



Virginia Studies

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.

Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the cultures of its native peoples and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historical context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history and will understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also will be included as part of the story of Virginia.

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 all of the standards for history and social science.

Skills

- VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) analyzing and interpreting artifacts and primary and secondary sources to understand events in Virginia history;
 - b) analyzing the impact of geographic features on people, places, and events to support an understanding of 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;
 - e) comparing and contrasting ideas and cultural perspectives in Virginia history;
 - f) determining relationships with multiple causes or effects in Virginia history;
 - g) explaining connections across time and place;
 - h) using a decision-making model to identify costs and benefits of a specific choice made;
 - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - j) investigating and researching to develop products orally and in writing.

Virginia: The Physical Geography and Native Peoples

- VS.2 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 (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);

- 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 shelter;
- f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown; and
- g) describing the lives of American Indians in Virginia today.

Colonization and Conflict: 1607 through the American Revolution

VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by

- a) explaining the reasons for English colonization;
- b) describing the economic and geographic influences on the decision to settle at Jamestown;
- c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
- d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
- e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement;
- f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and
- g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers.

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 capital from Jamestown to Williamsburg;
- d) describing how money, barter, and credit were used; and
- e) describing everyday life in colonial Virginia.

VS.5 The student will demonstrate an understanding 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 of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;
- c) identifying the importance of the American victory at Yorktown; and
- d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

Political Growth and Western Expansion: 1781 to the Mid 1800s

- VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by
- explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;
 - 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
 - explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.

Civil War and Postwar Eras

- VS.7 The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by
- 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;
 - describing Virginia’s role in the war, including identifying major battles that took place in Virginia; and
 - describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.

- VS.8 The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by
- identifying the effects of Reconstruction on life in Virginia;
 - identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans; and
 - describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

Virginia: 1900 to the Present

- VS.9 The student will demonstrate an understanding of Virginia during the twentieth century and beyond by
- describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;
 - describing how national events, including women’s suffrage and the Great Depression, affected Virginia and its citizens;
 - describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history; and
 - 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.
- VS.10 The student will demonstrate an understanding of Virginia government, geography, and economics by
- identifying the three branches of Virginia government and the function of each;

- b) describing the major products and industries important to Virginia's economy;
- c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.