

Program of Studies
Grade 7
United States History:
1877 to the Present

SECTION II

Required Instructional Program
Standards, Benchmarks, and Indicators

Revised Summer 2002

**Standards, Benchmarks, and Indicators
for
United States History, 1877 to the Present
Grade 7**

***Revised Summer
2002***

**Virginia History and Social Science Standards of Learning for
United States History, 1877 to the Present**

SOL Standard USII.1 a, b, c, d, e, f, g, h

The skills identified in SOL standard USII.1a-h are cited in the “Essential Skills” column of each chart for *United States History: 1877 to the Present* with the exception of “e” (evaluate and debate issues orally and in writing). Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills will be assessed on the Standards of Learning test. **Teachers should incorporate these skills into instruction throughout the year.**

The following are correlated to the Program of Studies Procedural Knowledge Standard 7.2

The student will improve skills in historical research and geographical analysis, including the ability to

- (a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;*
- (b) make connections between past and present;*
- (c) sequence events in United States history from 1877 to the present;*
- (d) interpret ideas and events from different historical perspectives;*
- (e) evaluate and debate issues orally and in writing;*
- (f) analyze and interpret maps that include major physical features;*
- (g) use parallels of latitude and meridians of longitude to describe hemispheric location;*
- (h) interpret patriotic slogans and excerpts from notable speeches and documents.*

Content Standard 7.1

Students will acquire historical knowledge and understanding that result from a comprehensive study of the history of the United States.

Questions to frame instruction:

- What is the American Dream?
- How does geography influence events in United States history?
- How does “a nation of immigrants” describe the United States?
- What is the role of the United States in a changing world?
- What is the impact of technological innovation on American life?
- Have the promises of the Declaration of Independence been realized?
- How has government reacted and responded to events in United States history?
- How has daily life changed for ordinary Americans?

Content Benchmark 7.1.1

7.1.1 Students will demonstrate how geography has influenced the history of the United States.

Students reach this benchmark when they are able to:

- a. Identify major historical events, places, periods, and individuals in the history of the United States.
- b. Identify *states, major cities, regions, and physical features* on a map of the United States. (**USII.1f**; USII.2a; USII.2c)
- c. Explain the influence of geography on the history of the United States. (**USI.9a, b**; USII.2a, b; **USII.4a, b**)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001
Text in bold indicates changes from the 2001 Program of Studies.

Content Benchmark 7.1.2

7.1.2 Students will be able to recognize and describe significant individuals, issues, and events of Reconstruction.

THIS BENCHMARK HAS BEEN MOVED TO THE GRADE 6 PROGRAM OF STUDIES. GRADE 7 TEACHERS ARE RESPONSIBLE FOR BRIEFLY REVIEWING THE OBJECTIVES.

Students reach this benchmark when they are able to:

- a. **Review** *the economic, cultural, and **constitutional** issues that divided the North and South and the events that led to the Civil War* as a context for a study of Reconstruction. (USI.9a, 9b)
- b. Evaluate the *13th, 14th, and 15th Amendments* with emphasis on the impact of these amendments on *the expansion of freedom in America and on the lives of African Americans*. (USI.10a)
- c. Analyze how *events during and after Reconstruction influenced* the social, economic, and political development of *the South*. (USI.10b)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001
Text in bold indicates changes from the 2001 Program of Studies.

Content Benchmark 7.1.3

7.1.3 Students will demonstrate an understanding how the settlement of the West transformed the United States.

Students reach this benchmark when they are able to:

- a. Explain the *influence of geography and technology*, including the transcontinental railroad and mechanized farming, on *the development of the West* and the United States. (USII.2a)
- b. Identify the influences of federal government policies on westward expansion.
- c. Analyze *the reasons miners, ranchers, farmers, and former slaves moved West*, the roles each played in closing the frontier, and the conflicts they faced. (USII.3a)
- d. Examine the impact of changing federal Indian policy and the response of American Indians to the settlement of the West. (USII.3b)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001

Content Benchmark 7.1.4

7.1.4 Students will demonstrate an understanding of the impact of industrialization on the United States from the late 1800s into the early 1900s.

Students reach this benchmark when they are able to:

- a. Explain how *new inventions, industrialization, mass production, and marketing innovations* transformed the economy and changed the everyday lives of ordinary Americans and farmers. (USII.3b)
- b. *Describe the rise of big business*, the impact of corporations on economic growth, and the economic policy of laissez faire. (USII.3d)
- c. Evaluate the role played by *captains of industry*. (USII.3d)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001
Text in bold indicates changes from the 2001 Program of Studies.

Content Benchmark 7.1.5

7.1.5 Students will be able to describe the effects of immigration and urbanization on the United States.

Students reach this benchmark when they are able to:

- a. *Assess why various immigrant groups came to United States, the challenges they faced, and the contributions they made. (USII.3b)*
- b. *Explain how immigration and migration led to the rapid growth of cities which resulted in social tensions, economic growth, and political change with emphasis on the role of political machines. (USII.3b)*

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001

Content Benchmark 7.1.6

7.1.6 Students will be able to analyze and explain responses to industrialization and urbanization in the United States.

Students reach this benchmark when they are able to:

- a. Describe the *Progressive reform* movements including the role of **farmers**, muckrakers, and *women*. (USII.3e)
- b. Assess how the *negative effects of industrialization* led to the rise of *the American labor movement* **and efforts to reduce child labor**. (USII.3e)
- c. Explain social, political, and economic changes including *reform movements*, e.g., *women's suffrage* and *the temperance movement*, that arose in response. (USII.3e)

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Content Benchmark 7.1.7

7.1.7 Students will be able to analyze the emergence of the United States as a world power since the late 1800s.

Students reach this benchmark when they are able to:

- a. Examine the development of an expansionist United States foreign policy.
- b. Identify the *causes and outcomes of the Spanish-American War*. (USII.4a)
- c. Locate new *territorial acquisitions including the Philippines, Guam, Puerto Rico, and the Panama Canal*. (USII.4a)
- d. Compare the foreign policies of Roosevelt, Taft, and Wilson.
- e. Analyze the *causes and long-term consequences of World War I* including the Treaty of Versailles, isolationism, and the debate over the *League of Nations*. (USII.4b)
- f. Analyze the role of the United States in World War I including innovations in technology and activities on the home front.

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Text in bold indicates changes from the 2001 Program of Studies.

Content Benchmark 7.1.8

7.1.8 Students will be able to identify and analyze significant individuals, issues, and events during the 1920s.

Students reach this benchmark when they are able to:

- a. *Examine constraints faced by African Americans in the South including racial segregation and Jim Crow laws and the resulting Great Migration north during the early twentieth century.* (USII.3c, USII.5b)
- b. *Analyze cultural changes in art, literature, and music with emphasis on the role of women, entertainment, sports, and the Harlem Renaissance.* (USII.5c)
- c. *Evaluate the impact of technological changes including communication, the automobile, airplane, movies, and urban and rural electrification.* (USII.5a)
- d. *Examine social and political tensions with an emphasis on the Red Scare, the resurgence of the Ku Klux Klan, immigration restrictions, and the controversy over Prohibition and the Scopes trial.* (USII. 5b)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001

Content Benchmark 7.1.9

7.1.9 Students will be able to identify and analyze the political, social, and economic impact of the Great Depression on the United States.

Students reach this benchmark when they are able to:

- a. Contrast the economic prosperity of the 1920s with the Great Depression of the 1930s.
- b. Identify the *causes of the Great Depression* with reference to weaknesses in the economy, *the collapse of the banking system*, business failures, and other events that triggered the Great Crash. (USII.5d)
- c. Analyze the *impact of the Great Depression on the everyday lives of ordinary Americans*. (USII.5d)
- d. Evaluate the *effect of the major features of the New Deal on American government and society*. (USII.5d)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001

Content Benchmark 7.1.10

7.1.10 Students will be able to analyze and explain the major causes, events, personalities, and outcomes of World War II.

Students reach this benchmark when they are able to:

- a. Explain how the *legacy of World War I and other factors contributed to the rise of totalitarian leaders.* (USII.6a)
- b. Examine *aggression in Europe, Asia, and Africa and the American response, including the policy of isolationism.* (USII.6a)
- c. *Identify significant personalities and major events of World War II and reasons for Allied victory.* (USII.6b)
- d. Examine the mistreatment of citizens and soldiers throughout the world, *including the extremes of prejudice and discrimination witnessed in the Holocaust.* (USII.6b)
- e. *Assess the effects of World War II on the home front.* (USII.6c)
- f. Identify the *changes that resulted from World War II including the Marshall Plan and the creation of the United Nations.* (USII.7a)

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Content Benchmark 7.1.11

7.1.11 Students will be able to describe and explain United States involvement in world affairs since 1945.

Students reach this benchmark when they are able to:

- a. Explain the *origins of the Cold War and how Cold War tensions and conflicts shaped United States foreign and domestic policies* with emphasis on the building of alliances, *the policy of containment*, the major United States-Soviet Union clashes, the nuclear arms race, the space race, the rise of McCarthyism, and the role of the United Nations.
- b. *Examine the causes and results of military conflict in Korea, Vietnam, and the Cuban Missile Crisis.* (USII.7c)
- c. Analyze the *impact of the collapse of communism* on United States foreign policy in the post-Cold War era. (USII.7c)
- d. Examine *ways in which the United States has become culturally, economically, and politically interdependent with other nations.* (USII.7c)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001

Content Benchmark 7.1.12

7.1.12 Students will be able to describe the social, political, and economic changes that transformed the United States since 1945.

Students reach this benchmark when they are able to:

- a. *Examine the civil rights movement including Supreme Court decisions, federal legislation, leaders, and the impact of the movement on American society.* (USII.8a)
- b. Explain how postwar *changes from a wartime to a peacetime economy* influenced American society with emphasis on *the effects of economic prosperity, the changing role of women, increased opportunities for minorities, the expansion of veterans' benefits,* and the growth of suburbs. (USII.7b; USII.7d, USII.8a)
- c. *Describe the technology revolution and its impact on communications, transportation, entertainment, and American life.* (USII.8b)
- d. Analyze the achievements and failings of political leaders since World War II.

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001

Content Benchmark 7.1.13

7.1.13 Students will be able to discuss recent developments in contemporary American society.

Students reach this benchmark when they are able to:

- a. Identify current *challenges* that confront policy makers with emphasis on *the role of U.S. military intervention, and global and environmental issues*. (USII.7c, d)
- b. Evaluate how **recent immigration** has shaped life in the United States. (USII.7d; USII.8a)
- c. **Identify changing patterns in society and policies that expand opportunities for people living in the United States.** (USII.7d)

Text in italics correlates to the Standards of Learning and Curriculum Framework, 2001

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Procedural Knowledge Standard 7.2

Students will conduct inquiries and research to develop historical thinking skills and communicate historical understanding.

FCPS PROCESS SKILLS CORRELATE TO SOL USII.1.

Procedural Knowledge Benchmark 7.2.1

7.2.1 Students will be able to acquire information from a variety of sources.

Students reach this benchmark when they are able to:

- a. Gather information from written, oral, and visual sources.
- b. Use search strategies to access and retrieve electronic information. (CT 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5)
- c. Identify the characteristics of primary and secondary sources. (USII.1a)
- d. Use a variety of maps, globes, charts, graphs, photographs, and software to access and retrieve geographic information. (USII.1f,1g)
- e. Interpret patriotic slogans and excerpts from notable speeches in United States history. (USII.1h)

Procedural Knowledge Benchmark 7.2.2

7.2.2 Students will be able to organize information in a variety of forms.

Students reach this benchmark when they are able to:

- a. Classify information according to specific criteria such as chronological order, order of importance, comparison, and cause and effect relationships in United States history. (USII.1c)
- b. Arrange information using different methods such as timelines, notes, maps, charts, tables, graphs, graphic organizers, databases, and spreadsheets. (USII.1c; USII.1f) (CT 8.1.2, 8.1.3)
- c. Apply the geographic concepts of relative location, orientation, and scale to construct mental maps to describe the world in spatial terms. (USII.1f, g)

Procedural Knowledge Benchmark 7.2.3

7.2.3 Students will be able to analyze information. (USII. a, b, d, e)

Students reach this benchmark when they are able to:

- a. Identify the main idea (thesis) and supporting details (evidence).
- b. Distinguish between relevant and irrelevant information.
- c. Recognize bias and stereotyping.
- f. Paraphrase information.
- g. Summarize information from multiple sources.

Procedural Knowledge Benchmark 7.2.4

7.2.4 Students will be able to interpret information.

Students reach this benchmark when they are able to:

- a. Compare and contrast information.
- b. Determine cause and effect relationships in United States history.
- c. Differentiate between historical interpretations and historical facts. (USII.1d)
- d. Examine point of view and historical context. (USII.1d)
- e. Determine the accuracy and reliability of sources. (USII.1a)
- f. Draw logical inferences.
- h. Develop generalizations based on historical evidence.

Procedural Knowledge Benchmark 7.2.5

7.2.5 Students will be able to communicate in a variety of written forms.

Students reach this benchmark when they are able to:

- a. Determine the purpose, audience, and format for writing, working individually or in groups.
- b. Use the writing process to bring historical knowledge and understanding to publication.
- c. Communicate through products such as timelines, letters, visuals, maps, newspaper articles, research papers, learning logs, and reaction papers.
- d. Evaluate, take, and defend a position on an issue of historical importance, working individually or in groups. (USII.1e)

Procedural Knowledge Benchmark 7.2.6

7.2.6 Students will be able to communicate orally. (USH.1e)

Students reach this benchmark when they are able to:

- a. Determine the purpose, audience, and format for speaking, working individually or in groups.
- b. Demonstrate effective oral communication skills.
- c. Communicate historical knowledge and understanding through individual and group presentations.
- d. Communicate historical knowledge and understanding through participation in small and large group discussions, simulations, role plays, debates, and Socratic dialogues.

Procedural Knowledge Benchmark 7.2.7

7.2.7 Students will be able to communicate using technologies.

Students reach this benchmark when they are able to:

- a. Use application software and word processing skills to create a document. (CT 8.1.1, 8.1.4, 8.1.5)
- b. Use spreadsheets to record, analyze, and present historical information. (CT 8.1.2)
- c. Use databases to report historical information in a variety of forms. (CT 8.1.3)
- d. Publish a document on a local area network. (CT 8.2.1, 8.2.2)

Procedural Knowledge Standard 7.3

Students will apply knowledge of history to make decisions and solve problems.

Procedural Knowledge Benchmark 7.3.1

7.3.1 Students will be able to make and evaluate historical decisions.

Students reach this benchmark when they are able to:

- a. Identify a historical situation in which a decision is required.
- b. Make a decision based on the historical evidence.
- c. Identify possible alternatives to, and likely consequences of, the historical decision.
- d. Provide a rationale for the decision based on the historical record.

Procedural Knowledge Benchmark 7.3.2

7.3.2 Students will be able to apply historical understanding and historical thinking skills to other areas of knowledge.

Students reach this benchmark when they are able to:

- a. Identify the connections between history, other disciplines, and life experiences.
- b. Design and/or participate in an interdisciplinary project.

Procedural Knowledge Benchmark 7.3.3

7.3.3 Students will be able to use interpersonal and group skills to promote collaborative decision making and problem solving.

Students reach this benchmark when they are able to:

- a. Demonstrate conduct that complements the dynamics of a variety of groups and situations.
- b. Participate effectively in a group by working with others to set goals, delegate responsibilities, and complete the task cooperatively.
- c. Reach a consensus that results from persuasion, compromise, debate, and/or negotiation.

Computer/Technology Standards by the End of Grade Eight

Computer/Technology skills are essential components of every student's education. In order to maximize opportunities for students to acquire necessary skills for academic success, the teaching of these skills should be the shared responsibility of teachers of all disciplines.

Minimum skills that students should acquire by the end of Grade 8 include the following:

C/T8.1 The student will communicate through application software.

- Compose and edit a multipage document at the keyboard, using word processing skills and the writing process steps.
- Communicate spreadsheets by entering data and setting up formulas, analyzing data, and creating graphs or charts to visually represent data.
- Communicate with databases by defining fields and entering data, sorting, and producing reports in various forms.
- Use advanced publishing software, graphics programs, and scanners to produce page layouts.
- Integrate databases, graphics, and spreadsheets into word-processed documents.

C/T8.2 The student will communicate through networks and telecommunication.

- Use local and worldwide network communication systems.
- Develop hypermedia _home page_ documents that can be accessed by worldwide networks.

C/T8.3 The student will have a basic understanding of computer processing, storing, retrieval, and transmission technologies and a practical appreciation of the relevant advantages and disadvantages of various processing, storage, retrieval, and transmission technologies.

C/T8.4 The student will process, store, retrieve, and transmit electronic information.

- Use search strategies to retrieve electronic information.
- Use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select relevant information.
- Use laser discs with a computer in an interactive mode.
- Use local and wide-area networks and modem-delivered services to access and retrieve information from electronic databases.
- Use databases to perform research.