

## Course Outline

### Virginia and United States History

The course outline includes all of the modules and all of the topics that are covered in each module. In addition, 2015 Virginia Standards of Learning are indicated in the appropriate column below.

Module and Topic	Name	2015 Virginia Standards of Learning
<b>Developmental Module:</b> <i>The purpose of this module is to review skills that students need in order to be successful in other areas of the course.</i>		
<b>Module 1: American Beginnings – 1607 to the 1750s</b>		
Topic 1	Jamestown and the Southern Colonies	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history; and</li> <li>g) analyzing multiple connections across time and place.</li> </ul> <p>VUS.2 The student will apply social science skills to understand the impact of the Age of Exploration by</p> <ul style="list-style-type: none"> <li>a) describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; and</li> <li>b) analyzing the cultural interactions among American Indians, Europeans, and Africans.</li> </ul> <p>VUS.3 The student will apply social science skills to understand early European colonization by</p> <ul style="list-style-type: none"> <li>a) evaluating the economic characteristics of the colonies;</li> <li>b) analyzing how social and political factors impacted the culture of the colonies; and</li> <li>c) explaining the impact of the development of indentured servitude and slavery in the colonies.</li> </ul>
Topic 2	The New England Colonies	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history; and</li> </ul>

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		<p>g) analyzing multiple connections across time and place.</p> <p>VUS.2 The student will apply social science skills to understand the impact of the Age of Exploration by</p> <ul style="list-style-type: none"> <li>a) describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; and</li> <li>b) analyzing the cultural interactions among American Indians, Europeans, and Africans.</li> </ul> <p>VUS.3 The student will apply social science skills to understand early European colonization by</p> <ul style="list-style-type: none"> <li>a) evaluating the economic characteristics of the colonies; and</li> <li>b) analyzing how social and political factors impacted the culture of the colonies.</li> </ul>
Topic 3	The Middle Colonies	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;</li> <li>g) analyzing multiple connections across time and place; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.2 The student will apply social science skills to understand the impact of the Age of Exploration by</p> <ul style="list-style-type: none"> <li>a) describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; and</li> <li>b) analyzing the cultural interactions among American Indians, Europeans, and Africans.</li> </ul> <p>VUS.3 The student will apply social science skills to understand early European colonization by</p> <ul style="list-style-type: none"> <li>a) evaluating the economic characteristics of the colonies; and</li> <li>b) analyzing how social and political factors impacted the culture of the colonies.</li> </ul>
<b>Module 2: Top Story – The American Revolution – 1750s to the 1780s</b>		
Topic 1	Causes and Start	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>b) using geographic information to determine patterns and trends in Virginia and United States history</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;</li> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history; and</li> </ul>

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		<p>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.</p> <p>VUS.4 The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by</p> <ul style="list-style-type: none"> <li>a) describing the results of the French and Indian War; and</li> <li>c) explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain.</li> </ul>
Topic 2	Influences on the Declaration of Independence	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history; and</li> <li>g) analyzing multiple connections across time and place.</li> </ul> <p>VUS.4 The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by</p> <ul style="list-style-type: none"> <li>b) evaluating how political ideas of the Enlightenment helped shape American politics.</li> <li>e) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political</li> </ul>
Topic 3	The End of the War	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;</li> <li>g) analyzing multiple connections across time and place; and</li> <li>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.</li> </ul> <p>VUS.4 The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by</p> <ul style="list-style-type: none"> <li>d) analyzing the competing factors that led to colonial victory in the Revolutionary War.</li> </ul>
<b>Module 3: Building a Government – The 1780s</b>		
Topic 1	The Articles of Confederation	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;</li> </ul>

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		<p>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;</p> <p>g) analyzing multiple connections across time and place; and</p> <p>j) investigating and researching to develop products orally and in writing.</p> <p>VUS.5 The student will apply social science skills to understand the development of the American political system by</p> <p>a) examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights.</p>
Topic 2	The American Constitution	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</p> <p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history; and</p> <p>i) identifying the rights and responsibilities of citizenship and ethical use of materials and intellectual property.</p> <p>VUS.5 The student will apply social science skills to understand the development of the American political system by</p> <p>b) describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington.</p>
Topic 3	The Virginia Documents and the Bill of Rights	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</p> <p>d) constructing arguments, using evidence from multiple sources;</p> <p>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;</p> <p>g) analyzing multiple connections across time and place; and</p> <p>i) identifying the rights and responsibilities of citizenship and ethical use of materials and intellectual property.</p> <p>VUS.5 The student will apply social science skills to understand the development of the American political system by</p> <p>a) examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights; and</p>

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		c) accessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties.
Topic 4	Marshall and the Supreme Court	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;</li> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;</li> <li>g) analyzing multiple connections across time and place; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.5 The student will apply social science skills to understand the development of the American political system by</p> <ul style="list-style-type: none"> <li>d) evaluating the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.</li> </ul>
<b>Module 4: Creating a New Nation – 1788 to the 1840s</b>		
Topic 1	The First Political Parties	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history; and</li> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;</li> </ul> <p>VUS.5 The student will apply social science skills to understand the development of the American political system by</p> <ul style="list-style-type: none"> <li>c) assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties.</li> </ul>
Topic 2	Territorial Growth	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship</p> <ul style="list-style-type: none"> <li>b) using geographic information to determine patterns and trends in Virginia and United States history;</li> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history; and</li> <li>g) analyzing multiple connections across time and place.</li> </ul> <p>VUS.6 The student will apply social science skills to understand major</p>

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		events in Virginia and United States history during the first half of the nineteenth century by <ul style="list-style-type: none"> <li>a) explaining territorial expansion and its impact on the American Indians;</li> <li>b) describing the political results of territorial expansion; and</li> <li>f) explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation.</li> </ul>
Topic 3	The War of 1812	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>d) constructing arguments, using evidence from multiple sources;</li> <li>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> VUS.6 The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by <ul style="list-style-type: none"> <li>b) describing the political results of territorial expansion; and</li> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history.</li> </ul>
Topic 4	The Jacksonian Era	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship <ul style="list-style-type: none"> <li>b) using geographic information to determine patterns and trends in Virginia and United States history; and</li> <li>g) analyzing multiple connections across time and place; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> VUS.6 The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by <ul style="list-style-type: none"> <li>a) explaining territorial expansion and its impact on American Indians; and</li> <li>d) analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);</li> </ul>
<b>Module 5: The Civil War and Reconstruction – 1860 to 1877</b>		
Topic 1	Growing Discord	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

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		<p>g) analyzing multiple connections across time and place;  i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and  j) investigating and researching to develop products orally and in writing.</p> <p>VUS.6  The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by</p> <p>d) analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);  e) evaluating the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.</p>
Topic 2	The Causes of War	<p>VUS.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;  f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;  g) analyzing multiple connections across time and place; and  j) investigating and researching to develop products orally and in writing.</p> <p>VUS.6  The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by</p> <p>g) evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.</p>
Topic 3	The Civil War	<p>VUS.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>g) analyzing multiple connections across time and place; and  j) investigating and researching to develop products orally and in writing.</p> <p>VUS.7  The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by</p> <p>a) describing major events and the roles of key leaders of the Civil War era, with emphases on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Fredrick Douglass.</p>
Topic 4	Lincoln’s Documents	<p>VUS.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible</p>



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		citizenship by a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history; g) analyzing multiple connections across time and place; and j) investigating and researching to develop products orally and in writing. VUS.7 The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by b) evaluating and explaining the significance and development of Abraham Lincoln's leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined the Gettysburg Address.
Topic 5	Impact of the Civil War	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by g) analyzing multiple connections across time and place VUS.7 The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by c) evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front.
Topic 6	Reconstruction	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history; VUS.7 The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and e) evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments to the Constitution of the United States.
<b>Module 6: A Nation Grows – 1877 to the 1900s</b>		
Topic 1	Westward Expansion	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by b) using geographic information to determine patterns and trends



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		<p>in Virginia and United States history; and  j) investigating and researching to develop products orally and in writing.</p> <p>VUS.8  The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by  a) explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians; and  e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization.</p>
Topic 2	Immigration	<p>VUS.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  g) analyzing multiple connections across time and place.</p> <p>VUS.8  The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by  c) examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation.</p>
Topic 3	The Changing American Economy	<p>VUS.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history.</p> <p>VUS.8  The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by  b) analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities.</p>
Topic 4	Prejudice and Discrimination	<p>VUS.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history.</p> <p>VUS.8  The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by  d) analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and</p>

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		W.E.B. DuBois, and the practice of eugenics in Virginia.
Topic 5	The Progressive Movement	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; and</li> <li>g) analyzing multiple connections across time and place.</li> </ul> <p>VUS.8 The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by</p> <ul style="list-style-type: none"> <li>e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization; and</li> <li>f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.</li> </ul>
<b>Module 7: America at the Turn of the Century – 1900 to the 1930s</b>		
Topic 1	Policies in Latin America and Asia	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>d) constructing arguments, using evidence from multiple sources; and</li> <li>g) analyzing multiple connections across time and place.</li> </ul> <p>VUS.9 The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by</p> <ul style="list-style-type: none"> <li>a) explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War.</li> </ul>
Topic 2	World War I	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;</li> <li>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.9 The student will apply social science skills to understand the</p>

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		<p>emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by</p> <ul style="list-style-type: none"> <li>b) evaluating the United States' involvement in World War I, including Wilson's Fourteen Points; and</li> <li>c) evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.</li> </ul>
Topic 3	Popular Culture and Traditional Values	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>d) constructing arguments, using evidence from multiple sources;</li> <li>g) analyzing multiple connections across time and place; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by</p> <ul style="list-style-type: none"> <li>a) analyzing how popular culture evolved and challenged traditional values.</li> </ul>
Topic 4	Causes and Consequences of the Great Depression	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history; and</li> <li>g) analyzing multiple connections across place and time.</li> </ul> <p>VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by</p> <ul style="list-style-type: none"> <li>b) assessing and explaining the economic causes and consequences of the stock market crash of 1929</li> <li>c) explaining the causes of the Great Depression and its impact on the American people.</li> <li>d) evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy.</li> </ul>
<b>Module 8: World War II – 1939 to 1945</b>		
Topic 1	America Enters the War	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;</li> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history; and</li> </ul>

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		<p>j) investigating and researching to develop products orally and in writing.</p> <p>VUS.11 The student will apply social science skills to understand World War II by</p> <p>a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response.</p>
Topic 2	Military Strategies and Early Atrocities	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>b) using geographic information to determine patterns and trends in Virginia and United States history.</p> <p>VUS.11 The student will apply social science skills to understand World War II by</p> <p>b) describing and locating the major battles and key leaders of the European theater; and</p> <p>f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.</p>
Topic 3	The Home Front	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history.</p> <p>VUS.11 The student will apply social science skills to understand World War II by</p> <p>d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.</p>
Topic 4	The War in Europe	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</p> <p>b) using geographic information to determine patterns and trends in Virginia and United States history; and</p> <p>j) investigating and researching to develop products orally and in writing.</p> <p>VUS.11 The student will apply social science skills to understand World War II by</p> <p>b) describing and locating the major battles and key leaders of the European theater.</p> <p>d) evaluating and explaining how the United States mobilized its</p>

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		economic and military resources, including the role of all-minority units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.
Topic 5	The Pacific War	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>d) constructing arguments, using evidence from multiple sources.</li> </ul> <p>VUS.11 The student will apply social science skills to understand World War II by</p> <ul style="list-style-type: none"> <li>c) describing and locating major battles and key leaders of the Pacific theater; and</li> <li>d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.</li> </ul>
Topic 6	The Horrors of War	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.11 The student will apply social science skills to understand World War II by</p> <ul style="list-style-type: none"> <li>e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals; and</li> <li>f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.</li> </ul>
<b>Module 9: The Cold War – The 1950s</b>		
Topic 1	A World Reshaped	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.12 The student will apply social science skills to understand the United States’ foreign policy during the Cold War era by</p> <ul style="list-style-type: none"> <li>a) locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan.</li> </ul>
Topic 2	The Cold War	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible</p>

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		citizenship by c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history; e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history; f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history; and j) investigating and researching to develop products orally and in writing. VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by b) explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism; and f) analyzing the domestic impact of the Cold War.
Topic 3	Containment	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by b) explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism; c) analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO); and d) analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China.
<b>Module 10: Civil Unrest – The 1960s and the 1970s</b>		
Topic 1	The Vietnam War	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by g) analyzing multiple connections across time and place. VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by b) explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism; c) analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty

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		Organization (NATO); and d) analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China.
Topic 2	Brown vs. Board of Education and Role of the Supreme Court	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; and</li> <li>d) constructing arguments, using evidence from multiple sources; and</li> <li>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by</p> <ul style="list-style-type: none"> <li>b) evaluating and explaining the impact of the <i>Brown v. Board of Education</i> decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded the decision.</li> </ul>
Topic 3	Civil Rights Actions and the Role of the Supreme Court	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>g) analyzing multiple connections across time and place.</li> </ul> <p>VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by</p> <ul style="list-style-type: none"> <li>c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March of Washington, the Civil Rights Acts of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.</li> </ul>
Topic 4	President Kennedy and the New Frontier	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; and</li> <li>g) analyzing multiple connections across time and place.</li> </ul> <p>VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by</p> <ul style="list-style-type: none"> <li>e) evaluating and explaining how policy changes impacted the United States' relationships in Latin America.</li> </ul> <p>VUS.13 The student will apply social science skills to understand the social,</p>



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		political, and cultural movements and changes in the United States during the second half of the twentieth century by f) explaining how scientific and technological advances altered American lives; and g) evaluating and explaining the changes that occurred in American culture.
<b>Module 11: The End of the Cold War – The 1980s to the Early 2000s</b>		
Topic 1	The Collapse of Communism	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history; and g) analyzing multiple connections across time and place. VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by g) evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan. VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War.
Topic 2	President Reagan	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by j) investigating and researching to develop products orally and in writing. VUS.12 The student will apply social science skills to understand the United States' foreign policy during the Cold War era by g) evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.
Topic 3	The 1990s	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history; and g) analyzing multiple connections across time and place. VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by a) explaining the factors that led to United States expansion.

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Topic 4	The 2000s	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by</p> <ul style="list-style-type: none"> <li>a) assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law; and</li> <li>b) evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001).</li> </ul>
<b>Module 12: The Changing Times – The 2000s to the Present</b>		
Topic 1	Government and the Economy	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>d) constructing arguments, using evidence from multiple sources;</li> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;</li> <li>g) analyzing multiple connections across time and place; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> <p>VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by</p> <ul style="list-style-type: none"> <li>a) explaining the factors that led to United States expansion.</li> </ul> <p>VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by</p> <ul style="list-style-type: none"> <li>c) evaluating the evolving and changing role of government, including its role in the American economy.</li> </ul>
Topic 2	Courts, Rights, and the Rule of Law	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible</p>

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		citizenship by <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;</li> <li>i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and</li> <li>j) investigating and researching to develop products orally and in writing.</li> </ul> VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by <ul style="list-style-type: none"> <li>a) assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law.</li> </ul>
Topic 3	Immigration	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</li> <li>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;</li> <li>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; and</li> <li>i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property.</li> </ul> VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by <ul style="list-style-type: none"> <li>d) analyzing the changes in immigration policy and the impact of increased immigration.</li> </ul>
Topic 4	Impacts of New Technologies	VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by <ul style="list-style-type: none"> <li>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; and</li> <li>h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.</li> </ul> VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

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		<p>f) explaining how scientific and technological advances altered American lives.</p> <p>VUS.14 The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by</p> <p>d) explaining scientific and technological changes and evaluating their impact on American culture.</p>
Topic 5	Changing Popular Culture	<p>VUS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;</p> <p>f) explaining how direct and indirect relationships impact people, places, and events in Virginia and United States history;</p> <p>VUS.13 The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by</p> <p>g) evaluating and explaining the changes that occurred in American culture.</p>