

## **World History and Geography to 1500 A.D. (C.E.)**

These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization.

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

- WHI.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
  - 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. (C.E.);
  - c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
  - d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
  - e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
  - f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events to 1500 A.D. (C.E.).

### **Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)**

- WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
  - b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
  - c) describing technological and social advancements that gave rise to stable communities;
  - d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.
- WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by
- a) locating these civilizations in time and place;
  - b) describing the development of social, political, and economic patterns, including slavery;
  - c) explaining the development of religious traditions;
  - d) describing the origins, beliefs, traditions, customs, and spread of Judaism;
  - e) explaining the development of language and writing.

## **Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)**

- 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
- describing Persia, including Zoroastrianism and the development of an imperial bureaucracy;
  - describing India, with emphasis on the Aryan migrations and the caste system;
  - describing the origins, beliefs, traditions, customs, and spread of Hinduism;
  - describing the origins, beliefs, traditions, customs, and spread of Buddhism;
  - describing China, with emphasis on the development of an empire and the construction of the Great Wall;
  - describing the impact of Confucianism, Taoism, and Buddhism.
- WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by
- assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
  - describing Greek mythology and religion;
  - 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;
  - evaluating the significance of the Persian and Peloponnesian wars;
  - characterizing life in Athens during the Golden Age of Pericles;
  - citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
  - explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.
- WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by
- assessing the influence of geography on Roman economic, social, and political development;
  - describing Roman mythology and religion;
  - explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
  - sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
  - assessing the impact of military conquests on the army, economy, and social structure of Rome;
  - assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
  - explaining the economic, social, and political impact of the Pax Romana;
  - describing the origin, beliefs, traditions, customs, and spread of Christianity;
  - explaining the development and significance of the Church in the late Roman Empire;
  - listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
  - citing the reasons for the decline and fall of the Western Roman Empire.

### **Era III: Postclassical Civilizations, 300 to 1000 A.D. (C.E.)**

- WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) by
- explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
  - identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
  - characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
  - explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
  - mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.
- WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. (C.E.) by
- describing the origin, beliefs, traditions, customs, and spread of Islam;
  - assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
  - 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;
  - 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. (C.E.) in terms of its impact on Western civilization by
- sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
  - explaining the structure of feudal society and its economic, social, and political effects;
  - explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;
  - sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

### **Era IV: Regional Interactions, 1000 to 1500 A.D. (C.E.)**

- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- locating major trade routes;
  - identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
  - describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
  - 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.
- WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
- describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features;
  - 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 (Bubonic plague);
  - 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 Italian 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 *The Prince*;
  - 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.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Supply & demand

**CONNECTION:** *Minnesota Economics Standards VI. Economics, A. The Market Economy (Micro Economics) (Grades 9–12):* The student will understand the basic characteristics of markets and the role of prices in modern market economies. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to a video (e.g., a news clip or CEO presentation to shareholders) or professional guest visitor about supply and demand of a popular product to project its market value in coming months.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will UNDERSTAND the concept of supply and demand.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Point to key terms related to supply and demand using visuals and bilingual dictionaries with a partner	Select language related to supply and demand to complete graphic organizers using word banks with a partner	Organize information related to supply and demand using graphic organizers in small groups	Identify examples of changes in supply and demand using graphic organizers in small groups	Infer reasons for changes in supply and demand in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supply and demand, consumption, market prices, market economies, goods and services, commodities						

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## **World History and Geography: 1500 A.D. (C.E.) to the Present**

These standards enable students to examine history and geography from 1500 A.D. (C.E.) to the present, with emphasis on Western Europe. Geographic influences on history will continue to be explored, but increasing attention will be 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.

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 being studied.

- WHII.1 The student will improve skills in historical research and geographical analysis by
- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
  - 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. (C.E.);
  - identifying geographic features important to the study of world history since 1500 A.D. (C.E.);
  - identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
  - analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
  - analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events since 1500 A.D. (C.E.).
- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by
- locating major states and empires;
  - describing artistic, literary, and intellectual ideas of the Renaissance;
  - describing the distribution of major religions;
  - analyzing major trade patterns;
  - citing major technological and scientific exchanges in the Eastern Hemisphere.

### **Era V: Emergence of a Global Age, 1500 to 1650 A.D. (C.E.)**

- WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by
- explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I;
  - describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions;
  - 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
- explaining the roles and economic motivations of explorers and conquistadors;
  - describing the influence of religion;
  - explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
  - describing the Columbian Exchange, including its impact on native populations;
  - mapping and explaining the triangular trade;
  - describing the impact of precious metal exports from the Americas.
- 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. (C.E.) by
- describing the location and development of the Ottoman Empire;
  - describing India, including the Mughal Empire and coastal trade;
  - describing East Asia, including China and the Japanese shogunate;
  - describing Africa and its increasing involvement in global trade;
  - describing the growth of European nations, including the Commercial Revolution and mercantilism.

## **Era VI: Age of Revolutions, 1650 to 1914 A.D. (C.E.)**

- WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
- describing the Scientific Revolution and its effects;
  - describing the Age of Absolutism, including the monarchies of Louis XIV and Peter the Great;
  - assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
  - explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
  - describing the French Revolution;
  - describing the expansion of the arts, philosophy, literature, and new technology.
- WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
- describing the colonial system as it existed by 1800;
  - identifying the impact of the American and French Revolutions on Latin America;
  - explaining the contributions of Toussaint L'Ouverture and Simón Bolívar;
  - assessing the impact of the Monroe Doctrine.
- WHII.8 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by
- assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
  - describing unsuccessful revolutions on the continent and political reform in the United Kingdom;
  - explaining events related to the unification of Italy and the role of Italian nationalists;
  - explaining events related to the unification of Germany and the role of Bismarck.

- WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
- citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
  - explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism;
  - 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;
  - explaining the rise of industrial economies and their link to imperialism and nationalism;
  - 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.

### **Era VII: Era of Global Wars, 1914 to 1945**

- WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by
- explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
  - explaining the outcomes and global effect of the war and the Treaty of Versailles;
  - citing causes and consequences of the Russian Revolution.
- WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by
- describing the League of Nations and the mandate system;
  - citing causes and assessing the impact of worldwide depression in the 1930s;
  - 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.
- WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by
- explaining economic and political causes, describing major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
  - examining the Holocaust and other examples of genocide in the twentieth century;
  - 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 and the Universal Declaration of Human Rights (1948).

### **Era VIII: The Post War Period, 1945 to the Present**

- WHII.13 The student will demonstrate knowledge of major events in the second half of the twentieth century by
- 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;
  - assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
  - 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;
  - describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

- WHII.14 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 and the development of India's democracy;
  - b) describing Africa's achievement of independence, including Jomo Kenyatta's leadership of Kenya and Nelson Mandela's role in South Africa;
  - c) describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser.
- WHII.15 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.16 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;
  - d) analyzing the increasing impact of terrorism.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Supply & demand

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**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to a video (e.g., a news clip or CEO presentation to shareholders) or professional guest visitor about supply and demand of a popular product to project its market value in coming months.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will UNDERSTAND the concept of supply and demand.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Point to key terms related to supply and demand using visuals and bilingual dictionaries with a partner	Select language related to supply and demand to complete graphic organizers using word banks with a partner	Organize information related to supply and demand using graphic organizers in small groups	Identify examples of changes in supply and demand using graphic organizers in small groups	Infer reasons for changes in supply and demand in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supply and demand, consumption, market prices, market economies, goods and services, commodities						

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

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**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## Virginia and United States History

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.

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 the standards for history and social science.

### Skills

- VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- 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;
  - evaluate the authenticity, authority, and credibility of sources;
  - formulate historical questions and defend findings, based on inquiry and interpretation;
  - develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
  - communicate findings orally and in analytical essays or comprehensive papers;
  - develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
  - apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
  - interpret the significance of excerpts from famous speeches and other documents;
  - identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

### 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.
- VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

### Revolution and the New Nation

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
  - evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
  - describing the political differences among the colonists concerning separation from Great Britain;
  - analyzing reasons for colonial victory in the Revolutionary War.

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- explaining the origins of the Constitution, including the Articles of Confederation;
  - identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
  - examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
  - assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
  - appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

### **Expansion and Reform: 1788 to 1860**

- VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
- explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;
  - identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;
  - examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
  - relating the changing character of American political life in "the age of the common man" (Jacksonian Era) to increasing popular participation in state and national politics;
  - describing 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.

### **Civil War and Reconstruction: 1860 to 1877**

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
- evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;
  - identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
  - analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
  - examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
  - examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;
  - explaining postwar contributions of key leaders of the Civil War.

## **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
- explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States;
  - 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;
  - analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. DuBois;
  - identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.
- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by
- explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
  - 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.
- VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
- analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;
  - assessing the causes and consequences of the stock market crash of 1929;
  - explaining the causes of the Great Depression and its impact on the American people;
  - describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.

## **Conflict: The World at War: 1939 to 1945**

- VUS.11 The student will demonstrate knowledge of World War II by
- analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor;
  - describing and locating 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;
  - describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
  - examining the Geneva Convention and the treatment of prisoners of war during World War II;
  - analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.
- VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by
- explaining how the United States mobilized its economic, human, and military resources;
  - describing the contributions of women and minorities to the war effort;
  - explaining the internment of Japanese Americans during the war;
  - describing the role of media and communications in the war effort.

## The United States since World War II

- VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by
- describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
  - 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;
  - explaining the role of America’s military and veterans in defending freedom during the Cold War;
  - explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;
  - explaining the impact of presidents of the United States since 1988 on foreign policy.
- VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
  - 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.
- VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
- examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
  - analyzing the changing patterns of immigration, the reasons new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy;
  - explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;
  - examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;
  - assessing the role of government actions that impact the economy;
  - assessing the role of the United States in a world confronted by international terrorism.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Historical figures & times

**CONNECTION:** *Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7–8 (Grade 11–12):* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation... Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write up the results of research on the impact of a historical figure or event on contemporary politics, economics, or society (e.g., prohibition, women's suffrage, eugenics).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE historical information.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Reproduce key words and phrases about impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Define impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Describe impact of significant individuals or events using photographs and models	Discuss in detail impact of significant individuals or events using models	Critique impact of significant individuals or events	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: ideology, social/political movement, social construct, authority, social justice, equity						

**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1</b> <b>Entering</b>	<b>Level 2</b> <b>Emerging</b>	<b>Level 3</b> <b>Developing</b>	<b>Level 4</b> <b>Expanding</b>	<b>Level 5</b> <b>Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

## Virginia and United States Government

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic and economic life. Students will examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. The standards identify the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students will practice these skills as they extend their understanding of the essential knowledge defined by the standards for Virginia and United States Government.

- GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to
- analyze primary and secondary source documents;
  - create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
  - analyze political cartoons, political advertisements, pictures, and other graphic media;
  - distinguish between relevant and irrelevant information;
  - evaluate information for accuracy, separating fact from opinion;
  - identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
  - select and defend positions in writing, discussion, and debate.
- GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by
- describing the development of Athenian democracy and the Roman republic;
  - explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
  - examining the writings of Hobbes, Locke, and Montesquieu;
  - explaining the guarantee of the “rights of Englishmen” set forth in the charters of the Virginia Company of London;
  - analyzing the natural rights philosophies expressed in the Declaration of Independence;
  - examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.
- GOVT.3 The student will demonstrate knowledge of the concepts of democracy by
- recognizing the fundamental worth and dignity of the individual;
  - recognizing the equality of all citizens under the law;
  - recognizing majority rule and minority rights;
  - recognizing the necessity of compromise;
  - recognizing the freedom of the individual.
- GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by
- examining the ratification debates and *The Federalist*;
  - identifying the purposes for government stated in the Preamble;
  - examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
  - illustrating the structure of the national government outlined in Article I, Article II, and Article III;
  - describing the amendment process.

- GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by
- explaining the relationship of the state governments to the national government;
  - describing the extent to which power is shared;
  - identifying the powers denied state and national governments;
  - examining the ongoing debate that focuses on the balance of power between state and national governments.
- GOVT.6 The student will demonstrate knowledge of local, state, and national elections by
- describing the organization, role, and constituencies of political parties;
  - describing the nomination and election process;
  - examining campaign funding and spending;
  - analyzing the influence of media coverage, campaign advertising, public opinion polls, and Internet-based communications on elections;
  - examining the impact of reapportionment and redistricting on elections;
  - identifying how amendments extend the right to vote;
  - analyzing voter turnout;
  - evaluating the degree to which interest groups influence political life;
  - participating in simulations of local, state, and/or national elections.
- GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by
- examining the legislative, executive, and judicial branches;
  - analyzing the relationships among the three branches in a system of checks and balances;
  - examining the ways individuals and groups exert influence on the national government.
- GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by
- examining the legislative, executive, and judicial branches;
  - examining the structure and powers of local governments: county, city, and town;
  - analyzing the relationship between state and local governments and the roles of regional authorities, governing boards, and commissions;
  - examining the ways individuals and groups exert influence on state and local governments;
  - evaluating the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.
- GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by
- examining different perspectives on the role of government;
  - describing how the national government influences the public agenda and shapes public policy;
  - describing how the state and local governments influence the public agenda and shape public policy;
  - describing the process by which policy is implemented by the bureaucracy at each level;
  - analyzing how individuals, interest groups, and the media influence public policy;
  - formulating and practicing a course of action to address local and/or state issues.
- GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by
- describing the organization, jurisdiction, and proceedings of federal courts;
  - examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*;
  - describing how the Supreme Court decides cases;
  - comparing the philosophies of judicial activism and judicial restraint;
  - evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

- GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- examining the Bill of Rights, with emphasis on First Amendment freedoms;
  - analyzing due process of law expressed in the 5th and 14th Amendments;
  - explaining selective incorporation of the Bill of Rights;
  - exploring the balance between individual liberties and the public interest;
  - explaining every citizen's right to be treated equally under the law.
- GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by
- describing the responsibilities of the national government for foreign policy and national security;
  - assessing the role played by national interest in shaping foreign policy and promoting world peace;
  - examining the relationship of Virginia and the United States to the global economy;
  - examining recent foreign policy and international trade initiatives since 1980.
- GOVT.13 The student will demonstrate knowledge of how governments and economies in Mexico, the United Kingdom, and the People's Republic of China compare with the government and the economy in the United States by
- describing the distribution of governmental power;
  - explaining the relationship between the legislative and executive branches;
  - comparing the extent of participation in the political process;
  - comparing the degrees of government involvement in the economies.
- GOVT.14 The student will demonstrate knowledge of economic systems by
- identifying the basic economic questions encountered by all economic systems;
  - comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
  - evaluating the impact of the government's role in the economy on individual economic freedoms;
  - explaining the relationship between economic freedom and political freedom;
  - examining productivity and the standard of living as measured by key economic indicators.
- GOVT.15 The student will demonstrate knowledge of the United States market economy by
- assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
  - comparing types of business organizations;
  - describing the factors of production;
  - explaining the interaction of supply and demand;
  - illustrating the circular flow of economic activity;
  - analyzing global economic trends and the relationship of Virginia and the United States to the global economy.
- GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by
- analyzing the impact of fiscal and monetary policies on the economy;
  - describing the creation of government-provided goods and services that are not readily produced by the market;
  - examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;
  - understanding the types and purposes of taxation.

- GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- a) practicing trustworthiness and honesty;
  - b) practicing courtesy and respect for the rights of others;
  - c) practicing responsibility, accountability, and self-reliance;
  - d) practicing respect for the law;
  - e) practicing patriotism;
  - f) practicing financial responsibility.
- GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by
- a) obeying the law and paying taxes;
  - b) serving as a juror;
  - c) participating in the political process;
  - d) performing public service;
  - e) keeping informed about current issues;
  - f) respecting differing opinions in a diverse society;
  - g) practicing personal and fiscal responsibility.
- GOVT.19 The student will explain the meaning of citizenship in the United States and how it relates to American civic life by
- a) explaining how citizenship confers full membership in the American constitutional system;
  - b) recognizing that American citizenship is defined by shared political and civic beliefs and values;
  - c) describing how Americans are citizens of their locality, state, and nation;
  - d) recognizing that noncitizens can become citizens.

## ELD STANDARD 5: The Language of Social Studies

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