

CORRELATION

VIRGINIA STANDARDS OF LEARNING FOR SOCIAL STUDIES (ADOPTED IN MARCH 2001)

AND

THE *EXPLORE* SERIES:

*EXPLORE AMERICA, 3RD ED.; EXPLORE THE ANCIENT WORLD;
EXPLORE WORLD HISTORY, 2ND ED.; EXPLORE THE UNITED STATES*



*Ballard & Tighe's 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 BETWEEN HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING FOR VIRGINIA PUBLIC SCHOOLS, GRADES 5, 8, 9, AND 11, AND THE *EXPLORE* SERIES

5th grade

History and Social Science Standards for 5th grade	<i>Explore America, 3rd Ed.</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, audio tape of historical music, time line, geography picture dictionary, web activities)
<p>United States History to 1877</p> <p>Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until 1877. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.</p> <p>The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>	•	•
<p>Skills</p> <p>USI.1: The student will develop skills for historical and geographical analysis, including the ability to</p> <p>a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;</p> <p>b) make connections between the past and the present;</p> <p>c) sequence events in United States history from pre-Columbian times to 1877;</p> <p>d) interpret ideas and events from different historical perspectives;</p> <p>e) evaluate and discuss issues orally and in writing;</p> <p>f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;</p> <p>g) distinguish between parallels of latitude and meridians of longitude</p> <p>h) interpret patriotic slogans and excerpts from notable speeches and documents.</p>	•	•

• = This standard is assessed by the indicated *Explore* component.

P = This standard is partially assessed by the indicated *Explore* component.

History and Social Science Standards for 5th grade	<i>Explore America, 3rd Ed.</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, audio tape of historical music, time line, geography picture dictionary, web activities)
Geography USI.2: The student will use maps, globes, photographs, pictures, and tables to a) locate the seven continents; b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range; c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.	P (Note: Canadian Shield and Interior Lowlands not included)	P (Note: Canadian Shield and Interior Lowlands not included)
Exploration to Revolution: Pre-Columbian Times to the 1770s USI.3: The student will demonstrate knowledge of how early cultures developed in North America by a) locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois); b) describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.	P (Note: Artic/Inuit not included)	P (Note: Artic/Inuit not included)
USI.4: The student will demonstrate knowledge of European exploration in North America and West Africa by a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations; b) describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict; c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.	P (Note: the societies of West Africa are included in the <i>Explore World History</i> program)	P (Note: the societies of West Africa are included in the <i>Explore World History</i> program)
USI.5: The student will demonstrate knowledge of the factors that shaped colonial America by a) describing the religious and economic events and conditions that led to the colonization of America; b) comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment; c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves; d) identifying the political and economic relationships between the colonies and England.	●	●
Revolution and the New Nation: 1770s to the Early 1800s USI.6: The student will demonstrate knowledge of the causes and results of the American Revolution by a) identifying the issues of dissatisfaction that led to the American Revolution; b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke; c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine; d) explaining reasons why the colonies were able to defeat Britain.	●	●

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History and Social Science Standards for 5th grade	<i>Explore America, 3rd Ed.</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, audio tape of historical music, time line, geography picture dictionary, web activities)
USI.7: The student will demonstrate knowledge of the challenges faced by the new nation by a) identifying the weaknesses of the government established by the Articles of Confederation; b) identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights; c) identifying the conflicts that resulted in the emergence of two political parties; d) describing the major accomplishments of the first five presidents of the United States.	P (Note: political parties and presidency of James Monroe covered in the <i>Explore the United States</i> program)	P (Note: political parties and presidency of James Monroe covered in the <i>Explore the United States</i> program)
Expansion and Reform: 1801 to 1861 USI.8: The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California; b) identifying the geographic and economic factors that influenced the westward movement of settlers; c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; d) identifying the main ideas of the abolitionist and suffrage movements.	●	●
Civil War and Reconstruction: 1860s to 1877 USI.9: The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by a) describing the cultural, economic, and constitutional issues that divided the nation; b) explaining how the issues of states' rights and slavery increased sectional tensions; c) identifying on a map the states that seceded from the Union and those that remained in the Union; d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war; e) using maps to explain critical developments in the war, including major battles; f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.	●	●
USI.10: The student will demonstrate knowledge of the effects of Reconstruction on American life by a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America; b) describing the impact of Reconstruction policies on the South.	P (Note: Reconstruction policies covered in the <i>Explore the United States</i> program)	P (Note: Reconstruction policies covered in the <i>Explore the United States</i> program)

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8th grade

<p style="text-align: center;">History and Social Science Standards for 8th grade</p>	<i>Explore the Ancient World</i>		<i>Explore World History, 2nd Ed.</i>	
	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools, time line, geography picture dictionary)	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
<p>World History and Geography to 1500 A.D.</p> <p>These standards 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.</p> <p>The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to 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.</p>	● (Note: <i>Explore the Ancient World</i> covers events in world history from prehistoric times through about A.D. 500)	●	● (Note: <i>Explore World History</i> covers events in world history from A.D. 500 to 1789)	●
<p>WHI.1: The student will improve skills in historical research and geographical analysis by</p> <p>a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.;</p> <p>b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.;</p> <p>c) identifying major geographic features important to the study of world history to 1500 A.D.;</p> <p>d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.;</p> <p>e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D.</p>	●	●	●	●
<p>Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C.</p> <p>WHI.2: The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by</p> <p>a) explaining the impact of geographic environment on hunter-gatherer societies;</p> <p>b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;</p> <p>c) describing technological and social advancements that gave rise to stable communities;</p> <p>d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.</p>	●	●	●	●

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History and Social Science Standards for 8th grade	Explore the Ancient World		Explore World History, 2nd Ed.	
	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools, time line, geography picture dictionary)	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
<p>WHI.3: The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Kush, by</p> <p>a) locating these civilizations in time and place;</p> <p>b) describing the development of social, political, and economic patterns, including slavery;</p> <p>c) explaining the development of religious traditions;</p> <p>d) describing the origins, beliefs, traditions, customs, and spread of Judaism;</p> <p>e) explaining the development of language and writing.</p>	P Meets standards for all civilizations listed except Phoenicians	P Meets standards for all civilizations listed except Phoenicians	P Phoenicians included in <i>Explore World History</i>	P Phoenicians included in <i>Explore World History</i>
<p>Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. to 500 A.D.</p> <p>WHI.4: The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by</p> <p>a) describing Persia, with emphasis on the development of an imperial bureaucracy;</p> <p>b) describing India, with emphasis on the Aryan migrations and the caste system;</p> <p>c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;</p> <p>d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;</p> <p>e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;</p> <p>f) describing the impact of Confucianism, Taoism, and Buddhism.</p>	P Meets a to e	P Meets a to e	P Meets e and f	P Meets e and f
<p>WHI.5: The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by</p> <p>a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;</p> <p>b) describing Greek mythology and religion;</p> <p>c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;</p> <p>d) evaluating the significance of the Persian and Peloponnesian Wars;</p> <p>e) characterizing life in Athens during the Golden Age of Pericles;</p> <p>f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;</p> <p>g) explaining the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great.</p>	P (Persian War, Socrates, Plato, and Aristotle not included)	P (Persian War, Socrates, Plato, and Aristotle not included)	P Includes Plato and Aristotle	P Includes Plato and Aristotle

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History and Social Science Standards for 8th grade	<i>Explore the Ancient World</i>		<i>Explore World History, 2nd Ed.</i>	
	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools, time line, geography picture dictionary)	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
<p>WHI.6: The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by</p> <p>a) assessing the influence of geography on Roman economic, social, and political development;</p> <p>b) describing Roman mythology and religion;</p> <p>c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;</p> <p>d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;</p> <p>e) assessing the impact of military conquests on the army, economy, and social structure of Rome;</p> <p>f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;</p> <p>g) explaining the economic, social, and political impact of the Pax Romana;</p> <p>h) describing the origin, beliefs, traditions, customs, and spread of Christianity;</p> <p>i) explaining the development and significance of the Church in the late Roman Empire;</p> <p>j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;</p> <p>k) citing the reasons for the decline and fall of the Western Roman Empire.</p>	●	●	●	●

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History and Social Science Standards for 8th grade	<i>Explore the Ancient World</i>		<i>Explore World History, 2nd Ed.</i>	
	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools, time line, geography picture dictionary)	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
Era III: Postclassical Civilizations, 500 to 1000 A.D. WHI.7: The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire; b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy; c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions; d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; e) assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.			P Meets a to c	P Meets a to c
WHI.8: The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by a) describing the origin, beliefs, traditions, customs, and spread of Islam; b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours; d) citing cultural and scientific contributions and achievements of Islamic civilization.			●	●
WHI.9: The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe; b) explaining the structure of feudal society and its economic, social, and political effects; c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire; d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.			●	●

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<h2 style="text-align: center;">History and Social Science Standards for 8th grade</h2>	Explore the Ancient World		Explore World History, 2 nd Ed.	
	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools, time line, geography picture dictionary	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
Era IV: Regional Interactions, 1000 to 1500 A.D. WHI.10: The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by a) locating major trade routes; b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions; c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture; d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.			P (Note: Does not include east African civilizations of Axum and Zimbabwe)	P (Note: Does not include east African civilizations of Axum and Zimbabwe)
WHI.11: The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features; b) describing cultural patterns and political and economic structures.			●	●
WHI.12: The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each; b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople; c) identifying patterns of crisis and recovery related to the Black Death; d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.			●	●
WHI.13: The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by a) identifying the economic foundations of the Renaissance; b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in <i>The Prince</i> ; c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.			●	●

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9th grade

<h2 style="margin: 0;">History and Social Science Standards for 9th grade</h2>	Explore World History, 2nd Ed.	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
<p>World History and Geography: 1500 A.D. to the Present</p> <p>These standards enable students to cover history and geography from 1500 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 nations. 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. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.</p> <p>The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to 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 that is being studied.</p>	●	●
<p>WHII.1: The student will improve skills in historical research and geographical analysis by</p> <p>a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D.;</p> <p>b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D.;</p> <p>c) identifying geographic features important to the study of world history since 1500 A.D.;</p> <p>d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. to the present;</p> <p>e) analyzing trends in human migration and cultural interaction from 1500 A.D. to the present.</p>	●	●
<p>WHII.2: The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by</p> <p>a) locating major states and empires;</p> <p>b) describing artistic, literary, and intellectual ideas of the Renaissance;</p> <p>c) describing the distribution of major religions;</p> <p>d) analyzing major trade patterns;</p> <p>e) citing major technological and scientific exchanges in the Eastern Hemisphere.</p>	●	●

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History and Social Science Standards for 9th grade	<i>Explore World History, 2nd Ed.</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
Era V: Emergence of a Global Age, 1500 to 1650 A.D. WHII.3: The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII; b) describing the impact of religious conflicts, including the Inquisition, on society and government actions; c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.	●	●
WHII.4: The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by a) explaining the roles of explorers and conquistadors; b) describing the influence of religion; c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas; d) defining the Columbian Exchange; e) explaining the triangular trade; f) describing the impact of precious metal exports from the Americas.	P (Does not explicitly address c to e)	P (Does not explicitly address c to e)
WHII.5: The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by a) describing the location and development of the Ottoman Empire; b) describing India, including the Mughal Empire and coastal trade; c) describing East Asia, including China and the Japanese shogunate; d) describing Africa and its increasing involvement in global trade; e) describing the growth of European nations, including the Commercial Revolution and mercantilism.	P (Does not address b)	P (Does not address b)
Era VI: Age of Revolutions, 1650 to 1914 A.D. WHII.6: The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by a) describing the Scientific Revolution and its effects; b) describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great; c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy; d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States; e) describing the French Revolution; f) identifying the impact of the American and French Revolutions on Latin America; g) describing the expansion of the arts, philosophy, literature, and new technology.	P (Does not address f)	P (Does not address f)

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History and Social Science Standards for 9th grade	<i>Explore World History, 2nd Ed.</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
WHII.7: The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815; b) describing the influence of revolutions on the expansion of political rights in Europe; c) explaining events related to the unification of Italy and the role of Italian nationalists; d) explaining events related to the unification of Germany and the role of Bismarck.		
WHII.8: The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes; b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism; c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement; d) explaining the rise of industrial economies and their link to imperialism and nationalism; e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.	P	P
Era VII: Era of Global Wars, 1914 to 1945 WHII.9: The student will demonstrate knowledge of the worldwide impact of World War I by a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; b) explaining the outcomes and global effect of the war and the Treaty of Versailles; c) citing causes and consequences of the Russian Revolution.	Standard partially met in <i>Explore the United States</i>	Standard partially met in <i>Explore the United States</i>
WHII.10: The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by a) describing the League of Nations and the mandate system; b) citing causes and assessing the impact of worldwide depression in the 1930s; c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.	Standard partially met in <i>Explore the United States</i>	Standard partially met in <i>Explore the United States</i>

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History and Social Science Standards for 9th grade	<i>Explore World History, 2nd Ed.</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, time line, geography picture dictionary, web activities)
WHII.11: The student will demonstrate knowledge of the worldwide impact of World War II by a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito; b) examining the Holocaust and other examples of genocide in the twentieth century; c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.		
Era VIII: The Post War Period, 1945 to the Present WHII.12: The student will demonstrate knowledge of major events and outcomes of the Cold War by a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945; c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.		
WHII.13: The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by a) describing the struggles for self-rule, including Gandhi's leadership in India; b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya; c) describing the end of the mandate system and the creation of states in the Middle East.		
WHII.14: The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by a) describing their beliefs, sacred writings, traditions, and customs; b) locating the geographic distribution of religions in the contemporary world.	●	●
WHII.15: The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies; b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom; c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.		

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11th grade

<p style="text-align: center;">History and Social Science Standards for 11th grade</p>	<i>Explore America, 3rd Ed.</i>		<i>Explore the United States</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, audio tape of historical music, time line, geography picture dictionary, web activities)	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools; time line, geography picture dictionary)
<p>Virginia and United States History</p> <p>The standards for Virginia and United States History include 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. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.</p> <p>The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.</p>	●	●	●	●
<p>Skills</p> <p>VUS.1: The student will demonstrate skills for historical and geographical analysis, including the ability to</p> <p>a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;</p> <p>b) evaluate the authenticity, authority, and credibility of sources;</p> <p>c) formulate historical questions and defend findings based on inquiry and interpretation;</p> <p>d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;</p> <p>e) communicate findings orally and in analytical essays and/or comprehensive papers;</p> <p>f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;</p> <p>g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;</p> <p>h) interpret the significance of excerpts from famous speeches and other documents.</p>	●	●	●	●

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<h2 style="text-align: center;">History and Social Science Standards for 11th grade</h2>	<i>Explore America, 3rd Ed.</i>		<i>Explore the United States</i>	
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Early America: Early Claims, Early Conflicts VUS.2: The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).	●	●	P	P
VUS.3: The student will describe how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas.	●	●	P	P
Revolution and the New Nation VUS.4: The student will demonstrate knowledge of events and issues of the Revolutionary Period by a) analyzing how the political ideas of John Locke and those expressed in <i>Common Sense</i> helped shape the Declaration of Independence; b) describing the political differences among the colonists concerning separation from Britain; c) analyzing reasons for colonial victory in the Revolutionary War.	P (John Locke and <i>Common Sense</i> are covered in <i>Explore the United States</i>)	P (John Locke and <i>Common Sense</i> are covered in <i>Explore the United States</i>)	●	●
VUS.5: The student will demonstrate knowledge of the issues involved in the creation and ratification of the United States Constitution and how the principles of limited government, consent of the governed, and the social contract are embodied in it by a) explaining the origins of the Constitution, including the Articles of Confederation; b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington; c) describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists; d) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.	P (Virginia Statute for Religious Freedom not included)	P (Virginia Statute for Religious Freedom not included)	P (Virginia Declaration of Rights and Virginia Statute for Religious Freedom not included)	P (Virginia Declaration of Rights and Virginia Statute for Religious Freedom not included)
Expansion and Reform: 1801 to 1860 VUS.6: The student will demonstrate knowledge of the major events during the first half of the nineteenth century by a) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans); b) describing the key features of the Jacksonian Era, with emphasis on federal banking policies; c) describing the cultural, economic, and political issues that divided the nation, including slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.	P (Jacksonian Era included in <i>Explore the United States</i>)	P (Jacksonian Era included in <i>Explore the United States</i>)	●	●

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History and Social Science Standards for 11th grade	<i>Explore America, 3rd Ed.</i>		<i>Explore the United States</i>	
	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, audio tape of historical music, time line, geography picture dictionary, web activities)	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools; time line, geography picture dictionary)
<p>Civil War and Reconstruction: 1860 to 1877 VUS.7: The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by</p> <p>a) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;</p> <p>b) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;</p> <p>c) examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.</p>	●	●	●	●
<p>Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s VUS.8: The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by</p> <p>a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;</p> <p>b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;</p> <p>c) analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W.E.B. Du Bois;</p> <p>d) identifying the impact of the Progressive Movement, including child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.</p>	P (Progressive Movement not included)	P (Progressive Movement not included)	P (Washington and Du Bois not included)	P (Washington and Du Bois not included)
<p>VUS.9: The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by</p> <p>a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;</p> <p>b) evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations;</p> <p>c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.</p>			●	●

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<p>Conflict: The World at War: 1939 to 1945 VUS.10: The student will demonstrate knowledge of World War II by a) identifying the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor; b) describing the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan; c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments; d) describing the Geneva Convention and the treatment of prisoners of war during World War II; e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and postwar trials of war criminals.</p>				

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	Student Textbook (and Audio CD) and Historical Anthology	Teaching Support Materials (teacher's guide, content support resources, assessment tools (and CD-ROM), transparencies, audio tape of historical music, time line, geography picture dictionary, web activities)	Student Textbook	Teaching Support Materials (teacher's edition, resource masters, assessment tools; time line, geography picture dictionary)
VUS.11: The student will demonstrate knowledge of the effects of World War II on the home front by a) explaining how the United States mobilized its economic, human, and military resources; b) describing the contributions of women and minorities to the war effort; c) explaining the internment of Japanese Americans during the war; d) describing the role of media and communications in the war effort.				
The United States since World War II VUS.12: The student will demonstrate knowledge of United States foreign policy since World War II by a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan; b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe; c) explaining the role of America's military and veterans in defending freedom during the Cold War; d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan.				
VUS.13: The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by a) identifying the importance of the <i>Brown v. Board of Education</i> decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded; b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.	Partially meets b (NAACP not included)	Partially meets b (NAACP not included)	Partially meets b (NAACP not included)	Partially meets b (NAACP not included)

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VUS.14: The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by a) analyzing the effects of increased participation of women in the labor force; b) analyzing how changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America; c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education.	P	P	Meets a and b; partially meets c	Meets a and b; partially meets c

5/03

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