

Correlation

VIRGINIA'S SOCIAL STUDIES STANDARDS OF LEARNING

AND

THE EXPLORE SERIES



*The Explore Series includes the following four comprehensive social studies programs:
Explore America, Explore the Ancient World, Explore World History, and Explore the United States*



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Correlation of the Virginia’s Social Studies Standards of Learning and *Explore* Series

Virginia’s history and social science “Standards of Learning” (SOLs) are designed to:

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective
- enable students to understand the basic values, principles, and operation of American constitutional democracy
- prepare students for informed and responsible citizenship
- develop students' skills in debate, discussion, and writing
- provide students with a framework for continuing education in history and the social sciences.

The State Board of Education believes that these standards can best be achieved in a curriculum organized substantially along the lines of the framework outlined below. The issue of scope and sequence was an integral part of the process of developing new standards of learning (e.g., the two halves of United States and world history should be taught in consecutive grade levels). The Board recognizes, however, that a local school division may wish to adopt a different organizational framework as long as students are able to make progress toward achieving the required standards.

GRADE LEVEL	CONTENT	EXPLORE PROGRAM
Grade Five	<p>U.S. History (to 1877) The standards for grade five relate to the history of the United States from Pre-Columbian times until 1877. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. This course continues in grade six. In these two years, students study United States history in chronological sequence and learn about change and continuity in our history, study documents and speeches that lay the foundation of American ideals and institutions, and examine the everyday life of people at different times in our history through the use of primary and secondary sources. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and globe skills, skills of using and interpreting information, and historical thinking skills.</p> <p>5.1 The student will describe life in America before the 17th century by:</p> <ul style="list-style-type: none"> ■ identifying and describing the first Americans, their arrival from Asia, where they settled, and how they lived, including Inuits (Eskimos), Anasazi (cliff dwellers), Northwest Indians (Kwakiutl), Plains Indians, Mound builders, Indians of the Eastern forest (Iroquois, etc.), Incas, and Mayans; ■ explaining how geography and climate influenced the way various Indian tribes lived; and evaluating the impact of native economies on their religions, arts, shelters, and cultures. <p>5.2 The student will trace the routes and evaluate early explorations of the Americas, in terms of:</p> <ul style="list-style-type: none"> ■ the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England; 	<p><i>Explore America</i>, 2nd Ed., covers most of this American history content.</p> <p>See Unit Book One: The Land and People Before Columbus</p> <p>See Unit Book Two: The Age of Exploration</p>

	<ul style="list-style-type: none"> ■ the political, economic, and social impact on the American Indians; and ■ the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of North America. <p>5.3 The student will describe colonial America, with emphasis on:</p> <ul style="list-style-type: none"> ■ the factors that led to the founding of the colonies, including escape from religious persecution, economic opportunity, release from prison, and military adventure; ■ geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South; ■ life in the colonies in the 18th century from the perspective of large landowners, farmers, artisans, women, and slaves; ■ the principal economic and political connections between the colonies and England; ■ sources of dissatisfaction that led to the American Revolution; ■ key individuals and events in the American Revolution, including King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine; and ■ major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British. <p>5.4 The student will analyze the United States Constitution and the Bill of Rights, in terms of:</p> <ul style="list-style-type: none"> ■ the British and American heritage, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Virginia Statute of Religious Freedom, and the Articles of Confederation; ■ the philosophy of government expressed in the Declaration of Independence; and ■ the powers granted to the Congress, the President, the Supreme Court, and those reserved to the states. <p>5.5 The student will describe challenges faced by the new United States government, with emphasis on:</p> <ul style="list-style-type: none"> ■ the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights; ■ major issues facing Congress and the first four presidents; ■ conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties. <p>5.6 The student will describe growth and change in America from 1801 to 1861, with emphasis on:</p> <ul style="list-style-type: none"> ■ territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California; ■ how the effects of geography, climate, canals and river systems, economic incentives, and frontier spirit influenced the distribution and movement of people, goods, and services; ■ the principal relationships between the United States and its neighbors (current Mexico and Canada) and the European powers (including the Monroe Doctrine), and describe how those relationships influenced westward expansion; ■ the impact of inventions, including the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America; ■ the development of money, saving, and credit. <p>5.7 The student will identify causes, key events, and effects of the Civil War and Reconstruction, with emphasis on:</p> <ul style="list-style-type: none"> ■ economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun; ■ events leading to secession and war; ■ leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison; ■ critical developments in the war, including major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox; ■ life on the battlefield and on the home front; ■ basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution; and ■ the impact of Reconstruction policies on the South. <p>5.8 The student will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877, including "Give me liberty or give me death," "Remember the Alamo," "E Pluribus Unum," the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.</p>	<p>See Unit Book Three: Settling the English Colonies and Unit Book Four: The War for Independence</p> <p>Unit Book Four: The War for Independence and Unit Book Seven: The American People Then and Now</p> <p>See Unit Book Four: The War for Independence</p> <p>See Unit Book Five: The Westward Movement and Unit Book Six: People in the Young Republic</p> <p>See Unit Book 7: The American People Then and Now</p> <p>See Unit Book Seven: The American People Then and Now</p>
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	<p>5.9 The student will develop skills for historical analysis, including the ability to:</p> <ul style="list-style-type: none"> ■ identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (television, movies, and computer information systems) to better understand events and life in United States history to 1877; ■ construct various time lines of American history from pre-Columbian times to 1877 highlighting landmark dates, technological changes, major political and military events, and major historical figures; ■ locate on a United States map major physical features, bodies of water, exploration and trade routes, the states that entered the union up to 1877, and identify the states that formed the Confederacy during the Civil War. <p>5.10 The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events, including:</p> <ul style="list-style-type: none"> ■ different historical perspectives such as American Indians and settlers, slaves and slave holders, Patriots and Tories, Federalists and Anti-Federalists, Rebels and Yankees, Republicans and Democrats, farmers and city folks, etc.; ■ different evaluations of the causes, costs, and benefits of major events in American history up to 1877 such as the American Revolution, the Constitutional Convention, the Civil War, Reconstruction, etc. 	<p>Addressed throughout all seven unit books</p> <p>Addressed throughout all seven unit books</p>
<p>Grade Six</p>	<p>U.S. History (1877 to present) The standards for grade six relate to the history of the United States from the end of the reconstruction period to the present day, thus completing a two-year study of American history in the elementary grades. Sixth graders should continue to learn fundamental concepts in civics, economics, and geography in the context of United States history. Teachers are encouraged to use simulations, class debates, projects, or other innovative techniques to make the students' learning experiences lively and memorable. Students should have ample instruction devoted to reviewing and strengthening map and globe skills, skills in interpreting and using information, and historical thinking skills.</p> <p>6.1 The student will explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life, with emphasis on:</p> <ul style="list-style-type: none"> ■ western settlement and changing federal policy toward the Indians; ■ why various immigrant groups came to America, some of the obstacles they faced, and the important contributions they made; and ■ the growth of American cities, including the impact of racial and ethnic conflict and the role of political machines. <p>6.2 The student will analyze and explain Americans' responses to industrialization and urbanization, with emphasis on:</p> <ul style="list-style-type: none"> ■ muckraking literature and the rise of the Progressive Movement; ■ women's suffrage and temperance movements, and their impact on society; ■ child labor, working conditions, and the rise of organized labor; ■ political changes at the local, state, and national levels; and ■ improvements in standards of living, life expectancy, and living conditions. <p>6.3 The student will describe and analyze the changing role of the United States in world affairs between 1898 and 1930, with emphasis on:</p> <ul style="list-style-type: none"> ■ the Spanish-American War; ■ the Panama Canal; ■ Theodore Roosevelt's "Big Stick Diplomacy;" ■ the United States' role in World War I; ■ the League of Nations; and ■ tariff barriers to world trade. <p>6.4 The student will describe the ideas and events of the 1920's and 1930's, with emphasis on:</p> <ul style="list-style-type: none"> ■ literature, music, dance, and entertainment; ■ the Harlem Renaissance; ■ impact of the automobile; prohibition, speakeasies, and bootlegging; ■ the impact of women's suffrage; ■ racial tensions and labor strife; and ■ urban and rural electrification. 	<p><i>Explore the United States</i> covers some of this American history content.</p> <p>See Unit 5</p> <p>See Unit 5</p> <p>See Unit 5</p> <p>See Unit 5</p>

	<p>6.5 The student will explain the Great Depression and its effects, with emphasis on:</p> <ul style="list-style-type: none"> ■ weaknesses in the economy, the collapse of financial markets in the late 1920's, and other events that triggered the Great Crash; ■ the extent and depth of business failures, unemployment, and poverty; ■ the New Deal and its impact on the Depression and the future role of government in the economy; and ■ personalities and leaders of the period, including Will Rogers, Eleanor and Franklin Roosevelt, and Charles Lindbergh. <p>6.6 The student will analyze and explain the major causes, events, personalities, and effects of World War II, with emphasis on:</p> <ul style="list-style-type: none"> ■ the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States; ■ aggression in Europe and the Pacific; ■ failure of the policy of appeasement; ■ the Holocaust; ■ major battles of World War II and the reasons for Allied victory; and major changes in Eastern Europe, China, Southeast Asia, and Africa following the war. <p>6.7 The student will describe the economic, social, and political transformation of the United States since World War II, with emphasis on:</p> <ul style="list-style-type: none"> ■ segregation, desegregation, and the Civil Rights Movement; ■ the changing role of women in America; ■ the technology revolution and its impact on communication, transportation, and new industries; ■ the consumer economy and increasing global markets; ■ increases in violent crime and illegal drugs; ■ effects of increased immigration; ■ the impact of governmental social and economic programs and the Cold War on the growth of federal income tax revenues and government spending and the role of the Federal Reserve System; ■ effects of organized religious activism; ■ political leaders of the period, trends in national elections, and differences between the two major political parties. <p>6.8 The student will describe United States foreign policy since World War II, with emphasis on:</p> <ul style="list-style-type: none"> ■ the Cold War and the policy of communist containment; ■ confrontations with the Soviet Union in Berlin and Cuba; ■ nuclear weapons and the arms race; ■ McCarthyism and the fear of communist influence within the United States; ■ NATO and other alliances, and our role in the United Nations; ■ military conflicts in Korea, Vietnam, and the Middle East; and ■ the collapse of communism in Europe and the rise of new challenges. <p>6.9 The student will interpret patriotic slogans and excerpts from notable speeches in United States history since 1877 including "Ask not what your country can do for you, . . ." . . . December 7, 1941, a date which will live in infamy," "I have a dream . . .," and "Mr. Gorbachev, tear down this wall!"</p> <p>6.10 The student will develop skills for historical analysis, including the ability to:</p> <ul style="list-style-type: none"> ■ identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and contemporary media (computer information systems) and to make generalizations about events and life in United States history since 1877; ■ recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity; ■ distinguish fact from fiction by examining documentary sources; ■ construct various time lines of United States history since 1877 including landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections; and ■ locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and the states which entered the Union since 1877. 	<p>See Unit 5</p> <p>Not covered</p> <p>Not covered</p> <p>Not covered</p> <p>Not covered</p> <p>Not covered</p> <p>Addressed throughout the book</p>
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	<p>6.11 The student will develop skills in discussion, debate, and persuasive writing by evaluating different assessments of the causes, costs, and benefits of major events in recent American history such as World War I, the New Deal, World War II, the Korean War, the Conservative Movement, the Civil Rights Movement, the War on Poverty, and the Vietnam War.</p>	Addressed throughout the book
Grade Seven	Civics and Economics	No program matches
Grade Eight	<p>World History (to A.D. 1000) The standards for the eighth grade enable students to explore the historical development of people, places, and patterns of life from ancient times until about 1000 A.D. Students study the origins of much of our heritage using texts, maps, pictures, stories, diagrams, charts, chronological skills, inquiry/research skills, and technology skills.</p> <p>8.1 The student will describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, with emphasis on:</p> <ul style="list-style-type: none"> * the impact of geography on hunter-gatherer societies; * characteristics of hunter-gatherer societies; * tool making and use of fire; * technological and social advancements that gave rise to stable communities; and * how archeological discoveries are changing our knowledge of early peoples. <p>8.2 The student will compare selected ancient river civilizations, including Egypt, Mesopotamia, the Indus Valley, and Shang China, and other ancient civilizations (such as the Hebrew and Phoenician kingdoms and the Persian Empire), in terms of:</p> <ul style="list-style-type: none"> * location in time and place; * the development of social, political, and economic patterns; * the development of religious traditions; and * the development of language and writing. <p>8.3 The student will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C., in terms of its impact on Western civilization, with emphasis on:</p> <ul style="list-style-type: none"> * the influence of geography on Greek economic, social, and political development; * Greek mythology and religion; * the impact of Greek commerce and colonies on the Mediterranean region; * the social structure, significance of citizenship, and development of democracy in the city-state of Athens; * the significance of the Persian Wars and the Peloponnesian Wars; * life in Athens during the Golden Age of Pericles; * the contributions of Greek philosophers (including Socrates, Plato, and Aristotle), playwrights, poets, historians, sculptors, architects, scientists, and mathematicians; and * the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great. <p>8.4 The student will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., in terms of its impact on Western civilization, with emphasis on:</p> <ul style="list-style-type: none"> * the influence of geography on Roman economic, social, and political development; * Roman mythology and religion; * the social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic; * Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas; * the roles of Julius and Augustus Caesar and the impact of military conquests on the army, economy, and social structure of Rome; 	<p><i>Explore the Ancient World</i> and <i>Explore World History</i>, 1st Ed., cover this content.</p> <p>See <i>Explore the Ancient World</i> (Unit 1)</p> <p>See <i>Explore the Ancient World</i> (Units 2, 3, 4, and 5)</p> <p>See <i>Explore the Ancient World</i> (Unit 5)</p> <p>See <i>Explore the Ancient World</i> (Unit 6)</p>

	<ul style="list-style-type: none"> * the collapse of the Republic and the rise of imperial monarchs; * the economic, social, and political impact of the Pax Romana; * the origin, traditions, customs, beliefs, and spread of Christianity; * the origin, traditions, customs, beliefs, and spread of Judaism; * the development and significance of the Catholic Church in the late Roman Empire; * contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law; and * the reasons for the decline and fall of the Roman Empire. <p>8.5 The student will analyze the conflict between the Muslim world and Christendom from the 7th to the 11th century A.D., in terms of its impact on Western civilization, with emphasis on:</p> <ul style="list-style-type: none"> * the origin, traditions, customs, beliefs, and spread of Islam; * theological differences between Islam and Christianity; * cultural differences between Muslims and Christians; * religious, political, and economic competition in the Mediterranean region; and * historical turning points that affected the spread and influence of both religious cultures. <p>8.6 The student will describe, analyze, and evaluate the history of the Byzantine Empire and Russia from about 300 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on:</p> <ul style="list-style-type: none"> * the establishment of Constantinople as the capital of the Roman Empire; * the expansion of the Byzantine Empire and economy; * codification of Roman law and preservation of Greek and Roman traditions; * conflicts that led to a split between the Roman Catholic and Greek Orthodox churches; * Byzantine art and architecture; and * Byzantine influence on Russia and Eastern Europe. <p>8.7 The student will describe, analyze, and evaluate the history of Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization, with emphasis on:</p> <ul style="list-style-type: none"> * the structure of feudal society and its economic, social, and political effects; * the Age of Charlemagne and the revival of the idea of the Roman Empire; * the invasions and settlements of the Magyars and the Vikings, including Angles and Saxons in Britain; and * the spread and influence of Christianity throughout Europe. <p>8.8 The student will describe and compare selected civilizations in Asia, Africa, and the Americas, in terms of chronology, location, geography, social structures, form of government, economy, religion, and contribution to later civilizations, including:</p> <ul style="list-style-type: none"> * India, with emphasis on the caste system; the traditions, customs, beliefs, and significance of Hinduism; and the conquest by Moslem Turks; * China, with emphasis on the T'ang dynasty; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall; * Japan, with emphasis on the development and significance of Shinto and Buddhist religious traditions, and the influence of Chinese culture; * the kingdoms of Kush in eastern Africa and Ghana in western Africa; and * the Mayan and Aztec civilizations. <p>8.9 The student will give examples of the practice of slavery from the earliest civilizations to 1000 A.D.</p>	<p>See <i>Explore World History</i>, 1st Ed. (Unit 1)</p> <p>See <i>Explore World History</i>, 1st Ed. (Introduction)</p> <p>See <i>Explore World History</i>, 1st Ed. (Units 5 and 6)</p> <p>See <i>Explore World History</i>, 1st Ed. (Units 2, 3, and 4)</p> <p><i>Explore the Ancient World and Explore World History</i>, 1st Ed., cover this content.</p>
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	<p>8.10 The student will improve skills in historical research and geographical analysis by:</p> <ul style="list-style-type: none"> * identifying, analyzing, and interpreting primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.; * identifying, analyzing, and interpreting global population distribution in the Middle Ages; * identifying and comparing contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.; and * identifying and comparing the distribution of major religious cultures in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D. 	<p>Addressed throughout <i>Explore the Ancient World</i> and <i>Explore World History</i>, 1st Ed.</p>
<p>Grade Nine</p>	<p>World History (A.D. 1000 to present) The standards for ninth-grade students cover history and geography from the late Middle Ages (1000 A.D.) to the present with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nation-states. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. The people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues. The standards strike a balance between the broad themes of history and the probing of specific historic events, ideas, issues, persons, and documents. Using texts, maps, pictures, stories, diagrams, charts, and a variety of chronological, inquiry/research, and technological skills, students develop competence in chronological thinking, historical comprehension, and historical analysis.</p> <p>9.1 The student will demonstrate an understanding of the state of the world about 1000 A.D. by summarizing:</p> <ul style="list-style-type: none"> ■ the institution of feudalism in Europe and the rise of towns and commerce; ■ the location and leadership of major Western European kingdoms; ■ the location and culture of the Byzantine and Muslim empires; ■ the location and culture of empires in India, China, Japan, sub-Saharan Africa, and Central America; ■ the role of the Roman Catholic Church in Europe; and ■ the conflict between Christian and Muslim cultures. <p>9.2 The student will analyze the patterns of social, economic, and political change and cultural achievement in the late Medieval period, including:</p> <ul style="list-style-type: none"> ■ the emergence of nation-states (Spain, France, England, Russia) and distinctive political developments in each; ■ conflicts among Eurasian powers including the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks; ■ patterns of crisis and recovery including the Black Death; and ■ the preservation of Greek and Roman philosophy, medicine, and science. <p>9.3 The student will analyze the historical developments of the Renaissance, including:</p> <ul style="list-style-type: none"> ■ economic foundations of the Renaissance, including European interaction with Muslims, increased trade, role of the Medicis, and new economic practices; ■ the rise of Italian city-states; ■ artistic, literary, and intellectual creativity, including Leonardo Da Vinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period; ■ Machiavelli's theory of government as described in <i>The Prince</i>; and ■ differences between the Italian and the Northern Renaissance. <p>9.4 The student will analyze the historical developments of the Reformation, including:</p> <ul style="list-style-type: none"> ■ the effects of the theological, political, and economic differences that emerged during the Reformation, including the views and actions of Martin Luther, John Calvin, Henry VIII and the divorce issue; ■ the influence of religious conflicts on government actions, including the Edict of Nantes in France; and ■ the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, including the beginnings of religious toleration and the spread of democracy. 	<p><i>Explore World History</i>, 1st Ed., covers some of this content.</p> <p>See <i>Explore World History</i>, 1st Ed. (Units 2, 3, 4, and 5)</p> <p>See <i>Explore World History</i>, 1st Ed. (Unit 5)</p> <p>See <i>Explore World History</i>, 1st Ed. (Unit 6)</p> <p>See <i>Explore World History</i>, 1st Ed. (Unit 6)</p>

<p>9.5 The student will analyze the impact of European expansion into the Americas, Africa, and Asia (16th through 19th centuries), in terms of:</p> <ul style="list-style-type: none"> ■ the roles of explorers/conquistadors; ■ migration, settlement patterns, and cultural diffusion; ■ the exchange of technology, ideas, and agricultural practices; ■ the trade in slaves, tobacco, rum, furs, and gold; ■ the introduction of new diseases; ■ the influence of Christianity; ■ economic and cultural transformations (e.g., plants like tobacco and corn became available in new places, arrival of the horse in the Americas, etc.); ■ competition for resources and the rise of mercantilism; ■ the commercial and maritime growth of European nations, including the emergence of money and banking, global economies, and market systems; and ■ social classes in the colonized areas. <p>9.6 The student will compare Judaism, Christianity, Islam, Buddhism, and Hinduism, in terms of:</p> <ul style="list-style-type: none"> ■ major leaders and events; ■ sacred writings; ■ traditions, customs, and beliefs; ■ monotheistic versus polytheistic views; ■ geographic distribution at different times; political, social, and economic influences of each; and ■ long-standing religious conflicts and recent manifestations (e.g., Ireland, Middle East conflict, Bosnia, etc.). <p>9.7 The student will analyze the scientific, political, and economic changes of the 16th, 17th, and 18th centuries (Age of Absolutism, the Enlightenment, and the Age of Reason), in terms of:</p> <ul style="list-style-type: none"> ■ the establishment of absolute monarchies by Louis XIV, Frederick the Great, and Peter the Great; ■ the Glorious Revolution in England and the French Revolution; ■ the ideas of significant people, including Hobbes, Locke, Montesquieu, Rousseau, and Jefferson; ■ how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States; ■ new scientific theories, including those of Newton, Kepler, Copernicus, Galileo, and others (e.g., Harvey, Franklin); ■ how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas; ■ the flowering of the arts, philosophy, and literature (e.g., Voltaire, Diderot, Delacroix, Bach, and Mozart); and ■ the influence of religious beliefs on art, politics, science, and commerce. <p>9.8 The student will describe political developments in Europe in the 19th century, including:</p> <ul style="list-style-type: none"> ■ the Congress of Vienna; ■ expansion of democracy in Europe, including the effects of urbanization, revolutions of 1848, and British reform laws; ■ unification of Germany and the role of Bismarck; and ■ unification of Italy and the role of Garibaldi. <p>9.9 The student will analyze and explain the effects of the Industrial Revolution, in terms of:</p> <ul style="list-style-type: none"> ■ the rise of industrial economies and their link to imperialism and colonialism; ■ how scientific and technological changes, including the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change; ■ the emergence of capitalism and free enterprise as a dominant economic pattern; ■ responses to capitalism including utopianism, socialism, and communism; ■ how the status of women and children reflected changes in society; ■ the evolution of work and labor, including the slave trade, mining and manufacturing, and the union movement; ■ applying economic reasoning and cost-benefit analysis to societal issues; and ■ the transformation of Asia and Africa by expanding European commercial power. <p>9.10 The student will analyze major historical events of the 20th century, in terms of:</p> <ul style="list-style-type: none"> ■ causes and effects of World War I and World War II; ■ the Russian Revolution; ■ the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan; 	<p>See <i>Explore World History</i>, 1st Ed. (Units 2, 3, 4, and 7)</p> <p>See <i>Explore World History</i>, 1st Ed. (Units 2, 4, 5, and 6)</p> <p>See <i>Explore World History</i>, 1st Ed. (Units 6 and 7)</p> <p>Not covered</p> <p>Not covered</p> <p>Not covered</p>
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	<ul style="list-style-type: none"> ■ the political, social, and economic impact of worldwide depression in the 1930's; ■ the Nazi Holocaust and other examples of genocide; ■ new technologies, including atomic power, and their influence on the patterns of conflict; ■ economic and military power shifts since 1945, including the rise of Germany and Japan as economic powers; ■ revolutionary movements in Asia and their leaders, including Mao Zedong and Ho Chi Minh; ■ how African and Asian countries achieved independence from European colonial rule, including India under Gandhi and Kenya under Kenyatta and how they have fared under self- rule; ■ regional and political conflicts including Korea and Vietnam; and ■ the beginning and end of the Cold War and the collapse of the Soviet Union. <p>9.11 The student will demonstrate skills in historical research and geographical analysis by:</p> <ul style="list-style-type: none"> ■ identifying, analyzing, and interpreting primary and secondary sources and artifacts; ■ validating sources as to their authenticity, authority, credibility, and possible bias; ■ comparing trends in global population distribution since the 10th century; ■ constructing various time lines of key events, periods, and personalities since the 10th century; ■ identifying and analyzing major shifts in national political boundaries in Europe since 1815; and ■ identifying the distribution of major religious cultures in the contemporary world. 	Addressed throughout the book
Grade Ten	World Geography	No program matches
Grade Eleven	<p>U.S. History The standards for eleventh-grade students cover the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history.</p> <p>11.1 The student will analyze and explain the contacts between American Indians and European settlers during the Age of Discovery, in terms of:</p> <ul style="list-style-type: none"> ■ economic and cultural characteristics of the groups; ■ motives and strategies of the explorers and settlers; ■ impact of European settlement on the American Indians; and ■ legacies of contact, cooperation, and conflict from that period. <p>11.2 The student will compare the colonization of Virginia with that of other American colonies, in terms of:</p> <ul style="list-style-type: none"> ■ motivations of ethnic, religious, and other immigrants and their influences on the settlement of colonies; ■ economic activity; ■ political developments; and ■ social customs, the arts, and religious beliefs. <p>11.3 The student will analyze and explain events and ideas of the Revolutionary Period, with emphasis on:</p> <ul style="list-style-type: none"> ■ changes in British policies that provoked the American colonists; ■ the debate within America concerning separation from Britain; ■ the Declaration of Independence and "Common Sense;" ■ individuals, including Virginians, who provided leadership in the Revolution; and ■ key battles, military turning points, and key strategic decisions. <p>11.4 The student will analyze the events and ideas of the Constitutional Era, with emphasis on:</p> <ul style="list-style-type: none"> ■ new constitutions in Virginia and other states, the Virginia Statute of Religious Freedom, the Virginia Declaration of Rights, and the Articles of Confederation; ■ issues and policies affecting relations among existing and future states, including the Northwest Ordinance; ■ the Constitutional Convention, including the leadership of James Madison and George Washington; ■ the struggle for ratification of the Constitution, including the Federalist Papers and the arguments of the Anti-Federalists; and ■ the addition of the Bill of Rights to the Constitution. 	<p>Both <i>Explore America</i>, 2nd Ed. and <i>Explore the United States</i> cover this content in a general way.</p> <p>See <i>Explore America</i>, 2nd Ed. (Units 1 and 2) and <i>Explore the United States</i> (Preface)</p> <p>Addressed tangentially: See <i>Explore America</i>, 2nd Ed. (Unit 3) and <i>Explore the United States</i> (Preface)</p> <p>See <i>Explore America</i>, 2nd Ed. (Units 3 and 4) and <i>Explore the United States</i> (Unit 1)</p> <p>See <i>Explore America</i>, 2nd Ed. (Unit 4) and <i>Explore the United States</i> (Unit 2)</p>

	<p>11.5 The student will analyze and explain events of the Early National Period, with emphasis on:</p> <ul style="list-style-type: none"> ■ organization of the national government under the new Constitution; ■ major domestic and foreign affairs issues facing the first presidents and Congress; ■ the development of political parties; ■ the impact of Supreme Court decisions affecting interpretation of the Constitution, including <i>Marbury v. Madison</i> and <i>McCulloch v. Maryland</i>; ■ foreign relations and conflicts, including the War of 1812 and the Monroe Doctrine; ■ the Louisiana Purchase and the acquisition of Florida; and ■ economic development, trade, tariffs, taxation, and trends in the national debt. <p>11.6 The student will analyze the causes and effects of major events of the Civil War and Reconstruction, including:</p> <ul style="list-style-type: none"> ■ slavery; ■ States' Rights Doctrine; ■ tariffs and trade; ■ settlement of the West; ■ secession; ■ military advantages of the Union and the Confederacy; ■ threat of foreign intervention; ■ economic and political impact of the war; ■ roles played by individual leaders; and ■ impact of Reconstruction policies on the South. <p>11.7 The student will analyze the impact of immigration on American life, in terms of:</p> <ul style="list-style-type: none"> ■ contributions of immigrant groups and individuals; and ■ ethnic conflict and discrimination. <p>11.8 The student will summarize causes and effects of the Industrial Revolution, with emphasis on:</p> <ul style="list-style-type: none"> ■ new inventions and industrial production methods; ■ new technologies in transportation and communication; ■ incentives for capitalism and free enterprise; ■ the impact of immigration on the labor supply and the movement to organize workers; ■ government policies affecting trade, monopolies, taxation, and money supply; ■ expansion of international markets; and ■ the impact of industrialization, urbanization, and immigration on American society. <p>11.9 The student will analyze and explain the importance of World War I, in terms of:</p> <ul style="list-style-type: none"> ■ the end of the Ottoman Empire and the creation of new states in the Middle East; ■ the declining role of Great Britain and the expanding role of the United States in world affairs; ■ political, social, and economic change in Europe and the United States; and ■ causes of World War II. <p>11.10 The student will analyze and explain the Great Depression, with emphasis on:</p> <ul style="list-style-type: none"> ■ causes and effects of changes in business cycles; ■ weaknesses in key sectors of the economy in the late 1920's; ■ United States government economic policies in the late 1920's; ■ causes and effects of the Stock Market Crash; ■ the impact of the Depression on the American people; ■ the impact of New Deal economic policies; ■ the impact of the expanded role of government in the economy since the 1930's. 	<p>See <i>Explore America</i>, 2nd Ed. (Unit 4 and 5) and <i>Explore the United States</i> (Units 1, 2, and 3)</p> <p>See <i>Explore America</i>, 2nd Ed. (Unit 7) and <i>Explore the United States</i> (Unit 4)</p> <p>See <i>Explore America</i>, 2nd Ed. (Unit 7) and <i>Explore the United States</i> (Unit 5 and Epilogue)</p> <p>See <i>Explore the United States</i> (Unit 5)</p> <p>See <i>Explore the United States</i> (Unit 5)</p> <p>See <i>Explore the United States</i> (Epilogue)</p>
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	<p>11.18 The student will develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled. Such issues include:</p> <ul style="list-style-type: none"> ■ civil disobedience vs. the rule of law; ■ slavery and its impact; ■ the relationship of government to the individual in economic planning and social programs; ■ freedom of the press vs. the right to a fair trial; ■ the tension between majority rule and minority rights; ■ problems of intolerance toward racial, ethnic, and religious groups in American society; and the evolution of rights, freedoms, and protections through political and social movements. 	<p>Addressed throughout <i>Explore America, 2nd Ed.</i>, and <i>Explore the United States</i></p>
<p>Grade Twelve</p>	<p>U.S. and Virginia Government</p>	<p>No program matches</p>