

RUSSELL COUNTY PUBLIC SCHOOLS
GRADE 4 (VIRGINIA STUDIES)
HISTORY/SOCIAL SCIENCE CURRICULUM MAPPING/PACING GUIDE

SEE: VIRGINIA DEPARTMENT OF EDUCATION STANDARDS OF LEARNING GRADE 4 VIRGINIA STUDIES "AT THE END" OF THIS PACING GUIDE

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
Week 1 1-5	VS. 2a	Surrounding States of Virginia	Relative location Bordering Bodies of Water Bordering States Remediation: pg.5 #4 Enrichment: pg.6 activity 2	Curriculum Framework Textbook Maps Transparencies Sidewalk chalk Salt dough maps Enhanced Scope/Sequence pg.4-6	Teacher made tests Class participation Jeopardy game Formative Assesment	historyisfun.org solpass.org virginiaplaces.org
Week 2 6-10	VS. 2b,2c,10b, 10c	Regions of Virginia Water Features of Virginia Products & Industries of Virginia Transportation, Communications, and Technology of Virginia	Characteristics of VA's geographic regions and water features (Coastal Plain) Major Products/industries Advances in transportation, communication, technology Remediation:pg.9 # 2 Enrichment:pg.19 Attachment B	Curriculum Framework Textbook Virginia Atlas Virginia Pathways video "Episode 2" Enhanced Scope/Sequence pg.7-9, 17-20	Teacher made tests Class participation Jeopardy game Formative Assesment	historyisfun.org solpass.org virginiaplaces.org
Week 3 11-15	V.S 2b,2c,10b, 10c	Regions of Virginia Water Features of Virginia Products & Industries of Virginia Transportation, Communications, and Technology of Virginia	Characteristics of VA's geographic regions and water features (Piedmont, Blue Ridge Mountain) Major products/industries Advances in transportation, communication,technology Remediation:pg.10 #2 pg.11 #2 Enrichment: pg.21 Attachment D, pg.23 Attachment F	Curriculum Framework Textbook Laminated student maps Enhanced Scope/Sequence pg.10-11, 21-24	Teacher made tests Class participation Jeopardy game Formative Assesment	historyisfun.org solpass.org virginiaplaces.org
Week 4 16-20	V.S. 2b,10b,10c	Regions of Virginia Products & Industries of Virginia Transportation, Communications,	Characteristics of VA's geographic regions (Valley and Ridge, Appalachian Plateau) Major products/industries Advances in transportation, communication, technology	Curriculum Framework Textbook Virginia maps Enhanced Scope/Sequence pg.12-13,25-28	Teacher made tests Class participation Jeopardy game Formative Assesment	historyisfun.org solpass.org virginiaplaces.org

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
Week 4 (cont.)		and Technology of Virginia	Remediation:pg.12 #2 pg.13 #2 Enrichment:pg.25 Attachment H pg.27 Attachment J			
Week 5 21-25	V.S. 2d	American Indian Language Groups of Virginia	Three Native American language groups Remediation:pg.38 #3 pg.39 #2,#3 Enrichment:pg: 49 Attachment A	Curriculum Framework Textbook Virginia Atlas (map of the Indians in VA 1600) Enhanced Scope/Sequence pg.38-39, 49	Teacher made tests Class participation Jeopardy game Formative Assesment	historyisfun.org solpass.org virginiaplaces.org
Week 6 26-30	V.S. 2e	Climate & Environment's affect on Virginia's American Indians	Characteristics of Virginia's climate Native American adaptations to the environment Remediation: pg.41 #3 pg.42 # 2 pg.43 #2, pg.45 #3 pg.46 #2 Enrichment:pg.50 Attachment B	Curriculum Framework Textbook Enhanced Scope/Sequence pg. 41-43, 45-48, 50	Teacher made tests Class participation Jeopardy game Formative Assesment	historyisfun.org solpass.org virginiaplaces.org
Week 7 31-35	V.S. 3a, 3b	Colonization/ Jamestown Settlement(Geographic influences	Reasons for English to colonization in North America Geography influenced the decision to settle at Jamestown Remediation pg.59 #2 Enrichment pg.59 #4 (Attachment A pg.70) pg.60 #8	Curriculum Framework Textbook solpass.org (VS.3a& b) Wall map of Virginia Enhanced Scope/Sequence pg.59/60	Teacher made tests Formal Assessments	Jamestown-Yorktown . Foundation. Historicjamestown.org Historyisfun.org solpass.org
Week 8 36-40	V.S. 3c	Charters granted to VA.Co. of London	Importance of charters in establishing Jamestown settlement Remediation pg. 59 #3 Enrichment pg. 60 #9	Curriculum Framework Textbook solpass.org (VS.3c) Enhanced Scope/Sequence pg. 59/60	Teacher made tests Formal Assessments	Jamestown-Yorktown Foundation Historicjamestown.org Historyisfun.org Early Virginia Charters solpass.org
Week 9 41-45	V.S. 3f	Hardships and changes to ensure survival at Jamestown	Hardships faced by the settlers Changes that resulted in the survival of the settlers at Jamestown Remediation pg 61 #4 Enrichment pg.61 #5 (Attachment B & C pg71 & 72)	Curriculum Framework Textbook The Virginia Readers Series (John Smith) solpass.org.(VS.3f) Enhanced Scope/Sequence pg 61	Teacher made tests Formal Assessments	Video "Live at Jamestown" Historyisfun. Hardships at Jamestown "Life at Jamestown," Jamestown-Yorktown Foundation solpass.org

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Week 10 46-50	V.S. 3e	1619 Arrival of Africans 1620 Arrival of additional women	Impact of arrival of Africans and additional women Remediation pg.63 #1 Enrichment pg.63 #2	Curriculum Framework Textbook solpass.org (VS.3e) Enhanced Scope/Sequence pg 63	Teacher made tests Formal Assessments	Historyisfun.org solpass.org
Week 11 51-55	V.S. 3d	1619 General Assembly	Importance of the General Assembly Remediation pg. 62 #2 (Attachment E pg.74) Enrichment pg. 62 #3	Curriculum Framework Textbook solpass.org (VS.3d) Enhanced Scope Sequence pg. 63	Teacher made tests Formal Assessments	Historyisfun.org Virginiaplaces.org solpass.org
Week 12 56-60	V.S. 3g	Survival of English with Native American contributions	Interactions between the English settlers and the Native people including contributions of Powhatan to the survival of the settlers Remediation pg. 54 Enrichment (Attachment J pg. 79-81)	Curriculum Framework Textbook solpass.org (VS.3g) The Virginia Readers Series (Pocahontas, Chief Powhatan, the Powhatan Indians) Enhanced Scope/Sequence pg. 54, 79-81 Test Pg. 82	Teacher made tests Formal Assessments	Historyisfun.org solpass.org
Week 13 61-65	V.S. 4d, 4e	Early Virginia Colony	The student will demonstrate knowledge of life in the Virginia colony by describing how money, barter, and credit were used. The student will demonstrate knowledge of life in the Virginia colony by describing everyday life in colonial Virginia Remediation: Enhanced Scope and sequence p. 67 #1 & 2 game of cards and p. 68 # 6 posters Enrichment: Have students write a play.	Curriculum Framework 2008: Essential: Understanding, Questions, Knowledge, Skills Textbook pages 168-175 Textbook pages 190-194 Enhanced Scope/Sequence pages 55, 67 and 68-69 through 84	Teacher made tests Class participation VA SOL Coach Formative Assesment	www.iqpoquoson.org http://www.history.org/Hist ory/teaching/dayInTheLife/w ebactivities/dress/dress.cfm www.quia.com
Week 14 66-70	V.S. 4a	Early Virginia Colony	The student will demonstrate knowledge of life in the Virginia colony by explaining the importance of agriculture and its influence on the institution of slavery Remediation: Posters on agriculture and	Curriculum Framework 2008: Essential: Understanding, Questions, Knowledge, Skills Textbook pages 176-183	Teacher made tests Class participation VA SOL Coach Formative Assesment	www.historypoint.org "An Atlas of Virginia" www.iqpoquoson.org www.quia.com

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
Week 14 (cont.)			workers for that crop. Enrichment: Have students make up a play to demonstrate John Rolfe depicting the English, colonists, and slaves.	Virginia Reader's Series (John Rolfe) Enhanced Scope/Sequence p. 56		
Week 15 71-75	V.S. 4b,4c	Early Virginia Colony	The student will demonstrate knowledge of life in the Virginia colony by describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians. The student will demonstrate knowledge of life in the Virginia colony by explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond. Remediation: 4b posters of different cultural buildings, names, and food. 4c Enhanced Scope/Sequence, game, pgs. 76 & 77 attachment G Enrichment: 4b dress as different cultures and explain who they are. 4c Enhanced Scope/Sequence p. 66 #2 Newspaper article.	Curriculum Framework 2008: Essential: Understanding, Questions, Knowledge, Skills Textbook pages 190-194 Enhanced Scope/Sequence pages 38 (#3), 52-58, 64-65	Teacher made tests Class participation Formative Assessment	www.historypoint.org "An Atlas of Virginia" http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html > www.iqpoquoson.org www.quia.com
Week 16 76-80	V. S. 4b	Early Virginia Colony	The student will demonstrate knowledge of life in the Virginia colony by describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians. Remediation: continued from above. Enrichment: continued from above	Curriculum Framework 2008: Essential: Understanding, Questions, Knowledge, Skills Textbook pages 196-200 Enhanced Scope/Sequence pages 52-58 Virginia Pathways "Episode 2" Virginia and World maps	Teacher made test Enhanced Scope/Sequence pages 51-52 VA SOL Coach Formative Assessment	www.iqpoquoson.org www.quia.com

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
Week 17 81-85	V.S. 5a	Revolution	The student will demonstrate knowledge of the role of Virginia in the American Revolution by identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence Remediation: Enhanced Scope/Sequence p. 97 use as a matching game. Enrichment: Enhanced Scope/Sequence p. 90 #1 KWL Chart.	Curriculum Framework 2008: Essential: Understanding, Questions, Knowledge, Skills Textbook pages 202-207 Copy of Declaration of Independence Enhanced Scope/Sequence page 86-91, 97	Teacher made tests VA SOL Coach Formative Assessment	www.iqpoquoson.org www.quia.com
Week 18 86-90	V.S. 10a	3 Branches of Government	The student will demonstrate knowledge of government, geography, and economics by identifying the three branches of Virginia government and the function of each. Remediation: Make a tree with 3 branches and label each branch and its part in government. Enrichment: Act out the 3 branches by dividing students into each group.	Curriculum Framework 2008: Essential: Understanding, Questions, Knowledge, Skills Textbook pg. 393 Enhanced Scope and Sequence page 143 Overhead transparency Governor's Race Tree poster	www.iq.poquoson.org (comprehensive review) Textbook test	www.iqpoquoson.org www.quia.com
Week 19 91-95	V.S. 5b, 5c	American Revolution	Roles and contributions of Virginians during Revolutionary War period The Battle of Great Bridge Jack Jouett rode on horseback through the backwoods to warn Thomas Jefferson that the British were coming Am. victory at Yorktown Remediation Enrichment/Enhanced Scope/Sequence pages 86-101 Attachment A: American Revolution Cause-and-Effect Activity Attachment C: Dunmore vs. Patriots Compare-and Contrast Sheet	Curriculum Framework Textbook pages 206-207, 228-245 VA SOL Coach United Main Streaming The Virginia Readers Series (Patrick Henry)	Teacher made tests Textbook questions/ assessments Enhanced Scope/Sequence Formative Assessment	solpass.org historyisfun.org

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
Week 20 96-100	V.S. 6a, 6b	The role of Virginia in the establishment of the new American nation	Reasons Washington and Madison are known as the "Father of Our Country/Father of the Constitution" Ideas expressed in George Mason's Declaration fo Rights Remediation Enrichment/Enhanced Scope/Sequence pages 102-113 Attachment A: Document Match-up Game	Curriculum Framework Textbook pages 252-256,237,260-261 VA SOL Coach United Main Streaming The Virginia Readers Series (George Washington, James Madison, George Mason)	Teacher made tests Blast Off Textbook assessments Formative assessments	solpass.org historyisfun.org
Week 21 101-105	V.S. 6b, 6c	The role of Virginia in the establishment of the new American nation	Ideas expressed in Jefferson's VA Statute for Religious Freedom Western Migration Remediation Enrichment/Enhanced Scope/Sequence pages 102-113	Curriculum Framework Textbook pages 262,270 The Virginia Readers Series (Thomas Jefferson)	Teacher made tests Enhanced Scope/Sequence	solpass.org historyisfun.org
Week 22 106-110	V.S. 7a	Civil War	Differences between the northern and southern states Events leading to secession and war Creation of WVA Remediation Enrichment/Enhanced Scope/Sequence pages 113-132 Session 1: Events Leading to Secession, War, and the Creation of West Virginia page 119	Curriculum Framework Textbook pages 268-273, 292-297 The Virginia Readers Series (Nat Turner, John Brown, Harriet Tubman, Abraham Lincoln) Virginia map	Teacher made tests Class participation Formative Assessment	solpass.org historyisfun.org
Week 23 111-115	V.S. 7b, 7c	Civil War	Virginia's role during the Civil War End of the Civil War Remediation Enrichment/Enhanced Scope/Sequence pages 113-132 Session 1: Events Leading to Secession, War, and the Creation of West Virginia page 119	Curriculum Framework Textbook pages 298-315 Copies of Civil War photographs The Virginia Readers Series(J.E.B. Stuart, Thomas "Stonewall" Jackson, Robert E. Lee, Ulysses S. Grant)	Teacher made tests Formative Assessment Enhanced Scope/Sequence	solpass.org historyisfun.org

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
Week 24 116-120	V.S. 7d	Civil War	Varied roles of whites, enslaved African Americans, free African Americans, and American Indians during the Civil War Remediation Enrichment/Enhanced Scope/Sequence pages 113-132 Attachment A: Civil War Fact-or-Opinion Activity page 128 Attachment B: Pair Review Matching Game page 129	Curriculum Framework Textbook pages 268-315	Teacher made tests Formative Assessment Enhanced Scope/Sequence	solpass.org historyisfun.org
Week 25 121-125	V.S. 8a,8b,8c	Reconstruction "Jim Crow" Laws Virginia's economic growth	Problems/solutions during Reconstruction "Jim Crow" laws Growth of Virginia's economy Remediation: pg. 124 #3, pg.125 #4, pg. 126 #2 Enrichment : pg. 124 #5, pg. 125 #6, pg.126 # 4	Curriculum Framework Enhanced Scope/Sequence pages 124-126 www.archives.gov www.vadoc/powerpoint Textbook http://chumby.dlib.vt.ed u/melissa/posters/ vastudies.poster.html	Teacher made tests Class participation Jeopardy game Formative Assesment	solpass.org historyisfun.org
Week 26 126-130	V.S. 9a,9b	Growth of Virginia's Cities Woodrow Wilson George C. Marshall	Decline of agricultural society Growth of Virginia's cities Woodrow Wilson as president George C. Marshall's plan for peace Remediation: pg.138 #4, pg.139 #1,#2 Enrichment: pg 138 #5, pg.139 #4	Curriculum Framework Enhanced Scope/Sequence pages 138-139 Textbook Virginia Pathways "Episode 5"	Teacher made tests Class participation Jeopardy game Formative Assesment	solpass.org historyisfun.org
Week 27 131-135	V.S. 9c,9d	Civil Rights Movement Contributions of Virginian'a in the twenty-first century	Massive Resistance Desegregation/ Segregation (Brown v. Board of Education) Contributions of twentieth century Virginians Remediation: pg.140 #1, pg. 141 #1-6 Enrichment: pg.140 #4, pg. 141 #1-6	Curriculum Framework Enhanced Scope/Sequence pages 140-141 Textbook The Virginia Young Readers Series (Martin Luther King, Jr., Rosa Parks, L.Douglas Wilder,	Teacher made tests Class participation Jeopardy game Formative Assesment	solpass.org historyisfun.org

WEEK/ DAY(S)	SOL	TOPIC	LESSONS/SKILLS	SUGGESTED RESOURCES	ASSESSMENT METHODS	TECHNOLOGY
Week 27 (cont.)				Maggie Lena Walker, Arthur Ashe, Harry F. Byrd)		
Week 28 136-140	V.S. 2a-10c	Review	Review	Curriculum Framework VA SOL Coach book Blast Off! on Virginia Race to the Governor's House Jeopardy Trivia games	Teacher made tests Class participation Jeopardy game Formative Assesement	Jamestown-Yorktown . Foundation. Historicjamestown.org Historyisfun.org www.iqpoquoson.org www.quia.com solpass.org
Week 29 141-145	V.S. 2a-10c	Review	Review	Curriculum Framework VA SOL Coach book Blast Off! on Virginia Race to the Governor's House Jeopardy Trivia games	Teacher made tests Class participation Jeopardy game Formative Assesement	Jamestown-Yorktown . Foundation. Historicjamestown.org Historyisfun.org www.iqpoquoson.org www.quia.com solpass.org
Week 30 146-150	V.S. 2a-10c	Review	Review	Curriculum Framework VA SOL Coach book Blast Off! on Virginia Race to the Governor's House Jeopardy Trivia games	Teacher made tests Class participation Jeopardy game Formative Assesement	Jamestown-Yorktown . Foundation. Historicjamestown.org Historyisfun.org www.iqpoquoson.org www.quia.com solpass.org
Week 31 151-155	V. S.2a-10c	Review	Review	Curriculum Framework VA SOL Coach book Blast Off! on Virginia Race to the Governor's House Jeopardy Trivia games	Teacher made tests Class participation Jeopardy game Formative Assesement	Jamestown-Yorktown . Foundation. Historicjamestown.org Historyisfun.org www.iqpoquoson.org www.quia.com solpass.org
Week 32 156-160	V.S. 2a-10c	Review	Review	Curriculum Framework VA SOL Coach book Blast Off! on Virginia Race to the Governor's House Jeopardy Trivia games	Teacher made tests Class participation Jeopardy game Formative Assesement	Jamestown-Yorktown . Foundation. Historicjamestown.org Historyisfun.org www.iqpoquoson.org www.quia.com solpass.org

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Week 33 161-165	V.S. 2a-10c	Review	Review	Curriculum Framework VA SOL Coach book Blast Off! on Virginia Race to the Governor's House Jeopardy Trivia games	Teacher made tests Class participation Jeopardy game Formative Assesment	Jamestown-Yorktown . Foundation. Historicjamestown.org Historyisfun.org www.iqpoquoson.org www.quia.com solpass.org
Week 34 166-170	USI .1f,USI .1g, USI .2a	Latitude and Longitude Contintents	Analyze and interpret maps Latitude and longitude Location of seven continents	Curriculum Framework Maps Globes Overhead transparencies Laminated maps www.eduplace.com/ss/ maps/world.html>	Teacher made tests Class participation Jeopardy game Formative Assesment	Historyisfun.org solpass.org
Week 35 171-175	USI .2b	North America	Location/description of North American's geographic regions	Curriculum Framework Maps Globes Laminated maps Overhead transparencies www.pen.k12.va.us "North America Geographic Regions" Travel brochures	Teacher made tests Class participation Jeopardy game Formative Assesment	Historyisfun.org solpass.org
Week 36 176-180	USI .2c, USI .3a	Water Features American Indian's	Location/identification of important water features Location of early American Indian settlements	Curriculum Framework Maps Globes Laminated maps Overhead transparencies	Teacher made tests Class participation Jeopardy game Formative Assesment	Historyisfun.org solpass.org

VIRGINIA DEPARTMENT OF EDUCATION

STANDARDS OF LEARNING

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 and geographical analysis and responsible citizenship, including the ability to
- identify and interpret artifacts and primary and secondary source documents to understand events in history;
 - determine cause-and-effect relationships;
 - compare and contrast historical events;
 - draw conclusions and make generalizations;
 - make connections between past and present;
 - sequence events in Virginia history;
 - interpret ideas and events from different historical perspectives;
 - evaluate and discuss issues orally and in writing;
 - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

Virginia: The Physical Geography and Native Peoples

- VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
- locating Virginia and its bordering states on maps of the United States;
 - locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
 - 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);
 - 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;
- g) identifying and locating the current state-recognized tribes.

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;
 - c) identifying 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 importance 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;
 - g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan 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 the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
 - c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
 - d) describing how money, barter, and credit were used;
 - e) describing everyday life in colonial Virginia.
- VS.5 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 War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;
 - c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

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";
 - b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;
 - c) explaining the influence of geography on the migration of Virginians into western territories.

Civil War and Postwar Eras

- VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by
- identifying the events and 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;
 - describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
- VS.8 The student will demonstrate knowledge 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 whites, African Americans, and American Indians;
 - 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 knowledge of twentieth- and twenty-first-century Virginia by
- describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;
 - identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;
 - identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
 - identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.
- VS.10 The student will demonstrate knowledge of government, geography, and economics by
- identifying the three branches of Virginia government and the function of each;
 - describing the major products and industries of Virginia's five geographic regions;
 - explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.