



Grade One:

*Introduction to History
and Social Science— Focus
on the Commonwealth
of Virginia*

Updated: December 2020

***History and Social Science Standards of Learning
Curriculum Framework 2015***

Commonwealth of Virginia
Board of Education
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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

Grade One

Introduction to History and Social Science: Focus on the Commonwealth of Virginia

The standards for first-grade students include an introduction to the lives of leaders in the history of Virginia and their contributions to the Commonwealth. Students should develop basic map skills. They should study the economic concepts of goods and services, consumers and producers, and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments. They should learn that communities include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Skills

- 1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) using artifacts and primary and secondary sources to develop an understanding of Virginia history;
 - b) using basic map skills to support an understanding of Virginia history;
 - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;
 - d) asking appropriate questions to solve a problem;
 - e) comparing and contrasting people, places, or events in Virginia history;
 - f) recognizing direct cause-and-effect relationships;
 - g) making connections between past and present;
 - h) using a decision-making model to make informed decisions;
 - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

History

- 1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including
- a) the settlement of Virginia at Jamestown;

- b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and
- c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.

1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on

- a) Powhatan;
- b) Pocahontas;
- c) Christopher Newport;
- d) Maggie L. Walker; and
- e) Arthur R. Ashe, Jr.

1.4 The student will describe the lives of people associated with major holidays, including

- a) George Washington Day (Presidents' Day);
- b) Independence Day (Fourth of July); and
- c) Martin Luther King, Jr., Day.

Geography

1.5 The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the shapes of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and
- e) constructing simple maps, including a title, map legend, and compass rose.

1.6 The student will develop a geographic understanding that

- a) the location of Virginia determines its climate and results in four distinct seasons; and
- b) the landforms of Virginia affect the places people live.

Economics

1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.

- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

Civics

- 1.10 The student will apply the traits of a good citizen by
- a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - b) recognizing the purpose of rules and practicing self-control;
 - c) working hard in school;
 - d) taking responsibility for one's own actions;
 - e) valuing honesty and truthfulness in oneself and others; and
 - f) participating in classroom decision making through voting.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.
- 1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by
- a) identifying the Virginia flag, state capitol building, state bird, and state flower; and
 - b) describing why people have symbols and traditions.
- 1.13 The student will understand that the people of Virginia
- a) have state and local government officials who are elected by voters;
 - b) make contributions to their communities; and
 - c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.