

## **Kindergarten**

### **Introduction to History and Social Science**

#### **History**

- K.1 The student will recognize that history describes events and people of other times and places by
- identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
  - identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

#### **Geography**

- K.4 The student will use simple maps and globes to
- develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
  - describe places referenced in stories and real-life situations;
  - locate land and water features.

## **Grade One**

### **Introduction to History and Social Science**

#### **History**

- 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.
- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).
- 1.4 The student will develop map skills by
- recognizing basic map symbols, including references to land, water, cities, and roads;
  - using cardinal directions on maps;
  - identifying the physical shape of the United States and Virginia on maps and globes;
  - locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- 1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.
- 1.6 The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

## **Grade Two**

### **Introduction to History and Social Science**

#### **History**

2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.

#### **Civics**

- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King Jr. as Americans whose contributions improved the lives of other Americans.
- 2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

## **Grade Three**

### **Introduction to History and Social Science**

#### **Civics**

- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King Jr.
- 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

## **Virginia Studies**

#### **Skills**

- VS.1 The student will develop skills for historical and geographical analysis including the ability to
- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
  - b) determine cause and effect relationships;
  - c) compare and contrast historical events;
  - d) draw conclusions and make generalizations;
  - e) make connections between past and present;
  - f) sequence events in Virginia history;
  - g) interpret ideas and events from different historical perspectives;
  - h) evaluate and discuss issues orally and in writing;
  - i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

### **Colonization and Conflict: 1607 through the American Revolution**

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

- a) explaining the reasons for English colonization;
- b) describing how geography influenced the decision to settle at Jamestown;
- d) identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America;
- f) describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers.

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

- a) explaining the importance of agriculture and its influence on the institution of slavery;
- b) describing how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England.

VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by

- a) identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry.

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

VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

- a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution.”

### **Civil War and Post-War Eras**

VS.8 The student will demonstrate knowledge 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.

## **United States History to 1877**

### **Skills**

USI.1 The student will develop skills for historical and geographical analysis, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1877;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
- g) distinguish between parallels of latitude and meridians of longitude;
- h) interpret patriotic slogans and excerpts from notable speeches and documents.

### **Revolution and the New Nation: 1770s to the Early 1800s**

- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine.

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

- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.
- USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;
  - describing the impact of Reconstruction policies on the South.

## **United States History: 1877 to the Present**

### **Skills**

- USII.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1877 to the present;
  - make connections between past and present;
  - sequence events in United States history from 1877 to the present;
  - interpret ideas and events from different historical perspectives;
  - evaluate and debate issues orally and in writing;
  - analyze and interpret maps that include major physical features;
  - use parallels of latitude and meridians of longitude to describe hemispheric location;
  - interpret patriotic slogans and excerpts from notable speeches and documents.

### **Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s**

- USII.3 The student will demonstrate knowledge of how life changed after the Civil War by
- describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans in the post-Reconstruction South.

### **Civics and Economics**

- CE.1 The student will develop the social studies skills citizenship requires, including the ability to

- a) examine and interpret primary and secondary source documents;
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) review information for accuracy, separating fact from opinion;
- f) identify a problem and recommend solutions;
- g) select and defend positions in writing, discussion, and debate.

## **Virginia and United States History**

- VUS.1 The student will demonstrate skills for historical and geographical analysis, including the ability to
- a) 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;
  - b) evaluate the authenticity, authority, and credibility of sources;
  - c) formulate historical questions and defend findings based on inquiry and interpretation;
  - d) develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history;
  - e) communicate findings orally and in analytical essays and/or comprehensive papers;
  - f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
  - g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
  - h) interpret the significance of excerpts from famous speeches and other documents.

### **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 (First Americans).

### **Revolution and the New Nation**

- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the United States Constitution and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington.

### **Expansion and Reform: 1801 to 1860**

- VUS.6 The student will demonstrate knowledge of the major events during the first half of the nineteenth century by

- a) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans).

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

VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction era and its importance as a major turning point in American history by

- a) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;
- b) examining the political, economic, and social impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.

**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

- a) analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W. E. B. Du Bois.