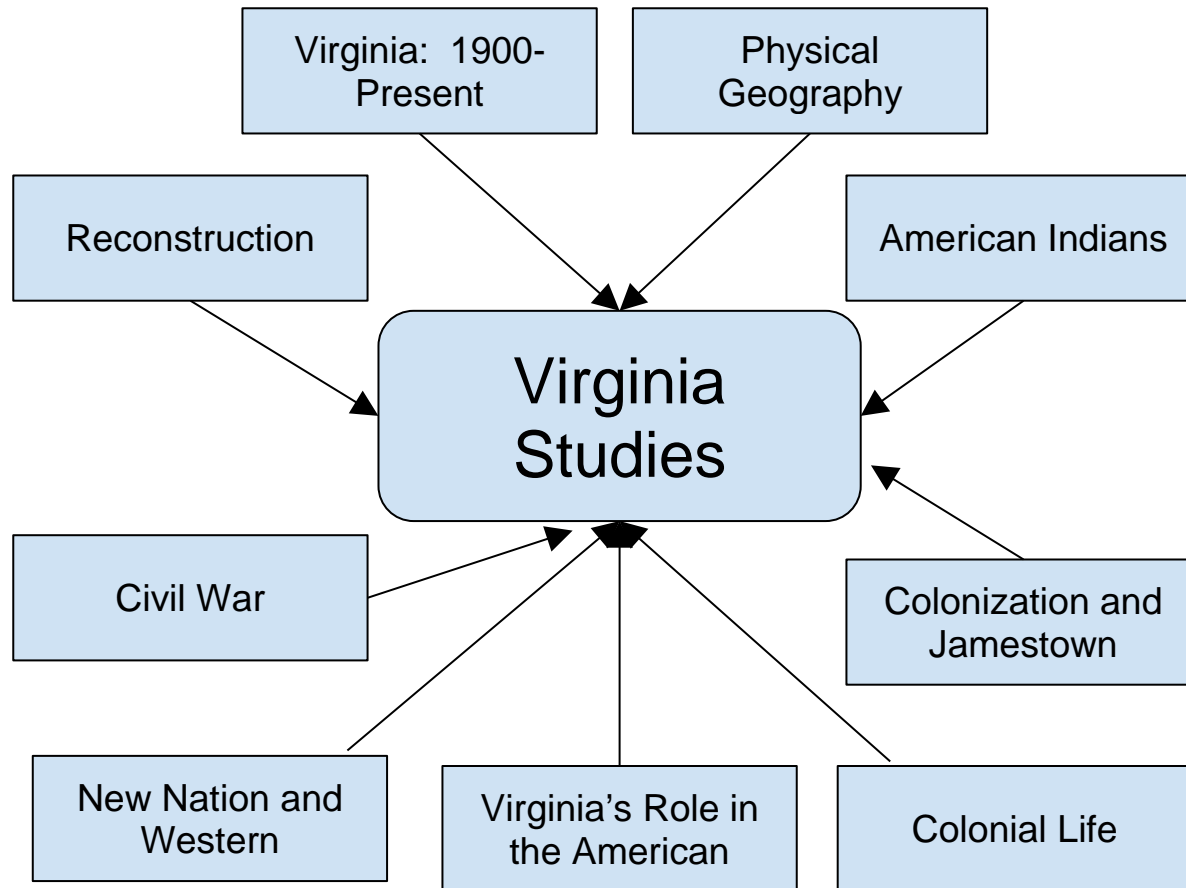


# Virginia Studies Curriculum Overview



## ACPS Concepts with Essential Standards for Grades 3-5

### Conflict & Cooperation

*Understand that change causes conflict or cooperation*

### Innovation & Change

*Understand that innovation may lead to multiple changes within a region or time period*

### Choice & Consequence

*Understand that both individuals and organizations make choices which have consequences*

### Patterns & Relationships

*Seek and recognize patterns and relationships, including change, cause and effect, similarities and differences*

### Systems: Economic, Social, Geographic, & Political/Civic

*Economic: Recognize that people make choices based on the availability of human, natural and capital resources and seek to meet their needs and wants*

*Social: Understand and appreciate differences between individuals, groups, and regions and recognize commonalities in communities and cultures*

*Geographic: Recognize that geography influences individuals, groups, and societies through a study of the geographic themes of place, location, regions, movement, and human interaction*

*Political: Understand that political systems and citizenship lead to both rights and responsibilities*

**Habits Of Mind:  
ACPS History and Social Science Processes with Essential Standards for Grades 3-5**

Historical Method/ Investigation & Inquiry:

Historical Thinking & Research

*Identify similarities and differences between people, events, or places*

Multiple Perspectives

*Understand and appreciate differences and recognize commonalities in communities and cultures*

Sources & Historic Record

*Differentiate between primary and secondary sources and use multiple resources multiple sources to draw conclusions, and determine patterns or relationships*

Communication Skills:

Using Visual Sources: Charts, Graphs, Photos, Maps & Art

*Use a variety of visual sources to gain information and find patterns or commonalities*

Analytical Writing

*Be able to convey understanding of a topic by writing in a variety of formats such as historical fiction, biography, or an expository/fact based format*

Critical Reading

*Identify the central meaning of a historical narrative or resource. Be able to make predictions, revise ideas, and generate questions from a text*

Public Speaking and Presenting

*Report on a topic sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace*

**Physical Geography Unit Goals**

**Concept: Systems**

**Standards:**

**Content Standards:**

The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by

- a) locating Virginia and its bordering states on maps of the United States;
- b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
- c) locating and identifying water features important to the early history of Virginia

***Lifelong-Learner Standards***

LLS2: Gather, organize and analyze data; evaluate processes and products; and draw conclusions  
 LLS5: Seek, recognize, and understand systems, patterns, themes, and interactions

***Enduring Understandings***

*What are the universal understanding that students will learn, the "so what" of this content?*

*Students will understand that...*

Students will understand that geography influences individuals, groups, and communities.

Students will understand that people make choices based on the availability of human, natural and capital resources and seek to meet their needs and wants.

***Essential Questions***

*What questions will my students grapple with?*

How does geography influence human development?

How has the geography of Virginia influenced its economic development?

<p>(Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);  VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by  b) describing the major products and industries important to Virginia's economy.  VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by  c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.</p> <p><b>Skills standard:</b>  VS1B: Analyzing the impact of geographic features on people, places, and events to support an understanding of</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● Physical geography of VA</li> <li>● Native peoples of VA</li> <li>● VA and its bordering states</li> <li>● VA Regions</li> <li>● Water features important to the early history of VA</li> <li>● Products and industries of the VA regions</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● VA Regions: Coastal plain, Piedmont, Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau</li> <li>● Water features: Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, Lake Drummond, and Dismal Swamp</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Locate geographical places and features on a map</p> <p>Compare and contrast the five regions of Virginia</p> <p>Make connections between Virginia geography and economies</p> <p>Explain how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy</p>
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<p>events in Virginia history</p> <p>VS1G: explaining connections across time and place</p> <p>VS1J: investigating and researching to develop products orally and in writing</p>		
<b>Assessment Evidence</b>		
<b>How will I know if they can do “it”?</b>		
<p><b>Assessments:</b>  <i>(tests, performance tasks, projects, papers etc)</i></p>		
<b>Learning Plan</b>		
<p><b>Summary of Key Learning Events and Instruction:</b></p>	<p><b>Resources:</b>          (digital, print, adopted, etc.)</p>	

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## American Indian Unit Goals

**Concept: Choice & Consequence Innovation and Change Systems**

**Standards:**

**Content Standards:**

VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by  
 d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;  
 e) describing how American Indians related to the climate and their environment to secure food, clothing, and

***Lifelong-Learner Standards***

LLS5: Seek, recognize, and understand systems, patterns, themes, and interactions

***Enduring Understandings***

*What are the universal understanding that students will learn, the “so what” of this content?*

*Students will understand that...*

Students will understand that geography influences individuals, groups, and societies.

***Essential Questions***

*What questions will my students grapple with?*

How do climate and environment influence people’s decisions?

How can we learn from the past?

How have American Indians influenced Virginia?



<p>shelter;  f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;  g) describing the lives of American Indians in Virginia today.</p> <p><b>Skills standard:</b></p> <p>VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;  c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history;  d) recognizing points of view and historical perspectives;</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● American Indian language groups</li> <li>● The kinds of food they ate, the clothing they wore, and the shelters they had depended upon the seasons.</li> <li>● Shelters were made from materials found around them.</li> <li>● Jamestown was the first permanent English settlement in North America.</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● American Indian language groups: Algonquian, Siouan, and Iroquoian</li> <li>● Werowocomoco</li> <li>● Artifact</li> <li>● Archaeologist</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Compare American Indians of the past and present</p> <p>Explain the relationships between geographic features (including climate) and daily living of American Indians, past and present.</p> <p>Interpreting artifacts</p> <p>Locate American Indian groups on a map</p>
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e) comparing and contrasting ideas and cultural perspectives in Virginia history;  
f) determining relationships with multiple causes or effects in Virginia history.

**Assessment Evidence**

**How will I know if they can do “it”?**

**Assessments:**

*(tests, performance tasks, projects, papers etc)*

**Learning Plan**

**Summary of Key Learning Events and Instruction:**

**Resources:**

*(digital, print, adopted, etc.)*

**Colonization and Jamestown Unit Goals**

**Concept: Change and Continuity**

**Standards:**

**Content Standards:**

VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by  
 a) explaining the reasons for English colonization;

***Lifelong-Learner Standards***

LLS3: Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.

***Enduring Understandings***

*What are the universal understanding that students will learn, the “so what” of this content?*

***Essential Questions***

*What questions will my students grapple with?*

<p>b) describing the economic and geographic influences on the decision to settle at Jamestown;</p> <p>c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;</p> <p>d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;</p> <p>e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement;</p> <p>f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and</p> <p>g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.</p> <p><b>Skills standard:</b> VS.1 The student will demonstrate skills for historical thinking,</p>	<p>Students will understand that change causes conflict or cooperation.</p> <p>Students will understand that in addition to the differences between individuals, groups, and regions, there are commonalities between humans, communities, and cultures.</p>	<p>How does power influence change?</p> <p>What were the causes and effects of English colonization of Virginia on all groups of people involved?</p> <p>What were the economic and human costs and benefits to the colonization of Virginia?</p>
	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● Reasons for English colonization*</li> <li>● Economic and geographic influences on the decision to settle at Jamestown</li> <li>● Charters of the Virginia Company of London in establishing Jamestown settlement</li> <li>● General Assembly as the first representative legislative body in English America</li> <li>● Hardships for Jamestown settlers</li> <li>● Interactions between English settlers and American Indians</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● Colonization</li> <li>● Settlement</li> <li>● General Assembly</li> <li>● Representative legislative body</li> <li>● Burgess</li> <li>● governor</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Take multiple perspectives on English colonization of Virginia (settlers, American Indian groups, indentured servants, enslaved people, investors, governing bodies)</p> <p>Describe relationships between the different stakeholders in English colonization of Virginia</p>

<p>geographical analysis, economic decision making, and responsible citizenship by:</p> <p>d) recognizing points of view and historical perspectives;</p> <p>e) comparing and contrasting ideas and cultural perspectives in Virginia history;</p> <p>g) explaining connections across time and place;</p> <p>h) using a decision-making model to identify costs and benefits of a specific choice made.</p>		
<b>Assessment Evidence</b>		
<b>How will I know if they can do “it”?</b>		
<p><b>Assessments:</b>  <i>(tests, performance tasks, projects, papers etc)</i></p>		
<b>Learning Plan</b>		
<p><b>Summary of Key Learning Events and Instruction:</b></p>	<p><b>Resources:</b>  (digital, print, adopted, etc.)</p>	

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## Colonial Life Unit Goals

**Concept: Change and Continuity**

**Standards:**

**Content Standards:**

VS.4 The student will demonstrate an understanding of life in the Virginia colony by

- a) explaining the importance of agriculture and its influence on the institution of slavery;
- b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;
- c) explaining the reasons for the relocation of Virginia's

***Lifelong-Learner Standards***

Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.

***Enduring Understandings***

*What are the universal understanding that students will learn, the "so what" of this content?*

Students understand that both individuals and organizations make choices which have consequences.

***Essential Questions***

*What questions will my students grapple with?*

How did agriculture affect slavery?

Why was Virginia's capital relocated? Where else could have been considered for relocation?

How did the culture of colonial Virginia reflect the origins of American Indians, European immigrants, and Africans?

<p>capital from Jamestown to Williamsburg  d) describing how money, barter, and credit were used; and  e) describing everyday life in colonial Virginia.</p> <p><b>Skills standard:</b>  VS1D: recognizing points of view and historical perspectives  VS1E: Comparing and contrasting ideas and cultural perspectives in Virginia history  VS1F: Determining relationships with multiple causes or effects in Virginia history</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● Tobacco is Virginia's cash crop.</li> <li>● Agriculture influenced Virginia's economy and slavery</li> <li>● Virginia's capital moved from Jamestown to Williamsburg</li> <li>● Everyday life in colonial Virginia</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● Cash crop</li> <li>● Agriculture</li> <li>● Immigrant</li> <li>● Barter</li> <li>● Tobacco</li> <li>● Credit</li> <li>● Slavery</li> <li>● Capital</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p>
<b>Assessment Evidence</b>		
<b>How will I know if they can do "it"?</b>		
<p><b>Assessments:</b>  <i>(tests, performance tasks, projects, papers etc)</i></p>		
<b>Learning Plan</b>		



<b>Summary of Key Learning Events and Instruction:</b>	<b>Resources:</b> (digital, print, adopted, etc.)
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<b>The American Revolution and Virginia's Role Unit Goals</b>		
<b>Concept: Change and Continuity</b>		
<b>Standards:</b> <b>Content Standards:</b> VS5: The student will demonstrate knowledge of the role of Virginia in the American Revolution by a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence; b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary	<b><i>Lifelong-Learner Standards</i></b>	
	Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.	
	<p style="text-align: center;"><b><i>Enduring Understandings</i></b></p> <p style="text-align: center;"><i>What are the universal understanding that students will learn, the "so what" of this content?</i></p> <p>Students understand that change causes conflict or cooperation.</p> <p>Students understand that political systems and citizenship lead to both rights and responsibilities.</p>	<p style="text-align: center;"><b><i>Essential Questions</i></b></p> <p style="text-align: center;"><i>What questions will my students grapple with?</i></p> <p>Why did the colonies go to war with Great Britain? Do you agree or disagree with their decision?</p> <p>How did these people work together, or have conflict, to create change in Virginia?</p> <p>What were the costs and benefits of winning the Revolutionary War?</p>

War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;  
c) identifying the importance of the American victory at Yorktown.  
d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond

**Skills standard:**

VS.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 history;  
d) recognizing points of view and historical perspectives;  
f) determining relationships with multiple causes or effects in Virginia history;  
h) using a decision-making model to identify costs and benefits of a specific choice made;

**Knowledge**

*What do my students need to know?*

- Reasons why the colonies went to war with Great Britain
- Various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era
- The roles of George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette in the Revolutionary War era
- The importance of the American victory at Yorktown
- Reasons for the relocation of Virginia's capital from Williamsburg to Richmond

*Vocabulary*

- Declaration of Independence
- Parliament

**Skills**

*What do my students need to be able to do?*

Compare and contrast the roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era

Debate the advantages and disadvantages of the colonies going to war with Great Britain

Take the perspectives of George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette in the Revolutionary War era.

Determine relationships between the progression of the Revolutionary War, the relocation of the capital from Williamsburg to Richmond and the American victory at Yorktown.

Interpret charts, graphs, and pictures to determine characteristics of people and events in Virginia history.

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**Assessment Evidence**

**How will I know if they can do “it”?**

**Assessments:**  
*(tests, performance tasks, projects, papers etc)*

**Learning Plan**

**Summary of Key Learning Events and Instruction:**

**Resources:**  
 (digital, print, adopted, etc.)

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**New Nation and Western Expansion Unit Goals**

**Concept:** Change and Continuity

**Standards:**

*Lifelong-Learner Standards*

<p><b>Content Standards:</b>  VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by</p> <p>a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;</p> <p>b) identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom; and</p> <p>c) explaining the influence of geography and technological advances on the migration of Virginians into other states</p>	<p>LLS3: Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.</p> <p>LLS7: Acquire and use precise language to clearly communicate ideas, knowledge, and processes.</p>	
	<p><b><i>Enduring Understandings</i></b>  <i>What are the universal understanding that students will learn, the “so what” of this content?</i></p> <p>Students understand that geography influences individuals, groups, and societies through a study of the geographic themes of place, location, regions, movement, and human interaction.</p> <p>Students understand that innovation may lead to multiple changes within a region or time period.</p>	<p><b><i>Essential Questions</i></b>  <i>What questions will my students grapple with?</i></p> <p>How do we have certain freedoms in America?</p> <p>How did George Washington, James Madison, George Mason, and Thomas Jefferson and their respective documents influence American politics?</p> <p>Why is Virginia so central to early American history?</p>

<p>and western territories in the first half of the 1800s.</p> <p><b>Skills standard:</b> VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by: B. analyzing the impact of geographic features of people, places, and events to support an understanding of events in Virginia history.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● Why George Washington is called the “Father of our Country”</li> <li>● Why James Madison is called the “Father of the Constitution”</li> <li>● Ideas of George Mason and Thomas Jefferson</li> <li>● Why Virginians migrated to other states and western territories</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● Constitution</li> <li>● Constitutional Convention</li> <li>● Virginia Declaration of Rights</li> <li>● Virginia Statute for Religious Freedom</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Analyze the impact of geography and technological advances on the migration of Virginians into other states</p> <p>Research why George Washington is called the “Father of our Country” and why James Madison is called the “Father of the Constitution”</p> <p>Compare and contrast the ideas and contributions of George Mason and Thomas Jefferson</p>
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**Assessment Evidence**

**How will I know if they can do “it”?**

**Assessments:**  
*(tests, performance tasks, projects, papers etc)*

**Learning Plan**

<p><b>Summary of Key Learning Events and Instruction:</b></p>	<p><b>Resources:</b> (digital, print, adopted, etc.)</p>
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**Civil War Unit Goals**

**Concept: Conflict and Cooperation**

**Standards:  
Content Standards:**

VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by  
 a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;  
 b) describing Virginia's role in the war, including identifying major battles that took place in Virginia; and

***Lifelong-Learner Standards***

LLS9: Demonstrate ethical behavior and respect for diversity through daily actions and decision making.  
 LLS5: Seek, recognize, and understand systems, patterns, themes, and interactions.

***Enduring Understandings***

*What are the universal understanding that students will learn, the "so what" of this content?*

Students will understand that change causes conflict or cooperation.

Students will understand that people make choices based on the availability of human, natural, and capital resources.

***Essential Questions***

*What questions will my students grapple with?*

Why did Virginia decide to side with the Confederacy?

How did the roles of different Virginia groups influence the outcome of the war?

What caused the Civil War (economic, political, geographic causes)?

c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.

**Skills standard:**

VS1A: analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history  
VS1C: interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history  
VS1D: Recognizing points of view and historical perspectives.  
VS1F: Determining relationships with multiple causes or effects in Virginia history.  
VS1H: Using a decision-making model to identify costs and benefits of a specific choice made.

**Knowledge**

*What do my students need to know?*

- Major events and differences between northern and southern states
- Virginia's role in the war
- Major battles in Virginia
- The roles of American Indians, whites, enslaved African Americans, and free African Americans

*Vocabulary*

- Economy
- Secession
- Industrialized
- Abolitionist
- Confederacy
- Union

**Skills**

*What do my students need to be able to do?*

Compare and contrast perspectives of American Indians, whites, enslaved African Americans, and free African Americans in the Civil War

Map and sequence major Civil War battles

Compare and contrast major events and perspectives of Northern and Southern states before and during the Civil War

**Assessment Evidence**

**How will I know if they can do "it"?**



**Assessments:**

*(tests, performance tasks, projects, papers etc)*

**Learning Plan****Summary of Key Learning Events and Instruction:****Resources:**

(digital, print, adopted, etc.)

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**Reconstruction Unit Goals**

**Concept: Innovation and Change**

**Standards:**

**Content Standards:**

VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by  
 a) identifying the effects of Reconstruction on life in Virginia;  
 b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and  
 c) describing the importance of railroads, new industries,

***Lifelong-Learner Standards***

LLS9: Demonstrate ethical behavior and respect for diversity through daily actions and decision making

***Enduring Understandings***

*What are the universal understanding that students will learn, the “so what” of this content?*

Students will understand that innovation may lead to multiple changes within a region or time period.

Students will understand that change causes conflict or cooperation.

***Essential Questions***

*What questions will my students grapple with?*

Was reconstruction successful?

How can laws affect how people feel about others and themselves?

<p>and the growth of cities to Virginia's economic development.</p> <p><b>Skills standard:</b>  <b>VS1i:</b> practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities.</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● The effects of Reconstruction on life in Virginia</li> <li>● The effects of segregation on life in Virginia for American Indians, whites, and African Americans</li> <li>● The importance of railroads, new industries, and growth of cities to Virginia's economic development</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● Reconstruction</li> <li>● The Freedmen's Bureau</li> <li>● Sharecropping</li> <li>● Segregate</li> <li>● Jim Crow laws</li> <li>● Discrimination</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Analyze segregation laws and their impact on people</p> <p>Evaluate the success of reconstruction</p>
<b>Assessment Evidence</b>		
<b>How will I know if they can do "it"?</b>		
<p><b>Assessments:</b>  <i>(tests, performance tasks, projects, papers etc)</i></p>		
<b>Learning Plan</b>		
<p><b>Summary of Key Learning Events and Instruction:</b></p>	<p><b>Resources:</b>  (digital, print, adopted, etc.)</p>	

## Virginia: 1900 to the Present Unit Goals

### Concept: Innovation and Change

<p><b>Standards:</b></p> <p><b>Content Standards:</b></p> <p>VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by</p> <p>a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;</p> <p>b) describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens;</p> <p>c) describing the social and</p>	<b><i>Lifelong-Learner Standards</i></b>	
	LLS9: Demonstrate ethical behavior and respect for diversity through daily actions and decision making	
	<p><b><i>Enduring Understandings</i></b></p> <p><i>What are the universal understanding that students will learn, the “so what” of this content?</i></p> <p>Students will understand that innovation may lead to multiple changes within a region or time period.</p> <p>Students will seek and recognize patterns and relationships, including change, cause and effect, similarities and differences.</p>	<p><b><i>Essential Questions</i></b></p> <p><i>What questions will my students grapple with?</i></p> <p>Does the Constitution need any additional amendments?</p> <p>What can we learn from the laws and changes of the 1900s?</p> <p>Why was integration so challenging to achieve?</p>

<p>political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and</p> <p>d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.</p> <p><b>Skills standard:</b></p> <p>VS.1E: Comparing and contrasting ideas and cultural perspectives in Virginia history.</p> <p>VS1g: explaining connections across time and place</p>	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● How Virginia transitioned from a rural, agricultural society to a more urban, industrialized society</li> <li>● How national events affected VA and its citizens</li> <li>● How social and political events in VA linked to desegregation and Massive Resistance</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● Amendment</li> <li>● Great Depression</li> <li>● New Deal</li> <li>● Segregation</li> <li>● Desegregation</li> <li>● Integration</li> <li>● Massive Resistance</li> <li>● Suffrage</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Sequence historical events within and outside of Virginia</p> <p>Compare and contrast the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas</p> <p>Analyze the causes and effects that led to segregation, desegregation, and integration.</p>
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**Assessment Evidence**

**How will I know if they can do “it”?**

**Assessments:**  
*(tests, performance tasks, projects, papers etc)*

**Learning Plan**

<b>Summary of Key Learning Events and Instruction:</b>	<b>Resources:</b> (digital, print, adopted, etc.)

<b>Virginia Government and Economies Unit Goals</b>		
<b>Concept: Systems</b>		
<p><b>Standards:</b></p> <p><b>Content Standards:</b> The student will demonstrate an understanding of Virginia government, geography, and economics by</p> <p>a) identifying the three branches of Virginia government and the function of each.</p> <p><b>Skills standard:</b> <b>VS1i:</b> practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in</p>	<b><i>Lifelong-Learner Standards</i></b>	
	LLS7: Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence	
	<p><b><i>Enduring Understandings</i></b></p> <p><i>What are the universal understanding that students will learn, the “so what” of this content?</i></p> <p>Students will understand that political systems and citizenship lead to both rights and responsibilities.</p>	<p><b><i>Essential Questions</i></b></p> <p><i>What questions will my students grapple with?</i></p> <p>Why do we have three branches of government?</p> <p>How would the government change if one of the branches was gone?</p>

classroom activities.	<p style="text-align: center;"><b>Knowledge</b></p> <p style="text-align: center;"><i>What do my students need to know?</i></p> <ul style="list-style-type: none"> <li>● Function of each of the three branches of VA government</li> </ul> <p><i>Vocabulary</i></p> <ul style="list-style-type: none"> <li>● General Assembly</li> <li>● Legislative Branch</li> <li>● House of Delegates</li> <li>● Senate</li> <li>● Executive Branch</li> <li>● Governor</li> <li>● Judicial Branch</li> </ul>	<p style="text-align: center;"><b>Skills</b></p> <p style="text-align: center;"><i>What do my students need to be able to do?</i></p> <p>Compare and contrast the three branches of Virginia government.</p> <p>Represent the relationships between branches and offices of government</p>
<b>Assessment Evidence</b>		
<b>How will I know if they can do “it”?</b>		
<p><b>Assessments:</b>  <i>(tests, performance tasks, projects, papers etc)</i></p>		
<b>Learning Plan</b>		
<b>Summary of Key Learning Events and Instruction:</b>	<b>Resources:</b> (digital, print, adopted, etc.)	