

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globe;
- b. describing major physical and environmental features and how geography may change over time;
- c. analyzing cultural influences and landscapes; and
- d. explaining important economic characteristics including the distribution of economic activities and global trade.

WG.8 The student will analyze the characteristics of the North African and Southwest Asian regions by

Marco Polo, Isabella Bird, and Ibn Battuta units

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globe;
- b. describing major physical and environmental features and how geography may change over time;
- c. analyzing cultural influences and landscapes; and
- d. explaining important economic characteristics including the distribution of economic activities and global trade.

WG.9 The student will analyze the characteristics of the South Asian and Southeast Asian regions by

Marco Polo unit

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globe;
- b. describing major physical and environmental features and how geography may change over time;
- c. analyzing cultural influences and landscapes; and
- d. explaining important economic characteristics including the distribution of economic activities and global trade.

WG.10 The student will analyze the characteristics of the East Asian region by

Marco Polo unit

- a. identifying and analyzing the location of major geographic regions and major cities on maps and globe;
- b. describing major physical and environmental features and how geography may change over time;
- c. analyzing cultural influences and landscapes; and
- d. explaining important economic characteristics including the distribution of economic activities and global trade.

Population and Migration

WG.12 The student will apply social science skills to understand the distribution, growth rates, and characteristics of human population by

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

- a. examining the relationship between demographic data to determine the level of economic development;
- b. distinguishing between developed and developing countries; and
- c. comparing and contrasting the level of economic development to the standard of living, quality of life, form of government, and personal freedom and economic opportunity.

WG.13 The student will apply history and social science skills to understand population and migration by

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

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

Culture

WG.14 The student will apply history and social science skills to determine cultural patterns and interactions across time and place by

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

- a. identifying and describing characteristics that contribute to cultural identity, cultural groups, and cultural landscapes and;
- b. explaining the intellectual exchanges among cultures, including but not limited to the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

WG.15 The student will apply social science skills to analyze the patterns of rural and urban migration and development by

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

- a. applying the concepts of site and situation to major cities in each region; and
- b. explaining how the functions of towns and cities have changed over time.

Globalization

WG.16 The student will apply history and social science skills to understand the impact of the growing interdependence of the world by

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

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

Political Geography

WG.17 The student will apply social science skills to analyze strategic geographic features and resources by

Marco Polo, Inuit, Isabella Bird, Ibn Battuta units

- a. identifying and describing examples of disputed borders and explaining the reasons for the dispute;
- b. describing and explaining examples of the different types of conflicts that may erupt between and among nations; and
- c. analyzing the types of conflicts and cooperation that can occur over the use of rivers and bodies of water.

Grade 9: World History and Geography to 1500 A.D.

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

impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Skills

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Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.

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

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

j. contextualizing and corroborating sources to evaluate sources for credibility, propaganda, and bias to determine patterns and trends to understand the ancient world.

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

WHI.3 The students will apply history and social science skills to describe ancient Asian societies by

Marco Polo, Isabella Bird (includes Buddhism lesson) units

- a. analyzing the impact of geography on the development of ancient India and China, including locating them in time and place and describing their major geographic features;
- b. describing the social, cultural, political, and economic characteristics that define the societies of the Indian subcontinent, including but not limited to contributions and the concepts of Varna and Jati;
- d. describing the origins, beliefs, customs, and spread of Buddhism;
- e. describing social, cultural, political, and economic development of ancient China;

WHI.6 The student will apply history and social science skills to understand Islamic societies by

Marco Polo, Ibn Battuta (includes Islam lesson), Ibn Battuta units

- a. identifying the physical features and describing the relationship between climate, land and surrounding bodies and water, and nomadic and sedentary ways of life of the Arabian peninsula;
- b. describing the origins, beliefs, traditions, customs, persecution and spread of Islam;
- c. explaining the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life;
- d. describing the expansion of territory under Muslim rule and the spread of Islam and Arabic language among people in these territories, and the cultural and religious acceptance of Islam and the Arabic language; and
- e. describing the growth of cities and the role of merchants in Muslim society, the expansion of trade routes in Asia, Africa, Europe, and the

Indian Ocean, and identifying the products and inventions that traveled along these routes, including spices, textiles, paper, steel, new crops.

The Middle Ages

WHI.7 The student will apply history and social science skills to understand the civilizations of China in the Middle Ages by

Marco Polo unit, Isabella Bird (Buddhism) unit

- a. describing the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan;
- b. describing agricultural, technological, and commercial developments during the Tang and Sung periods;
- d. explaining the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty;
- e. tracing the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder;

WHI.8 The student will apply history and social science skills to describe the sub-Saharan civilizations of Ghana and Mali in Medieval Africa by

Ibn Battuta unit

- a. describing the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and enslaved people; and the growth of the Ghana and Mali empires;
- b. analyzing the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa;
- c. describing the role of the trans Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islam;
- d. tracing the growth of the Arabic language in government, trade, and Islam; and
- e. describing the importance of written and oral traditions in the transmission of African history and culture.

Leading to the Renaissance

WHI.13 The student will apply history and social science skills to understand the factors contributing to the European Renaissance by

Walkabouts

c. analyzing the contributions of artists and philosophers of the Italian Renaissance including Leonardo da Vinci, Michelangelo, and Petrarch.

Grade 10: World History and Geography: 1500 A.D. to the Present

These standards enable students to examine history and geography from 1500 A.D. to the present, with emphasis on development of the modern world. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

Skills

In the Footsteps of History's lesson plans are based on inquiry, steeped in student-centered prompts and question formation, encouraging students to look at multiple points of view when exploring historical events.

Varied primary and secondary sources are used and their validity and biases questioned. Charts, graphs, and timelines are open to student interpretation. Choices must be made after reading and evaluating the consequences in gaming situations. Developing critical thinking skills is the main objective.

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

a. selecting and synthesizing evidence from information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams in events in world history;

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

Emergence of a Global Age

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

Marco Polo (global trade), Isabella Bird (Buddhism), Ibn Battuta (Islam and global trade) units

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

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

Walkabouts

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

WHII.3 The student will apply history and social science skills to describe European exploration by

Marco Polo, Isabella Bird, Ibn Battuta

- c. explaining the political, social, cultural, and economic goals of European exploration and colonization;
- c. comparing and contrasting the social, political, economic, and cultural effects of European colonization and the responses of Indigenous peoples in Africa, Asia, and the Americas; and
- c. analyzing how competition for colonies among Britain, France, and Spain changed the economic system of Europe.

WHII.4 The student will apply history and social science skills to analyze the political, socio-cultural, geographic, religious, and economic conditions in Europe, Russia, and the Americas that led to political unrest and revolution from approximately 1500 (A.D.) to about 1800 (A.D.) by

Walkabouts

- a. describing the series of wars in Europe, including but not limited to the French Wars of Religion, the Thirty Years War, the German Peasants' War, the Tudor Rebellions, and the Dutch Revolt;
- b. defining and describing how the Scientific Revolution and Enlightenment influenced the European view of the world, including but not limited to Descartes, Hume, Kant, Locke, Montesquieu, Isaac Newton, Rousseau, and Voltaire;

Global Interactions

WHII.5 The student will apply history and social science skills to understand Asia from approximately 1500 A.D. to approximately 1800 A.D. by

Marco Polo, Isabella Bird units, Walkabouts

- a. describing the location and development of previously established trade routes, the economic success, the influence of religion, and the factors contributing to the longevity of the Ottoman Empire's influence and power;
- b. describing the location and development of northern and southern empires in India, including but not limited to the major trading posts, the growth of Sikhism challenging the Mughal Empire, and cultural developments;
- c. describing the location, origins, and development of China, including but not limited to the expansion, development, and social and cultural patterns within the Ming and Qing (Manchu) dynasties;

WHII.6 The student will apply history and social science skills to understand sub-Saharan Africa from approximately 1500 A.D. to approximately 1800 A.D. by Ibn Battuta unit

- a. describing the location and development of Eastern and Western Africa;
- b. explaining the influence of Askia Muhammad in the region;
- c. analyzing the role of religion in Eastern and Western Africa, including Islam in Songhai, Coptic Christianity in Ethiopia, and Animism in the Songhai and Asante (Ashanti) Empires;
- d. analyzing the role of the Ashanti and other powerful Western African Empires in the Transatlantic Slave Trade;

WHII.7 The student will apply history and social science skills to analyze the global impact of changes in European nations between 1800 and 1900 by Isabella Bird unit (colonialism in India/ British Raj)

- a. explaining the roles of resources, capital, and entrepreneurship in developing an industrial economy;
- b. analyzing the effects of the First and Second Industrial Revolution;
- c. evaluating responses to imperialism, including but not limited to the Sepoy Mutiny and Boxer Rebellion;

Era of Global Wars

WHII.8 The student will apply history and social science skills to understand World War I by

Walkabouts

- b. identifying the changes to modern warfare used in battles along the Eastern and Western fronts;
- c. describing major battles, including but not limited to Gallipoli, Marne, Meuse-Argonne, Somme, and Verdun;

WHII.11 The student will apply history and social science skills to identify the political, economic, and socioeconomic aspects of independence movements and decolonization by

Isabella Bird unit, Walkabouts

- a. describing the struggles for self-rule, including Gandhi's leadership and the development of India's democracy;

WHII.12 The student will apply history and social science skills to explain global changes during the twenty-first century by

Marco Polo unit (Extensions on global trade), Isabella Bird (Extension on corporate power in the US and world)

- d. describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.

Grade 11: Virginia and United States History

The standards for Virginia and United States History expand upon the foundational knowledge and skills previously introduced to include the historical development of American ideas and institutions from the Age of Exploration to the present. While continuing to focus on political, geographic, and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in Virginia and United States history. As a foundation to develop historical thinking skills, students

will apply social science skills to understand the challenges facing the development of the United States. These skills will support the investigation and evaluation of the fundamental political principles, events, people, and ideas that developed and fostered our American identity and led to our country's prominence in world affairs.

Skills

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

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

j. contextualizing corroborating and evaluating sources for credibility, propaganda, and bias to determine patterns and trends in Virginia and United States history.

Early America Through the Founding of the New Nation

VUS.1 The student will apply history and social science skills to describe the early North America by

Henson and Inuit units

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

Industrialization, Emergence of Modern America, and World Conflicts

VUS.10 The student will apply history and social science skills to analyze how the nation grew and changed from the end of Reconstruction through the early twentieth century by

Walkabouts

d. explaining the social and cultural impact of industrialization, including but not limited to rapid urbanization, the effects on living and working conditions, the development of labor unions, and the emergence of more leisure time and activities;

The United States since World War II

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

Walkabouts

a. analyzing the origins of the Civil Rights Movement, the effects of segregation, and efforts to desegregate schools, transportation, and public areas;