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Richmond, Virginia 23218-2120

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Superintendent of Public Instruction

Steven R. Staples

Chief Academic Officer/Assistant Superintendent for Instruction

John W. “Billy” Haun

Office of Humanities and Early Childhood

Christine A. Harris, Director

Christonya B. Brown, History and Social Science Coordinator

Betsy S. Barton, History and Social Science Specialist

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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.

STANDARD 2.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) identifying artifacts and primary and secondary sources to understand events in American history;

Essential Understandings

Identifying artifacts and primary and secondary sources includes viewing and using information sources to draw conclusions.

An artifact is an object or tool that tells us about people from the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Experiences may include but are not limited to the following:

- View pictures of pottery to make observations, ask questions, and draw conclusions about the lives of the Powhatan, Lakota, and Pueblo people.
- Use images of methods of communication and/or transportation to describe important developments and innovations in United States history.
- View an early map of the United States and compare it to a current map of the United States.
- View pictures of people working in the past and present. Ask questions about how jobs and resources have changed over time.
- View images of American symbols (e.g., Washington Monument, Statue of Liberty) from long ago and compare them to images of those symbols today.

STANDARD 2.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using basic map skills to locate places on maps and globes to support an understanding of American history;

Essential Understandings

Maps help develop an awareness of where historical places are located in America.

Maps use directionality and symbols to identify or indicate a location.

Geographic information obtained from maps supports an understanding of American history.

Using simple maps develops an awareness of how places in the United States have changed from the past to the present.

Experiences may include but are not limited to the following:

- Use information found on a map to ask questions and draw conclusions about American history.
- Use a United States map to discuss map elements such as directionality and symbols.
- Create and/or label a simple map to show the location of select rivers, mountain ranges, and lakes in the United States.
- Use a map or globe to compare how people adapt to the environment to satisfy their wants.

STANDARD 2.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;

Essential Understandings

Graphs, diagrams, and pictures help students develop an understanding of people, places, and events in American history.

Experiences may include but are not limited to the following:

- Use a Venn diagram to organize information about transportation in the past and the present. Create a class Venn diagram to compare the information gathered.
- Sort images of historical figures in American history by specified characteristics.
- Create a chart about American Indian cultures that includes pictures or descriptions of their land, resources, food, shelter, or clothing.
- Gather information about natural, human, and capital resources used during a school day. Create a class graph to determine which type of resource was used most often.
- Create a diagram of how people have made contributions to their communities over time.

STANDARD 2.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) asking appropriate questions to solve a problem;

Essential Understandings

Asking a variety of questions extends learning and deepens understanding.

Asking questions involves making observations about the world and framing them as inquiries to solve a problem.

Experiences may include but are not limited to the following:

- Ask questions before, during, and after reading about how the contributions of selected individuals affected the lives of Americans.
- Generate questions before voting to make class decisions.
- Generate questions about an artifact or image to determine its purpose, use, and time period.
- Use images of different locations in the United States to generate questions about problems the inhabitants faced.
- Examine choices made by influential people in United States history and ask, “Why did they make this choice?” and “Was it a good decision?”

STANDARD 2.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) **comparing and contrasting people, places, or events in American history;**

Essential Understandings

Comparing and contrasting examines similarities and differences among people, places, or events.

Communities in the United States have different physical and cultural characteristics.

Experiences may include but are not limited to the following:

- Create a class Venn diagram to compare the lives of famous Americans.
- Create models that reflect the physical and cultural characteristics of the homes of American Indian people and describe how the models are similar and different.
- Compare and contrast the reasons we celebrate various holidays (e.g., Labor Day, Memorial Day) in the United States.
- Create a graphic organizer to compare how holidays are celebrated in the United States.

STANDARD 2.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) recognizing direct cause-and-effect relationships;

Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen.

Identifying cause-and-effect relationships helps us understand specific events in United States history.

Cause-and-effect relationships can be observed in local, state, and national history.

Experiences may include but are not limited to the following:

- Create a flow chart to show how types of communication and transportation developed over time (e.g., the development of communication through letters, the telegraph, the telephone, the cell phone). Discuss how each invention built upon what came before.
- Use a cause-and-effect or flow chart to show how selected famous Americans caused the present to be different from the past.
- Discuss how the location, climate, and physical surroundings of different American Indian cultures affected their homes, occupations, and transportation.
- Draw pictures to show how limited resources affect people's choices about producing and consuming goods and services.
- Discuss how the traits of a good citizen affect classroom activities.

STANDARD 2.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) making connections between past and present;

Essential Understandings

Everyday life in the United States today is different from everyday life long ago.

People, events, and developments have brought changes to the United States.

Experiences may include but are not limited to the following:

- Survey family members or school officials to determine how they celebrated various holidays when they were in elementary school.
- Create or read a story where students predict how life in the United States today would be different without technology such as the Internet, cell phones, and computers.
- Create or gather images that illustrate acts of bartering. Create or gather images of people using money to make purchases. Discuss the similarities and differences between bartering and using money.
- Create a flow chart to show how types of communication developed over time (e.g., the development of communication through letters, the telegraph, the telephone, the cell phone).
- Compare selected famous Americans to identify common characteristics that helped them create change.
- Use books, images, and Web sites to compare American Indian cultures from long ago and today.

STANDARD 2.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to make informed decisions;

Essential Understandings

Choices involve getting more of one thing by giving up something else.

All decisions involve costs and benefits.

A cost is what you give up when you decide to do something.

A benefit is what satisfies a want.

Students make better choices when they consider the costs and benefits of their decisions.

Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.

Experiences may include but are not limited to the following:

- Use a decision-making model to discuss the costs and benefits of
 - decisions made by characters in children’s literature
 - which continent each student would like to visit
 - an action to improve the school or community

Create a product and participate in a marketplace simulation.

Sample Decision-Making Model

Decision to be made:

Benefits	Costs

STANDARD 2.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;

Essential Understandings

Good citizens

- collaborate to achieve shared goals.
- compromise to reach an agreement.
- participate in classroom activities to demonstrate respect for rules.

People throughout United States history have collaborated and compromised to achieve common goals and to be successful as good citizens.

Experiences may include but are not limited to the following:

- Take part in the voting process to make classroom decisions.
- Work in groups to determine actions that can improve the school and community.
- Create illustrations that show people following rules related to protecting the rights and property of others.
- Identify the good citizenship skills of selected individuals who had an impact on the lives of Americans and explain how these skills affected the contributions they made.
- Identify how celebrating selected holidays is an example of practicing good citizenship skills.

STANDARD 2.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) defending positions orally and in writing, using content vocabulary.

Essential Understandings

Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about United States history.

Comprehending oral, written, and visual sources involves using and interacting with a variety of sources.

Defending positions, using content vocabulary, involves the application of vocabulary to make an argument.

Experiences may include but are not limited to the following:

- Discuss the meaning of an individual's right to life, liberty, and the pursuit of happiness as well as equality under the law.
- Read a variety of texts about Rosa Parks, Jackie Robinson, Cesar Chavez, and Martin Luther King, Jr. Explain how their contributions have changed the lives of Americans.
- View images of workers across the United States. Explain how people in the past and present have made economic choices because resources, goods, and services were scarce.

STANDARD 2.2

The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.

Essential Understandings

Innovations in methods of communication and modes of transportation have changed the way that people live and work. Communities change over time for a variety of reasons.

Essential Knowledge

Terms to know

- community: A place where people live, work, and play
- innovation: Something new or different
- communication: A way of sending information to people
- transportation: A way of moving people and things from one place to another
- population: The number of people living in a community

In United States history, important developments and innovations in communication and transportation have occurred over time. The way people live today is different from the way people lived long ago. New inventions have led to changes in buildings, jobs, modes of transportation, and populations of communities over time. Communication systems that have been used in the United States over time include

- telegraph
- telephone
- radio
- television
- cell phone
- Internet.

Transportation systems that have been used in the United States over time include

- horses
- covered wagons
- steamboats
- railroads
- automobiles
- airplanes.

STANDARD 2.3a, b, c

The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on

- a) the Powhatan of the Eastern Woodlands;**
- b) the Lakota of the Plains; and**
- c) the Pueblo peoples of the Southwest.**

Essential Understandings

American Indian peoples have lived in Virginia and in other regions of America for thousands of years.

American Indians developed different cultures because they lived in different environments of North America.

American Indians made contributions to life in America in the past and continue to make contributions in the present.

Essential Knowledge

Terms to know

- culture: The beliefs, customs, and way of life of a group of people
- region: Places that have common (the same) characteristics
- environment: Surroundings

Comparison of three American Indian cultures of the past

Region	Indians	Homes	Occupations	Transportation
Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes
Plains	Lakota	Teepees	Hunters, horsemen	Walked, used horses
Southwest	Pueblo	Multistory Terraced buildings	Farmers, hunters	Walked

Contributions of American Indians

- Arts (pottery, weaving, carving)
- Knowledge of the environment
- Respect for nature
- Farming of corn and tobacco

Changes in American Indian cultures

- American Indian cultures have changed over time.
- Today, American Indians live and work to preserve their culture and teach people about past and present contributions to Virginia and the United States.

STANDARD 2.4a, b, c, d, e, f, g, h, i, j

The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on

- a) Christopher Columbus;**
- b) Benjamin Franklin;**
- c) Abraham Lincoln;**
- d) George Washington Carver;**
- e) Helen Keller;**
- f) Thurgood Marshall;**
- g) Rosa Parks;**
- h) Jackie Robinson;**
- i) Cesar Chavez; and**
- j) Martin Luther King, Jr.**

Essential Understandings

Selected individuals in the past made contributions that changed the lives of Americans.

Essential Knowledge

Contributions of selected individuals

- Christopher Columbus: He led the way for European exploration and colonization of the Americas.
- Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America.
- Abraham Lincoln: He was the president of the United States who helped to free African American slaves.
- George Washington Carver: He was an African American man who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.
- Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf.
- Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court.
- Rosa Parks: She was an African American woman who refused to give up her seat on a public bus, as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights.
- Jackie Robinson: He was an African American player who helped to break the color barrier in the major league of baseball. His actions helped to bring about other opportunities for African Americans.
- Cesar Chavez: He was a Mexican American leader who worked to improve conditions for farm workers.
- Martin Luther King, Jr.: He was an African American minister who advocated so that all people would be treated fairly. He led peaceful marches and gave speeches. He was an important leader in the Civil Rights Movement who fought to end racial segregation.

STANDARD 2.5a, b, c, d, e, f, g, h

The student will describe why United States citizens celebrate major holidays, including

- a) Martin Luther King, Jr., Day;**
- b) George Washington Day (Presidents' Day)**
- c) Memorial Day;**
- d) Independence Day (Fourth of July);**
- e) Labor Day;**
- f) Columbus Day;**
- g) Veterans Day; and**
- h) Thanksgiving Day.**

Essential Understandings

United States citizens celebrate major holidays.

Essential Knowledge

Selected holidays

- Martin Luther King, Jr., Day: This is a day to remember an African American minister who advocated to end racial segregation and promote racial equality. It is observed in January.
- George Washington Day (Presidents' Day): This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February.
- Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May.
- Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed on July 4th.
- Labor Day: This is a day dedicated to appreciating the contributions of the working class and how they help build our country's strength. It is observed in September.
- Columbus Day: This is a day to remember Christopher Columbus, who led the way for European exploration and colonization of the Americas. It is observed in October.
- Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed on November 11th.
- Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November.

Teachers are encouraged to explore and recognize holidays representing Virginia's diverse populations and cultures.

Juneteenth is traditionally the day that celebrates the end of the enslavement of African Americans in the United States. It is observed on June 19th.

STANDARD 2.6a, b, c

The student will develop map skills by using globes and maps of the world and the United States to locate

- a) the seven continents and the five oceans;**
- b) the equator, the Prime Meridian, and the four hemispheres; and**
- c) major rivers, mountain ranges, lakes, and other physical features in the United States.**

Essential Understandings

Maps can be used to locate land and water features.

Maps and globes help people study Earth.

Essential Knowledge

Terms to know

- land: The solid surface of Earth
- continent: A large body of land on Earth
- equator: An imaginary line around the middle of Earth that divides it into the Northern and Southern Hemispheres
- Prime Meridian: An imaginary line that divides Earth into the Eastern and Western Hemispheres
- hemisphere: Half of a sphere (globe); created by the Prime Meridian or the equator

The seven continents

- North America, South America, Europe, Asia, Africa, Australia, and Antarctica

The five oceans

- Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, and Southern Ocean

The four hemispheres

- Northern, Southern, Eastern, and Western

Selected rivers, mountain ranges, and lakes in the United States

- James River, Mississippi River, Rio Grande, Appalachian Mountains, Rocky Mountains, and the general area of the Great Lakes

STANDARD 2.7a, b, c

The student will locate and describe the relationship between the environment and culture of

- a) the Powhatan of the Eastern Woodlands;
- b) the Lakota of the Plains; and
- c) the Pueblo Indians of the Southwest.

Essential Understandings

In the past and present, American Indians have respected and protected the environments that make up their homelands.

Essential Knowledge

Environments of three American Indian cultures of the past

	Climate	Land
Eastern Woodlands (Powhatan)		Mild winters; hot, humid summers Rivers, hills, mountains, coastland
Plains (Lakota)	Hot summers; harsh, cold winters	Plains, prairies, rolling hills
Southwest (Pueblo people)	Hot days, cold nights, little rainfall	High flatlands

Ways American Indians related to their environment

- The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food.
- The Lakota moved around the region to hunt for buffalo. They later used horses for transportation.
- The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay).

STANDARD 2.8

The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Essential Understandings

The three main types of resources are natural, human, and capital.

Essential Knowledge

Terms to know

- natural resources: Materials that come directly from nature
- human resources: People working to produce goods and services
- capital resources: Goods made by people and used to produce other goods and services

Examples of resources

- Natural: Water, soil, wood, coal
- Human: Farmers, miners, builders, painters
- Capital: Hammers, computers, trucks, lawn mowers, factory buildings

STANDARD 2.9

The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

Essential Understandings

People acquire goods and services through barter or through the exchange of money.

Essential Knowledge

Terms to know

- barter: The exchange of goods and services without the use of money
- money: Coins, paper bills, and checks used in exchange for goods and services

STANDARD 2.10

The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Essential Understandings

People are both producers and consumers.

People must make economic choices because resources are limited (scarcity).

Essential Knowledge

Terms to know

- scarcity: Not being able to meet all wants at the same time because resources are limited
- consumer: A person who uses goods and services
- producer: A person who uses resources to make goods and/or provide services

People must make economic choices because resources and goods and services are scarce.

STANDARD 2.11a, b, c, d, e, f

The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;**
- b) taking part in the voting process when making classroom decisions;**
- c) describing actions that can improve the school and community;**
- d) demonstrating self-discipline and self-reliance;**
- e) practicing honesty and trustworthiness; and**
- f) describing the purpose of rules and laws.**

Essential Understandings

A good citizen has a variety of responsibilities.

A good citizen understands the need for rules and laws.

Essential Knowledge

Responsibilities of a good citizen

- Respecting and protecting the rights and property of others.
- Taking part in the voting process when making classroom decisions.
- Describing actions that can improve the school and community.
- Demonstrating self-discipline and self-reliance.
- Practicing honesty and trustworthiness.

Terms to know

- rules: Guidelines for how people should act or behave
- laws: Important rules written and carried out by the government

The purpose of rules and laws is to keep people safe and maintain order.

STANDARD 2.12a, b, c, d

The student will understand that the people of the United States of America

- a) make contributions to their communities;**
- b) vote in elections;**
- c) are united as Americans by common principles; and**
- d) have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.**

Essential Understandings

The people of the United States contribute to their communities by practicing the responsibilities of good citizens.

Essential Knowledge

People contribute to their communities by practicing the responsibilities of good citizens.

Voters in the United States elect officials to make decisions for them in the national government.

People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.

The American people have different ethnic origins and come from different countries but are united as Americans by the basic principles of a republican form of government, including the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.

STANDARD 2.13a, b

The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by

- a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
- b) learning the words and meaning of the Pledge of Allegiance.

Essential Understandings

The United States has a national flag.

The United States has a national pledge to the flag.

Essential Knowledge**American symbols**

- American flag
- Bald eagle
- Washington Monument
- Statue of Liberty

The United States has a national pledge to the flag.

The Pledge of Allegiance reads, “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”