This curriculum represents the collective thinking of numerous individuals who have dedicated themselves to research and conversation on and about history and the social sciences over the past four academic years.
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Executive Summary

The study of history and social science is vital to a democratic society. All students need to know and understand our national heritage in order to become informed citizens and future leaders. Standards-based and concept-centered, The History and Social Science K-12 Curriculum Framework is organized according to the county’s Framework for Quality Learning. Curriculum is rooted in Albemarle County’s Lifelong-Learner Standards, Virginia Standards of Learning (SOL) and the work of professional history and social science scholars and organizations. The curriculum is designed to:

♦ develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas and events that have shaped our state and our nation in perspective;
♦ instill in students a thoughtful pride in the history of America through an understanding that what “We the People” launched more than two centuries ago was not a perfect union, but a continual effort to build a “more perfect” union, one which has become the world’s most successful experiment in constitutional self-government;
♦ enable students to understand the basic values, principles and operation of American constitutional democracy, and
♦ prepare students for informed and responsible citizenship in a global world and global community.

History is the integrative core of the curriculum, in which both the humanities (such as art, literature and philosophy) and the social sciences (political science, economics, and geography) come to life. History enables students to see how people in other times and places have grappled with fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideology and the actions of individuals.

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the earth’s places and regions, explain how people of different cultural backgrounds interact with their environment, and explore how the United States and the student’s home community are affected by conditions and events in distant places.

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed,
responsible participation in public life. Students develop an understanding of politics and government and practice the skills of good citizenship.

The United States is recognized as a leader among the nations of the world in large part because of its economic strength. To maintain that strength, American citizens understand the basic economic principles that underlie the market economy; understand how our own economic system works as well as how other systems work. Students learn to make wise economic decisions about their own lives and become intelligent consumers, employers and workers. A solid grounding in economics will help students prepare for the global marketplace and the complex world of tomorrow.

How This Curriculum Document Is Organized

The History and Social Science K-12 Curriculum Framework provides a conceptual framework to guide the development, implementation and evaluation of grade level curricula. It supports school division learning goals, with particular focus on: preparing all students to succeed as members of a global community and in a global economy, eliminating achievement gaps, and achieving recognition as a world-class educational system.

Section One provides a narrative overview of the K-12 history and social science program. Section Two includes grade level frameworks that guide the development of school based curricula. Section Three, the Appendices, describes social studies skills students need to master complex and higher order social studies processes, and includes a bibliography of referenced material and resources.

Curriculum framework documents are intended to be dynamic, allowing for change as new research becomes available. Curriculum is always a “work in progress,” with on-going review of key components. The Social Studies Vertical Team has developed reading and communication benchmarks to guide the teaching and learning of reading and writing in social studies classrooms, and with non-fiction content.

This work represents four years of research and conversation among history and social science teachers, professors at the University of Virginia and other experts in the field, including the work of professional organizations.
Philosophy

Albemarle County Schools Organizational Core Values and Beliefs

We believe in the following shared principles and beliefs:

♦ Excellence. We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.
♦ Young People deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning.
♦ Community. We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community and listening to the community.
♦ Respect. We treat all individuals with honor and dignity.

The above values and beliefs are reflected in the development, implementation and evaluation of history and social science curricula. All students have access to a rich and challenging curriculum that supports their intellectual, social, and emotional development, and honors the richness of our diverse Albemarle community.

Habits of Mind

At the core of this K-12 curriculum are habits of mind that adults apply throughout their lives. As John Dewey wrote, the most important role of school is learning, and learning is a consequence of thinking. Today’s society demands trained and agile thinkers, and today’s students must learn to construct meaning and to solve problems for which they do not have answers (Costa, 1997.) In addition to habits of mind that transfer across subject areas (ex. persistence, precision, open-mindedness, intentionality), each subject area has “discipline-specific” habits of mind that enable students to process knowledge across a range of vantage points and worldviews. Ex. History has a structure of knowledge and a way of thinking and “doing history” that enables historians to understand the forces that shape our human experience. The teacher’s goal is to help students become disciplined thinkers as they move from grade level to grade level, and throughout their lives.
Engaging All Students in the Past, Present and Future

The History and Social Science K – 12 Curriculum is the foundation on which teachers build experiences that facilitate student learning. Teachers understand that unless students actively engage with the past, study and question the present, and project the future, learning will not advance beyond the superficial to deep understanding. History becomes alive and relevant when students make meaningful connections with the people and ideas of the past. Students become historians when they apply disciplined inquiry to understand significant themes in history, and use evidence to interpret patterns and relationships. In the social sciences, students engage in problem solving around important societal issues. The ability to think and write critically and creatively, to read critically and with imagination, prepares students for the new realities of the twenty-first century.

The Civic Mission of Public Schools

It has long been the mission of public education to prepare students to understand, appreciate and engage actively in civic and political life. Competent and responsible citizens: (1) are informed and thoughtful and have a grasp and appreciation of history and the fundamental processes of American democracy; (2) have an understanding and awareness of public and community issues and the ability to obtain information, think critically, and enter into dialogue among others of different perspectives; (3) participate in their communities through membership in or contributions to organizations working to address any array of cultural, social, political or religious interests and beliefs; (4) act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as problem solving, petitioning, and voting; (5) have moral and civic virtues such as concern for the rights and welfare of others, and a belief in the capacity to make a difference (Carnegie Corporation of New York, 2003.)

Central to the mission of public education in America is the preparation of young people for the demands and challenges of responsible citizenship. As part of civics and government instruction, students actively participate in public life. Service Learning is an instructional strategy that enables students to learn “first hand” the rights and responsibilities of citizenship. Students in grades eight and twelve are required to complete a service learning project. All other grade level teachers work in an interdisciplinary way to ensure that service learning is an important part of the school’s curriculum.

In addition, students should be involved in authentic tasks that reflect the adult world. Examples include: Mock Congress, Model U.N. (United Nations), Youth Leadership Initiative (YLI).
Service Learning

Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning. Service learning involves problem-solving; it teaches civic responsibility and character education, and enhances other learning objectives such as workplace readiness and life skills. In addition, service learning requires students to be self-reflective as well as community minded. Thinking about service creates a greater understanding of the experience and encourages students to form commitments with people and groups within our local community, and the larger global community. Students explore issues of public policy and governance, as well as research and propose possible solutions to on-going community needs. Students learn to communicate their ideas to public officials and elected representatives. Students in grades eight and twelve are expected to participate in service learning activities.
The Framework for Quality Learning

The Albemarle County Public Schools’ core purpose is to establish a community of learners and learning, through rigor, relevance, and relationships one student at a time.

The Framework for Quality Learning (FQL) guides and supports teachers’ development and implementation of a high-quality curriculum, assessments, and instructional activities that serve to fulfill the above mission. FQL places a premium on teacher professionalism: (1) deep knowledge of content, concept and skills, (2) lifelong learning and on-going scholarship and (3) the development of teacher-student relationships that invite students to work with teachers in pursuit of knowledge.

In history and the social sciences, this high quality curriculum is organized around concepts and conceptual themes that enable students to go deeper into the historical record or current events, ask and answer important questions, and use evidence to generate and defend arguments. Lifelong-Learners Standards guide the development of authentic learning. Students experience learning through real-life and relevant activities, and apply their understanding of history, government, economics, geography, etc. to their own present and future lives.

Teachers ask the following questions when developing curriculum:

♦ What should all students know, understand, and be able to do?
♦ What knowledge is truly essential and enduring?
♦ What’s worth understanding (within the discipline and across subject areas)?
♦ How can the curriculum we bring to our students engage them in meaningful questioning about the world?
♦ What is the role of curriculum in eliminating achievement gaps?

Concept-Centered Teaching and Learning

The use of concepts to organize learning helps ensure that all students have access to a guaranteed and viable curriculum in history and social science. Working with concepts – applying a conceptual lens to the study of social studies topics – allows teachers to ask probing questions and move beyond facts to identify and explain trends and developments, continuity and change, cause and effect. Concepts help teachers connect learning to student needs and interests, and provide opportunities to learn across disciplines. Questions drive learning and help teachers spiral social studies content with increasing complexity from kindergarten through grade twelve as questions become more sophisticated, open-ended, and higher level. Students learn to take ownership of their own learning when they
(1) pose important questions (2) plan, monitor and evaluate their understanding of key ideas and content knowledge (3) compare multiple and diverse perspectives and (4) answer important questions.

**Assessment**

A balanced assessment system provides accurate and timely information about student achievement and learning. The assessment component of *The Framework for Quality Learning* is divided into five main parts:

- assessment of learning and assessment for learning;
- clear targets and use of Bloom’s Taxonomy of the Cognitive Domain;
- assessment methods and development;
- rubric analysis and feedback, and
- student involvement in the assessment process.

Four key questions inform the construction of quality assessments.

1. How can assessment support learning?
2. How can assessment tasks and performances engage students in thinking and working beyond the SOL?
3. What assessment strategies are best suited to certain content and skills?
4. How can feedback improve future performance?

Students can expect a variety of assessment methods be used to elicit different types of student learning such as selected response items (ex. multiple choice test); constructed written response items (ex. essay); performance assessment (ex. problem-solving) and personal communication (ex. teacher-student joint assessment).

**Student-Centered Teaching and Learning**

Instruction is differentiated and responsive to each student’s interests, degrees of readiness, and learner profile. Teachers provide varied opportunities for students to demonstrate their ability to produce high-quality work, deal effectively with authentic issues and problems, and answer essential questions related to units of study. As students engage in inquiry based strategies, teachers ensure that all students rise to new challenges.
Lifelong-Learner Standards

The division has identified twelve Lifelong-Learner Standards (LLLS) that set expectations for how students develop a wide variety of knowledge, understandings, and skills needed for success in adult life. LLLS guide teachers as they develop units, lessons, learning activities and assessments. LLLS are overarching process-based standards that can be addressed in a single lesson or over an entire year. LLLS spiral in complexity through grade twelve. Lifelong learning places emphasis on results (learning and doing.) To develop the skills and habits associated with lifelong learning students must:

♦ learn beyond simple recall of facts;
♦ understand the connections to and implications of what they learn;
♦ retain what they learn;
♦ be able to apply what they learn in new contexts.

<table>
<thead>
<tr>
<th>ACPS Lifelong-Learner Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan and conduct research.</td>
</tr>
<tr>
<td>2. Gather, organize, and analyze data, evaluate processes and products; draw conclusions.</td>
</tr>
<tr>
<td>3. Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, make decisions.</td>
</tr>
<tr>
<td>4. Understand and apply principles of logic and reasoning, develop, evaluate and defend arguments.</td>
</tr>
<tr>
<td>5. Seek, recognize and understand systems, patterns, themes, and interactions.</td>
</tr>
<tr>
<td>6. Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.</td>
</tr>
</tbody>
</table>
Interpreting LLLS in History and Social Science: Examples

I. History teachers might interpret the following Lifelong-Learner Standard in terms of historical inquiry or investigation: Gather, organize and analyze data; evaluate processes and products; and draw conclusions.

Students will engage in historical inquiry or investigation of a unit topic of their choosing, using the following process to guide them.

1. Identify the central question(s) in the history narrative.
2. Read with imagination, and utilize visual data, literary, art and musical sources.
3. Consider and evidence multiple perspectives.
4. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
5. Differentiate fact and opinion.
6. Analyze cause-effect relationships.
7. Hypothesize the influence of the past.
8. Generate a hypothesis or argument and defend one’s argument(s).

II. Social studies teachers might interpret the following Lifelong-Learner Standard in terms of problem solving: Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.

Students will engage in problem solving around a community need or issue. The problem solving process includes the following steps:

1. Describe the problem.
2. What other information do you have about the problem (people, issues, resources)?
3. What is your goal in solving the problem? List all possible solutions/options.
4. List the positive and negative aspects for each option.
5. Choose a solution and explain your plan for implementing it.
6. How does the solution meet the goal listed above?
7. How were you able to solve this problem?
History and Social Science Habits of Mind

The study of history and the social sciences “offers students the opportunity to explore and appreciate the richness and complexity of human societies, to grapple with new ideas and divergent interpretations, and to create their own understanding of the human experience. Students are challenged to become independent learners – to possess the knowledge, skills and habits of mind necessary to make rational and informed judgments about the past and the present.” (The AP Vertical Teams Guide for Social Studies, The College Board, 2001) The following Habits of Mind identify the thinking processes and attitudes that adults working in our discipline consistently apply in their lives.

- Understand the significance of the past to one’s own life, both private and public, and to society.
- Distinguish between the important and the inconsequential to develop the “discriminating memory” that is needed to making wise judgments.
- Develop historical empathy and perceive past events and issues as experienced by individuals and diverse groups living at the time.
- Acquire and act upon an understanding of diverse cultures, and of a shared humanity.
- Seek and recognize patterns and complex relationships including change over time, cause and effect, similarities and differences.
- Recognize the importance of individuals who have made a difference in history and the significance of personal character for both good and ill.
- Apply an understanding of the relationship between geography and history, as a matrix of time and place, and as context for events and choices.
- Appreciate the irrational and the accident in history and human affairs.
- Read critically and widely in order to recognize the difference between fact and conjecture, between evidence and assertion in order to frame useful questions.

(National Council for History Education)
History and Social Science Concepts and Enduring Understandings

Learning in history and subjects comprising the social sciences, can be organized around a number of conceptual themes. These themes provide a schema for thinking about what is most important to learn and understand in our discipline. They provide a focus for prioritizing concepts and content knowledge. They validate the choices that teachers and teacher teams make in developing grade level and unit level curriculum. The following universal themes help students comprehend the forces that shape human life – past, present, and future. All grade level curricula map back to one or more conceptual themes and are used to identify unit level topics of study. Enduring understandings for each conceptual theme help students identify the big ideas that support lifelong learning. As teacher teams continue to work on grade level curricula, new enduring understandings will be added. Conceptual themes are taken from the work of the National Council for History Education and the National Council of the Social Studies.

<table>
<thead>
<tr>
<th>Conceptual Framework: History and Social Science Themes</th>
<th>Descriptors</th>
<th>Enduring Understandings</th>
</tr>
</thead>
</table>
| 1. Individual Development & Identity                   | ● personal identity as shaped by one’s culture, by groups and by institutional influences  
                                                   ● social processes and the ethical principals underlying individual action | ● Cultural values and norms shape identity and behavior. |
| 2. Civilization, Cultural Diffusion & Innovation        | ● evolution of human skills  
                                                   ● cultural flowering of major civilizations in the arts, literature and thought  
                                                   ● understanding of interdependence and societal development | ● Civilizations are marked by social, technological and political complexity.  
                                                   ● Cultural diffusion and interdependence influence world events and societal interactions.  
                                                   ● Geography influences wealth and human development. |
| 3. Human Interaction with the Environment               | ● the relationship between geography and technology, and the effect of each on economic, social and political development | |

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<table>
<thead>
<tr>
<th>Conceptual Framework: History and Social Science</th>
<th>Descriptors</th>
<th>Enduring Understandings</th>
</tr>
</thead>
</table>
| **4. Values, Beliefs and Political Ideas** | ● basic principles of influential religions, philosophies and ideologies  
● interplay among ideas, moral values and leadership  
● effect of political institutions on individuals and society | ● Ideology inspires action.  
● All people are endowed with the unalienable rights to life, liberty, and the pursuit of happiness. |
| **5. Conflict and Cooperation** | ● causes of war and approaches to peace  
● relations between domestic affairs and foreign policy  
● choices made between international conflict and cooperation, isolation and interdependence  
● influence of individual leaders and groups in shaping world events | ● Societies choose conflict or cooperation, isolationism or interdependence.  
● Economic and social change create both challenge and opportunity. |
| **6. Comparative History of Major Developments** | ● forces for revolution, reaction and reform across time  
● comparative study of major historical events  
● comparative study of major themes in history (i.e. justice/liberty, social/economic, military expansion) | ● Patterns of change and continuity, cause and effect, manifest themselves across time and place.  
● Each generation re-defines and re-writes history. |
| **7. Patterns of Social, Economic and Political Interaction** | ● change and continuity of class, ethnic, racial, and gender structures and relationships  
● relationship between belief systems and values and political/economic and social systems  
● understanding of/use of power  
● comparison of political/economic structures and systems and effect on individuals and societies | ● Power defines and shapes political, social and economic systems, structures and interactions.  
● Patterns of change and continuity, complexity and ingenuity shape the growth and development of societies. |
# Social Studies Processes and Skills

## History and Social Science Processes
- Historical Inquiry/Investigation
- Geographical Inquiry
- Perspectives Taking
- Chronological Thinking
- Consequential Thinking
- Compare/Contrast Relationships
- Change Over Time
- Generating and Defending Hypotheses

## Reading and Writing Processes
- Critical Reading
- Analytical Writing
- Creative Writing
- Listening
- Debate/Oratory
- Storytelling
- Vocabulary Development
- Outlining & Note-taking

## Cross-Curricular Processes
- Meta-cognition & Study Skills
- Creative Thinking
- Research
- Synthesis
- Evaluation
- Problem Solving
- Decision-making
- Recognizing & Understanding Patterns and Themes
- Concept Development

## SOL-Specific Grade Level Skills

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Skills Spiral K – 12 with increasing complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Use information from print and non-print sources; separate fact from fiction; identify primary ideas expressed in data; use a calendar; gather and classify information; compare information; describe a picture; describe the location of people, places, and things; develop beginning map skills through manipulation of objects; develop fluency in the use of directional words; identify and locate features on maps and globes; use resource materials; differentiate color symbols on maps and globes; develop concepts of space by actively exploring the environment; use maps of familiar objects or areas; use and explain simple charts; explain cause and effect relationships; participate in groups and democratic society</td>
</tr>
<tr>
<td></td>
<td>Gather and classify information; interpret concepts expressed by pictures; use time lines; sequence events in chronological order; use information from print and non-print sources; use resource materials; collect, organize, and record information; use a calendar; identify and use cardinal directions; locate areas on maps; interpret simple maps and globes; use maps of familiar objects and areas; differentiate color symbols on maps and globes; make and use simple map symbols; use a map legend; identify primary ideas expressed in graphic data; use and explain simple charts; make decisions based on information; explain cause and effect relationships; differentiate between points of view held by self and others; follow oral and written directions; draw conclusions and make generalizations of data; interpret ideas and events expressed in the media; participate in groups and democratic society</td>
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<tr>
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<tr>
<td>2</td>
<td>Locate and use information from print and non-print sources; gather, classify, and interpret information; use resource materials; collect, organize and record information; compare and contrast differing sets of ideas/concepts; construct and explain simple charts; make and explain graphs; compare and contrast information; locate regions on maps and globes; use a map legend; draw maps of familiar areas; make and use simple map symbols; use a compass role to identify directions; make decisions based on information; explain cause and effect relationships; compare and contrast different personalities and behaviors; make generalizations of data; in groups and democratic society</td>
</tr>
<tr>
<td>3</td>
<td>Locate and use information from print and non-print sources; use resource materials; gather, classify and interpret information; collect and record information; distinguish between relevant and irrelevant information; identify and locate features on a map and globe; locate places on a grid system; draw maps of familiar areas; make and explain bar and pie graphs; construct and explain simple charts; draw conclusions and make generalizations about data; explain cause and effect relationships; make decisions; compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions; differentiate between points of view by self and others; participate in groups and democratic society</td>
</tr>
<tr>
<td>4</td>
<td>Ask geographic questions about places in books; identify geographic aspects of current news stories and non-fiction articles; pose geographic questions based on the features of one’s own community and world communities; classify a list of questions as being geographic or non-geographic; pose questions about an issue from the viewpoint of a variety of members of a community; apply quantitative skills (e.g. count landforms, cities, lakes, and population characteristics, measure distances); obtain information on the characteristics of places (e.g. climate, elevation, population density); determine the distance and compass direction from one place to another on a map; locate, gather and process information from a variety of primary and secondary sources including maps and charts; make and record observations about the physical and human characteristics of places; engage in field work; record observations systematically in terms of time and place; use aerial photographs, satellite images, or topographic maps to identify elements of physical and human environments; map the locations of places on outline maps using appropriate symbols and labels; prepare maps as a means of spatially depicting information obtained from graphs (e.g. interpret a bar graph); compare maps to describe patterns and relationships; predict trends based on chart information and other data; analyze visual information and media to make geographic inferences; summarize key geographic ideas</td>
</tr>
<tr>
<td>5</td>
<td>Develop skills for historical and geographic analysis: 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 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</td>
</tr>
<tr>
<td>6</td>
<td>Identify and develop skills for historical and geographic analysis: Identify and interpret primary and secondary source documents to increase understanding of events and life in the United States history to 1877; make connections between the past and present; sequence events in United States history from pre-Columbian times to 1877; 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; distinguish between parallels of latitude and meridians of longitude; interpret patriotic slogans and excerpts from notable speeches and documents</td>
</tr>
<tr>
<td>7</td>
<td>Identify and develop skills for historical and geographic analysis: Identify and interpret primary and secondary source documents to increase understanding of events and life in the United States history from 1877 to the present; make connections between the past and present; sequence events in United States history from 1877 to the present; interpret ideas and events from different historical perspectives; evaluate and discuss 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</td>
</tr>
<tr>
<td>8</td>
<td>Develop the skills citizenship requires, including: examine and interpret primary and secondary source documents; create and explain maps, diagrams, tables, charts, graphs and spreadsheets; analyze political cartoons, political advertisements, pictures and other graphic media; distinguish between relevant and irrelevant information; review information for accuracy, separating fact from opinion; identify a problem and recommend solutions; select and defend positions in writing, discussion and debate</td>
</tr>
<tr>
<td>9</td>
<td>Improve skills in historical research and geographical analysis: identify, analyze and interpret primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.; use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.; identify major geographic features important to the study of world history to 1500 A.D.; identify and compare political boundaries with the location of civilizations, empires and kingdoms from 4000 B.C. to 1500 A.D.; analyze trends in human migration and cultural interaction from prehistory to 1500 A.D.</td>
</tr>
<tr>
<td>10</td>
<td>Improve skills in historical research and geographical analysis: Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history from 1500 A.D. to the present.; use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to the present.; identify major geographic features important to the study of world history since 1500 A.D.; identify and compare contemporary political boundaries with the</td>
</tr>
<tr>
<td>Location</td>
<td>Description</td>
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<td>----------</td>
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<tr>
<td>11</td>
<td>Demonstrate skills for historical and geographical analysis, including: 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; evaluate the authenticity, authority, and credibility of sources; formulate historical questions and defend findings based on inquiry and interpretation; develop perspectives of time and place, including the construction of maps and various time lines of events, periods, and personalities in American history; communicate findings orally and in analytical essays and/or comprehensive papers; develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled; apply geographic skills and reference sources to understand how relationships between humans and their environments have changed over time; interpret the significance of excerpts from famous speeches and other documents</td>
</tr>
<tr>
<td>12</td>
<td>Demonstrate mastery of the social studies skills citizenship requires, including: analyze primary and secondary source documents; create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets; analyze political cartoons, political advertisements, pictures, and graphic media; distinguish between relevant and irrelevant information; evaluate information for accuracy, separating fact from opinion; identify a problem and prioritize solutions; select and defend positions in writing, discussion, and debate</td>
</tr>
</tbody>
</table>
SOCIAL STUDIES BENCHMARKS: READING AND COMMUNICATING FOR A PURPOSE

INTRODUCTION

Benchmarks identify the key components of central skills in a discipline or content area. Members of the Social Studies Vertical Team, including elementary, middle and high school teachers, created the following benchmarks for reading and communicating in social studies. In social studies, reading for an identified purpose is critical for students’ ability to independently understand, synthesize, and evaluate sources within a historical context. Furthermore, students must be able to effectively communicate their understanding in a variety of forms. Reading and writing are at the core of social studies instruction.

Communication is both a receptive and expressive process through which students develop and share their understandings using written, visual, and oral products. The benchmarks below attempt to break down the complex process of communicating information into discrete tasks. While these tasks are rarely seen in isolation, the benchmarks should be used to identify skills students need for success in rigorous work and to assist teachers in planning curriculum, lessons and assessments. Students will master these skills as they move through the K – 12 History and Social Science curriculum.

In addition, the Social Studies Vertical Team recommends that these benchmarks be used as the basis for the development of power standards at each school. Benchmarks represent the processes and skills that students must master and apply to subject area content at each grade level. Benchmarks correspond to skills identified in the SOL and can be integrated with language arts and science instruction for purposes of reinforcing skills development.

**BENCHMARKS**

1. Organize information to develop a conceptual understanding.

   **Performance Indicators/Descriptors:**
   - Create a graphic organizer from text
   - Use a given tool for organization such as outlining, research note-cards, category sorting
   - Sequence information chronologically, thematically
   - Make predictions, revise ideas and generate questions from text
• Present information in a logical manner to show social studies relationships such as cause-effect, change over time, compare and contrast and connect specific terms to major eras and themes
• Relate and connect prior knowledge to the content

2. **Identify key information for a defined task.**

   **Performance Indicators/Descriptors:**

   • Recognize and analyze text structure/presentation to aid comprehension
   • Differentiate important from irrelevant “facts” or nonessential information
   • Deconstruct text using assigned instructional strategy (Cornell notes, Power notes, interacting note taking, etc.)
   • Identify main idea of reading passage
   • Locate information to answer questions
   • Distinguish fact and opinion
   • Distinguish between different reading genres such as biography, personal essay, persuasive essay, historical fiction, nonfiction, etc.

3. **Summarize text in order to demonstrate comprehension.**

   **Performance Indicators/Descriptors:**

   • Paraphrase information through writing, visual rendition, oral presentation
   • Create a synopsis
   • Express key ideas in various ways such as pictures, drama, graphic organizer, and writing

4. **Think critically using a variety of text sources.**

   **Performance Indicators/Descriptors:**

   • Identify the author’s purpose
   • Evaluate reliability, accuracy and relevance
   • Differentiate between primary and secondary sources
   • Identify point of view, bias, or agenda.
• Compare and contrast information or positions
• Identify cause and effect
• Synthesize ideas from multiple sources to draw conclusions, and determine patterns or relationships
• Identify historical context of written pieces
• Analyze information from texts to support a position
• Organize information into meaningful categories

5. **Interpret and use visual sources such as graphs, photos, maps, and artwork.**

**Performance Indicators/Descriptors:**

• Draw inferences from the content
• Recognize the significance of visual information
• Differentiate the relevant from the irrelevant information for a specific purpose
• Find patterns and commonalities in different pieces of visual information
• Interpret information from visual sources to defend a position
• Recognize historical context of visual materials
• Interpret abstract symbols, scale
• Compare and contrast information from variety of visual sources
• Identify, translate and interpret a visual source into an alternate form
Section Two

Grade Level and Subject Area Curriculum Frameworks
Grade Level Curriculum

The K – 12 Social Studies curriculum is organized around three major strands: (1) civics/government and economics, (2) Virginia and United States history, (3) world history and geography. In addition, high school electives and middle school exploratories may cover any of the following subject areas: anthropology, archeology, psychology, sociology, regional studies (ex. Middle Eastern Studies), ethnic and cultural studies (ex. African American Studies), and courses focused on specific time periods, historical themes and questions. These courses are usually developed by teachers at the school building level to address the interests and needs of students, and reflect a teacher’s own lifelong learning and scholarship.

For purposes of spiraling content and skills development, the following chart shows which strand is emphasized at a particular grade level. In general, each grade level course includes work in history, geography, government and economics. Grade level curriculum frameworks for grades four, five, six, seven, eights and eleven are included in section two, with work in progress at grades: K – 3, 9, 10, 12.

<table>
<thead>
<tr>
<th>Strand Focus</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics – Government – Economics</td>
<td>Kindergarten, Grade One, Grade Eight, Grade Twelve</td>
</tr>
<tr>
<td>Virginia and United States History</td>
<td>Grade Five, Grade Six, Grade Seven, Grade Eleven</td>
</tr>
<tr>
<td>World History and Geography</td>
<td>Grade Two, Grade Three, Grade Four, Grade Nine, Grade Ten</td>
</tr>
</tbody>
</table>
Elementary Social Studies
Kindergarten – Grade Three

Elementary social studies focuses on students’ understanding of broad social studies concepts, and prepares them for civic involvement and competence. Children begin to build historical understandings and perspectives, and think historically. Children in grades kindergarten through third grade learn about community, why rules are important, and what it means to be a “good” citizen. They understand needs and wants. Increasingly, young children need exposure to today’s larger and culturally diverse world. They need to explore similarities and differences among people and societies. To make this happen, teachers foster children’s natural curiosity and imagination, provide students with opportunities to reach out in time and space, and personalize the study of history. How is history about me, my family, my community, my world? The study of government begins in the classroom where students learn how to treat one another with respect, how to cooperate and how to contribute.

To bring history alive, instruction is centered on people and families, and told through stories, myths, legends, and biographies that capture children’s imagination. Students are also introduced to artifacts, illustrations and records that give them first-hand glimpses into the lives of others. They are taught to formulate questions to guide learning, gather information, create sound hypotheses, locate events in place and time, compare and contrast, explain the importance of key events, identify different perspectives, read for understanding, and create historical narratives of their own. Technology is introduced and used to help students visualize new worlds, research facts, and apply creative thinking to problem solve, evaluate and make decisions.

The Framework for Quality Learning

Social studies instruction is organized around important concepts and big ideas that have meaning within the study of history, geography, civics and economics, and relevance to students’ lives. Powerful learning occurs when teaching is integrative, value-based, challenging, and active.

Key factors in developing a powerful K-3 social studies instructional program are:

1. Students engage directly and actively in the learning process.
2. Learning relates to age, maturity and concerns of children.
3. Learning connects social studies content to children’s lives.
4. Learning is based on the developmental and psychological needs of students.
5. Learning offers opportunities for students to interact with members of other racial, ethnic, and cultural groups.
6. Instruction develops proficiency in methods of inquiry and analysis, organization and the use of data.
7. Instruction uses a variety of primary and secondary sources to accommodate a wide range of reading abilities and interests.
8. Instruction uses the expertise and experiences of a variety of community members.
10. A climate that supports students’ self respect and respect for others is developed.

K – 3 Social Studies Concepts

The following four concepts guide development of school-based curriculum for kindergarten through grade three: (1) citizenship (2) change and continuity (3) community and (4) past and present. In addition, since social studies is concept-rich, teachers will introduce additional concepts at the unit level to bring greater depth to learning and to meet the following criteria:

1. Concepts are necessary for students to understand complex Virginia Standards of Learning at each grade level.
2. Concepts represent what is most important to understand in history, geography, civics and economics.
3. Concepts can be used to transfer knowledge across disciplines.
4. Concepts motivate students to learn.
5. Concepts are spiraled K – 3 to allow for increasing complexity and sophistication of thought.
Important Concepts in the K-3 Social Studies Curriculum

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
<th>Grade Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice</td>
<td>Artifact</td>
<td>Adaptation</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Democracy</td>
<td>Celebration</td>
<td>Architecture</td>
<td>Architecture</td>
</tr>
<tr>
<td>Family</td>
<td>Climate</td>
<td>Barter</td>
<td>Commerce</td>
</tr>
<tr>
<td>Heroes</td>
<td>Conflict &amp; Cooperation</td>
<td>Civilization</td>
<td>Cultural Diffusion</td>
</tr>
<tr>
<td>Independence</td>
<td>Consequence</td>
<td>Colonization</td>
<td>Direct Democracy</td>
</tr>
<tr>
<td>Interdependence</td>
<td>Contribution</td>
<td>Culture</td>
<td>Economic System</td>
</tr>
<tr>
<td>Kindness</td>
<td>Diversity</td>
<td>Cycle</td>
<td>Empire</td>
</tr>
<tr>
<td>Leader</td>
<td>Fairness</td>
<td>Language</td>
<td>Environment</td>
</tr>
<tr>
<td>Needs and Wants</td>
<td>Honesty</td>
<td>Legend</td>
<td>Exploration</td>
</tr>
<tr>
<td>Patterns</td>
<td>Imagination</td>
<td>Interaction</td>
<td>Freedom</td>
</tr>
<tr>
<td>Respect</td>
<td>Patriotism</td>
<td>Invention</td>
<td>Government</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Remembrance</td>
<td>Occupation</td>
<td>Mental Map</td>
</tr>
<tr>
<td>Safety</td>
<td>Savings</td>
<td>Population</td>
<td>Power</td>
</tr>
<tr>
<td>Work</td>
<td>Tradition &amp; Customs</td>
<td>Resource (natural, human, capital)</td>
<td>Representative Democracy</td>
</tr>
<tr>
<td></td>
<td>Transportation</td>
<td>Scarcity</td>
<td>Trade</td>
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<tr>
<td></td>
<td>Unity</td>
<td>System</td>
<td>Specialization</td>
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<td></td>
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<td></td>
<td>Symbol</td>
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<td></td>
<td></td>
<td></td>
<td>Wealth</td>
</tr>
</tbody>
</table>

Teachers, working collaboratively, will develop a school based curriculum that is organized around county identified organizing concepts (citizenship, community, change and continuity, past and present.) Because of the interdisciplinary nature of K-3 social studies, and the importance of language arts instruction, teachers seek to include other concepts that will work well in more than one subject area.
Virginia Standards of Learning for Grades Kindergarten Through Grade Three

Kindergarten: An Introduction to Social Studies

K.1 a, b 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; by identifying the people and events honored in 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.

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

K.4 a – c The student will use simple maps and globes to development 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; to describe places referenced in stories and real-life situations; to locate land and water features.

K.4 a – c The student will develop an awareness that maps and globes show a view from above, show things smaller in size, and show the position of objects.

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

K.7 a, b The student will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have); recognize that people use money to purchase goods.

K.8 a – e The student will demonstrate that being a good citizen involves: taking turns and sharing, taking responsibility for certain classroom chores, taking care of personal belongings and respecting what belongs to others, following rules and understanding the consequences of breaking rules, and practicing honesty, self-control, and kindness to others.
K.9  The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

Grade One: An Introduction to Social Studies

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 study the lives of people associated with Presidents” Day, Columbus Day, and the events of Independence Day (Fourth of July.)

1.4 a – d  The student will develop map skills by recognizing basic map symbols, including references to land, water, cities and roads; by using cardinal directions on a map; by identifying the physical shape of the United States and Virginia on maps and globes; by 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.

1.7  The student will explain the difference between goods and services and will describe how people are both buyers and sellers 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.

1.10 a – e  The student will apply the traits of a good citizen by: focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect; recognizing the importance of rules
and practicing self-control; working hard in school; taking responsibility for one’s own actions; valuing honesty and truthfulness in oneself and others.

1.11 a, b  The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty; demonstrating respect for the American flag by learning the Pledge of Allegiance.

1.12  The student will recognize that communities in Virginia 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.

**Grade Two: An Introduction to Social Studies**

2.1  The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

2.2  The student will compare the lives 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.

2.3  The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

2.4 a – d  The student will develop map skills by: locating China and Egypt on world maps; locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps; comparing the climate, land, and plant life of these regions; describing how people in these regions adapt to their environment.

2.5 a, b  The student will develop map skills by locating the equator, the seven continents, and the four oceans on maps and globes; located selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

2.6  The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.
2.7 The student will describe the differences between natural resources (water, soil, wood and coal), human resources (people at work), and capital resources (machines, tools and buildings).

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

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

2.10 a – e The student will explain the responsibilities of a good citizen, with emphasis on: 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.

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans who 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: An Introduction to Social Studies**

3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative democracy) and sports.

3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade.)

3.3 a, b The student will study the exploration of the Americas by describing the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport; identifying reasons for exploring, the information gained, and the results from the travels.
3.4 a – c  The student will develop map skills by locating Greece, Rome and West Africa; describing the physical and human characteristics of Greece, Rome and West Africa; explaining how the people of Greece, Rome and West Africa adapted to and/or changed their environment to meet their needs.

3.5 a – e The student will develop map skills by: positioning and labeling the seven continents and four oceans to create a world map; using the equator and prime meridian to identify the four hemispheres; locating the countries of Spain, England, and France; locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia); locating specific places on a simple letter-number grid system.

3.6  The student will interpret geographic information from maps, tables, graphs and charts.

3.7  The student will explain how producers use natural resources (water, soil, wood and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.

3.8  The student will recognize the concepts of specialization (being an expert in one job, product or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome the West African empire of Mali, and in the present.)

3.9  The student will identify examples of making an economic choice and will explain the idea of an opportunity cost (what is given up when making a choice.)

3.10 a – c  The student will recognize why government is necessary in the classroom, school and community by explaining the purpose of rules and laws; explaining the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; explaining that government protects the rights and property of individuals.

3.11 a – c  The student will explain the importance of the basic principles that form the foundation of a republican form of government by describing the individual rights to life, liberty, and the pursuit of happiness, and equality under the law; identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.; recognizing that
Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms.

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.
Making Global Connections
Curriculum Framework: Grade Four Social Studies

Introduction

Students use the skills of geographical and economic analysis to explore today’s world, focusing on the inter-relationships among geography, economics and culture. The Virginia Standards of Learning for Virginia Studies and the National Geography Standards provide guidelines for curriculum development and evaluation. At the upper elementary school level, students learn to identify and interpret artifacts, primary and secondary source documents, determine cause and effect relationships, compare and contrast, draw conclusions and make generalizations, make connections between the past and present, sequence events, and evaluate and discuss issues orally and in writing. Fourth grade students are responsible for mastering the geography and economics SOL included in the Virginia Standards of Learning for Virginia Studies. This mastery of geography and economic concepts, content and skills will give rising fifth graders a deeper understanding of today’s Virginia, and help make their study of Virginia’s history and government more relevant to their own lives.

Social Studies Standards

Virginia Standards of Learning for Virginia Studies

VS.2a The student will demonstrate knowledge of the geography and early inhabitants of Virginia by locating Virginia and its bordering states on maps of the United States.

VS.2b The student will demonstrate knowledge of the geography and early inhabitants of Virginia by locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

VS.2c The student will demonstrate knowledge of the geography and early inhabitants of Virginia by locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River and Rappahannock River.)

VS.10b The student will demonstrate knowledge of government, geography and economics by describing the major products and industries of Virginia’s five geographic regions.

VS.10c The student will demonstrate knowledge of government, geography and economics by explaining how advances in transportation, communications, and technology have contributed to Virginia’s prosperity and role in the global economy.
National Geography Standards

Students will:

**The World in Spatial Terms:**
1. understand the characteristics and uses of maps, globes, and other geographic tools and technologies;
2. know the location of places, geographic features, and patterns of the environment;
3. understand the characteristics and uses of spatial organization of Earth’s surfaces;

**Places and Regions:**
4. understand the physical and human characteristics of place;
5. understand the concept of regions;
6. understand that culture and experience influence people’s perceptions of place and region;

**Physical Systems:**
7. know the physical processes that shape patterns on Earth’s surface;
8. understand the characteristics of ecosystems on Earth’s surface;

**Human Systems:**
9. understand the name, distribution, and migration of human populations on Earth’s surface;
10. understand the nature and complexity of Earth’s cultural mosaics;
11. understand the patterns and networks of economic interdependence on Earth’s surface;
12. understand the patterns of human settlement and their causes;
13. understand the forces of cooperation and conflict that shape the divisions of Earth’s surface;

**Environment & Society:**
14. understand how human actions modify the physical environment;
15. understand how physical systems affect human systems;
16. understand the changes that occur in the meaning, use, distribution, and importance of resources;

**Uses of Geography:**
17. understand how geography is used to interpret the past, and
18. understand global development and environmental issues.

For a breakdown of these standards for students in grades 3 – 5, please refer to *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education.* J. Kendall & R.J. Marzano.2000. pp 531 – 564.
Framework for Quality Learning

The Albemarle County Public Schools curriculum design model supports development and implementation of a system for high quality curricula, assessment and instruction. The Framework for Quality Learning provides a coherent basis for organizing knowledge and skills around broad interdisciplinary concepts and applying knowledge and skills in authentic, discipline-based contexts. Within this framework, we set rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher order thinking.

Making Global Connections is standards-based, concept-centered; units and lessons are organized around important ideas and conceptual themes, enabling students to explore complex relationships among geography, economics, and culture. Students focus on social studies skills and processes such as cause/effect, change/continuity, compare/contrast, and time/place. They further develop geography skills and geographical thinking (The Five Themes of Geography) to better understand how geographers organize and apply their knowledge. Students continue to work toward county Lifelong-Learner Standards that prepare them to meet the demands of the 21st Century. Making Global Connections is inquiry-based and builds upon students’ prior knowledge of ancient civilizations taught in grades two and three. Now students explore the modern world, and engage in multi-faceted, authentic tasks that mimic the adult world. Emphasis is placed on students’ ability to raise and answer questions that address what is most important for students of geography and economics to know, understand and do. What does it mean to be a citizen of Albemarle County, of Virginia, of the world? How does geography influence the way we live and work?

Making Global Connections

Making Global Connections is about students connecting to people and places around the world, connecting to present-day issues and realities. Making Global Connections is a journey. In preparation for this journey, students are introduced to The Five Themes of Geography (place, location, region, movement and human interaction with the environment) through their study of Albemarle County and Virginia. As they engage in simulations, problem-solving, and creative project-based learning, they will compare and contrast what they learn about other world regions with what they experience here at home. Student “travel kits” include: skills, attitudes, and understandings needed to appreciate the journey: geography skills and thinking, an understanding of economic concepts and habits of mind that support analytical thinking, and attitudes that support understanding among diverse people.
Concept-Centered Learning

Learning is organized around major, transferable concepts that allow students to deepen their understanding of geography and economics. The following concepts provide a lens for thinking about how we interact with our environment, and with each other: citizenship, community, diversity and interactions. A model concept map provides an example of how instruction connects to learning goals, standards, and student interests. Concept-centered instruction ensures that students learn more than discrete facts; they engage in higher order thinking to examine social studies relationships, patterns, and interactions.

Writing in History and the Social Sciences

According to the National Council for the Social Studies, higher level thinking should be at the heart of the social studies curriculum. Writing enables students to connect to key concepts and content at a deeper level. Writing is thinking. Students need to collect and organize knowledge, determine which parts to focus on, and how to present it, develop generalizations, and provide evidence to support arguments, positions or theses. Writing becomes a way for teachers to assess learning and adjust instruction to ensure that all students master subject area content. In grade four, students will write in the following genres: journaling, essay writing, letter writing, persuasive writing (speech, advertising), newspaper/radio/television reporting, as part of the research process.

Lifelong-Learner Standards

Lifelong-Learner Standards set expectations for how students learn, analyze information, and communicate, and are designed to provide students with a foundation for lifelong inquiry and learning. Lifelong learning places emphasis on results (learning and doing) and students must learn beyond simple recall of facts, understand the connections and implications related to what they learn, retain what they learn, and be able to apply what they learn to new contexts.

Rigor and Expectations

All students will learn at higher levels of achievement. To ensure success, students must be able to read strategically, write analytically and think critically and creatively. Reading, writing and the development of meta-cognitive and other higher order thinking are emphasized in this curriculum. Students will work at the analysis, synthesis and evaluation levels in Bloom’s Taxonomy, as well as comprehension and application levels.
**Assessment**

Assessment is both formative and summative, allowing teachers and students to assess conceptual understandings, content knowledge and skills development. Summative assessments are directly linked to demonstrated growth in the county Lifelong-Learner Standards and history/social sciences habits of mind. Formative assessments occur as part of each unit of study and provide both teachers and students with information about student mastery of taught material. Formative assessments give teachers information needed to adjust instruction and address individual and class weaknesses. Students are encouraged to take ownership of their own learning, and monitor strengths and weaknesses from planning to learn to the evaluative stage. Assessments, both formative and summative, are differentiated and vary in format to include performance assessments and writing within and across disciplines.

**Grade Four Social Studies**

<table>
<thead>
<tr>
<th>Organizing Concepts</th>
<th>Essential Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>Citizens care about the physical and cultural world.</td>
</tr>
<tr>
<td>Community</td>
<td>Connections among people, places and ideas lead to community or conflict.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Diversity and interdependence characterize our world.</td>
</tr>
<tr>
<td>Interactions</td>
<td>Global interactions result in the exchange of ideas and innovations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography and Economic Processes</th>
<th>Social Studies Processes and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Inquiry</td>
<td>Critical Reading</td>
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<tr>
<td>GIS/GPA Analysis</td>
<td>Analytical Writing</td>
</tr>
<tr>
<td>Visual Representation: Mapmaking, Graphs &amp; Charts</td>
<td>Cause &amp; Effect Patterns/Relationships</td>
</tr>
<tr>
<td></td>
<td>Change (&amp; Continuity) Over Time</td>
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<tr>
<td></td>
<td>Compare &amp; Contrast Patterns/Relationships</td>
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<td></td>
<td>Multiple Perspectives Thinking</td>
</tr>
</tbody>
</table>
Unit Organization

It is our goal to prepare all students to succeed in a global community and a global economy. Our world is increasingly complex and interdependent. Citizens of the 21st Century need to understand the global systems that will influence or even determine their futures. Fourth grade students are introduced to the modern world, and explore the ways in which Virginians connect to people and places in other regions of the world.

To meet student needs and build on student interests, schools may use a different focus for unit development, but all schools work with the same core concepts (citizenship, community, diversity and interactions), the same emphasis on the Five Themes of Geography, and the same core instructional strategy, inquiry learning. The idea of a “journey” provides a metaphor for our intellectual journey, adventure, exploration and engagement.

Units can be organized around the following five questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Focus</th>
</tr>
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<tbody>
<tr>
<td>Who are we?</td>
<td>A study of Albemarle County &amp; Virginia in terms of people, culture &amp; cultural landscapes, economy.</td>
</tr>
<tr>
<td>Where are we in place and time?</td>
<td>Five Themes of Geography (location, place, region, movement, human interaction with the environment).</td>
</tr>
<tr>
<td>How do we connect to the world?</td>
<td>A series of inquiries organized around grade four concepts and county Lifelong-Learner Standards all showing connections, comparisons &amp; contrasts between students and peoples of other countries/regions.</td>
</tr>
<tr>
<td>How do we take care of our planet?</td>
<td>Focus on our rights and responsibilities as global citizens; environmental issues, futurist thinking.</td>
</tr>
<tr>
<td>How will we become lifelong learners?</td>
<td>A series of inquiries organized around grade four concepts and county Lifelong-Learner Standards; students learn to take ownership of their learning.</td>
</tr>
</tbody>
</table>
Concept Map with Enduring Understandings

**Citizenship**
Citizens care about the physical and cultural world.

**Community**
Connections among people, places and ideas lead to community or conflict.

**Diversity**
Diversity and interdependence characterize our world.

**Interactions**
Global interactions result in the exchange of ideas and innovations.
Introduction

Students in grade five develop a greater understanding of Virginia’s rich history, from the early settlement of American Indian language groups and the founding of Jamestown to the present. Students will analyze, interpret and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia. Student development of thinking, reading and writing skills is at the heart of this curriculum as students understand how the past influences the present and their future.

Social Studies Standards

Virginia Standards of Learning for Virginia Studies

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.

VS.2 d, e  The student will demonstrate knowledge of the geography and early inhabitants of Virginia by locating three American Indian (First Americans) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia; describing how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing and shelter.
VS.3 a-g  The student will demonstrate knowledge of the first permanent English settlement in America by explaining reasons for colonization; describing how geography influenced the decision to settle at Jamestown; identifying the importance of the charters of the Virginia Company of London; identifying the importance of the Virginia Assembly (1619) as the first representative legislative body in English America; identifying the importance of the arrival of Africans and women to the Jamestown settlement; describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; describing the interactions between the English settlers and the Powhatan people.

VS.4 a-d  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; describing how European immigrants, Africans and American Indians influenced the cultural landscape and changed the relationship between the Virginia colony and England; explaining how geography influenced the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond; describing how money, barter and credit were used.

VS.5 a-c  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 England as expressed in the Declaration of Independence; identifying the various roles played by Virginians in the Revolutionary War era; identifying the importance of the American victory at Yorktown.

VS.6 a-c  The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by explaining why George Washington is called, “Father of Our Country” and James Madison is called, “Father of the Constitution; identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom; explaining the influence of geography on the migration of Virginians into western territories.

VS.7 a, b  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.

VS.8 a-c  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; describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

VS.9 a-c  The student will demonstrate knowledge of 20th 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 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., Arthur R. Ashe, Jr., and L. Douglas Wilder.

VS.10 a The student will demonstrate knowledge of government, geography and economics by identifying the three branches of government and the function of each.

**Framework for Quality Learning**

The Albemarle County Schools Framework for Quality Learning provides a coherent basis for organizing knowledge and skills around broad interdisciplinary concepts, and applying knowledge and skills in authentic, discipline-based contexts. Within this framework, we set rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher order thinking.

A Virginia Narrative: We the People curriculum is standards-based and concept-centered. Units and lessons are organized around important ideas and conceptual themes, enabling students to dig deeper into the historical record to understand relationships of cause/effect, change/continuity/ and time/place. Content knowledge identified in the Virginia Standards of Learning provides the factual base to explore key concepts, and instruction is inquiry-driven with emphasis placed on students’ ability to raise and answer important historical questions. Students continue to work toward county Lifelong-Learner Standards, standards that address the attitudes, behaviors, and processes students need to be successful in the 21st Century. Students connect to present-day realities and an increasingly global society as they apply their knowledge to authentic problems and situations.

**A Virginia Narrative: We the People**

History is a narrative -- a story about important people, ideas, events, and movements. History is about setting, character, and plot. The study of Virginia is also the study of home and the pride taken in relationships past and present that define who we are as Virginians in the 21st Century. We are the people, past and present who contribute to life in Virginia, and provide for the common good of future Virginians.

**Concept-Centered Learning**

Learning is organized around major, transferable concepts that allow students to deepen their understanding of Virginia’s history and the development of its governmental principles and institutions. The following concepts provide a lens for thinking about how people have influenced major events and movements, and the enduring dilemmas that both free us from and chain us to the past: change, conflict and cooperation, perspective, rights, and
responsibilities. A model concept map provides an example of how instruction connects to learning goals, standards and student interests. Concept-centered instruction ensures that students learn more than discrete facts; they engage in higher order thinking to examine historical relationships, patterns, and interactions.

**Writing in History and the Social Sciences**

According to the National Council for the Social Studies, higher level thinking should be at the heart of the social studies curriculum. Writing is thinking. Students work at deeper, conceptual levels to collect and organize knowledge, determine focal points, present knowledge effectively, develop generalizations, and provide evidence to support arguments, positions, and these. Writing becomes a way for teachers to assess learning and adjust instruction to ensure that all students master subject area concepts and content.

**Rigor and Expectations**

All students will learn at higher levels of achievement. To ensure success, students must be able to read strategically, write analytically and think critically and creatively. Reading, writing and the development of metacognitive and other higher order thinking are emphasized in this curriculum, and integrated into all units taught and assessed. Writing instruction focuses on students’ ability to compare history narratives and write their own. Students must also demonstrate their ability to integrate key geographical concepts and skills into the larger historical context.

**Lifelong-Learner Standards**

Lifelong-Learner Standards (LLLS) set expectations for how students learn, analyze information, and communicate. LLLS are designed to provide students with a foundation for lifelong inquiry and learning. Lifelong-learning places emphasis on results (learning and doing) and students must: learn beyond simple recall of facts, understand the connections and implications related to what they learn, retain what they learn, and be able to apply what they learn to new contexts.

**Assessment**

Assessment is both formative and summative, allowing teachers and students to assess conceptual understandings, content knowledge and skills development. Summative assessments are directly linked to demonstrate growth in county Lifelong-Learner Standards and history habits of mind. Formative assessments occur as part of each unit of
study and provide both teachers and students with information about student mastery of taught material. Formative assessments give teachers information needed to identify student readiness and interest, and adjust instruction to address individual and class weaknesses. Students are encouraged to take ownership of their own learning, and monitor strengths and weaknesses from planning to learn, to the evaluative stage. Students should experience multiple forms of assessing growth. The following chart summarizes various types of assessment used over the course of the year. Students should also be given some choice in the assessment process.

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<tr>
<td>Student Self-Assessment</td>
<td>Opportunities for students to reflect on their own understanding both verbally and in writing</td>
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</tbody>
</table>
Model Assessment: Summative

Students will create an historical atlas that follows the story of Virginia’s people, from the First Virginians (American Indians) to the diversity of 21st Century Virginia. The atlas will engage students in historical and geographical inquiry. The atlas will be designed and developed throughout the course around county Lifelong-Learner Standards. Students will to apply history and geography skills to demonstrate their understanding of social studies relationships such as cause and effect, sequencing, change over time, compare and contrast. Students should be able to correctly interpret primary and secondary source documents, and demonstrate growing proficiency in the use of appropriate technology. The following chart summarizes connections among LLLS, social studies processes and skills, and habits of mind (ways of thinking about...) that are important to this assessment of learning.

<table>
<thead>
<tr>
<th>Lifelong-Learner Standard</th>
<th>Processes and Skills</th>
<th>Habits of Mind (of an historian)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think analytically, critically and creatively to pursue new ideas, acquire new knowledge and make decisions.</td>
<td>Engage in social studies thinking and apply knowledge of cause/effect, sequencing, change over time, compare and contrast.</td>
<td>Understand the relationship between geography and history, as a matrix of time and place, and as context for events and choices.</td>
</tr>
<tr>
<td>Plan and conduct research.</td>
<td>Apply knowledge of geography and map skills.</td>
<td>Recognize patterns and complex relationships including change and continuity, cause and effect, similarities and differences.</td>
</tr>
<tr>
<td>Seek, recognize and understand patterns, themes and interactions.</td>
<td>Engage in historical and geographical inquiry. Read and compare conflicting history narratives; interpret primary source documents.</td>
<td>Read critically and widely in order to recognize the difference between fact and conjecture, between evidence and assertion. Read with imagination.</td>
</tr>
<tr>
<td>Acquire and use precise language to clearly communicate ideas, knowledge and processes.</td>
<td>Create an atlas, clearly showing the relationship between history and geography.</td>
<td>Distinguish between the important and the inconsequential to develop the “discriminating mind.”</td>
</tr>
<tr>
<td>Apply habits of mind and meta-cognitive strategies to plan, monitor and evaluate one’s own work.</td>
<td>Self-evaluate both the processes used in developing the narrative, and the final product.</td>
<td>Develop historical empathy and perceive past events and issues as experienced by individuals and diverse groups living at the time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand the significance of the past to one’s own life, and to society.</td>
</tr>
</tbody>
</table>
**A Virginia Narrative: We the People**  
Grade Five Social Studies  

**The story of Virginia reflects how the people of yesterday impact our lives today.**

<table>
<thead>
<tr>
<th>Organizing Concepts</th>
<th>Essential Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Change and Continuity</td>
<td>♦ Change causes conflict or cooperation.</td>
</tr>
<tr>
<td>♦ Conflict and Cooperation</td>
<td>♦ Perspective develops out of growth and an understanding of history.</td>
</tr>
<tr>
<td>♦ Perspective</td>
<td>♦ With rights come responsibilities.</td>
</tr>
<tr>
<td>♦ Rights and Responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History and Social Science Processes</th>
<th>Language Arts Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Historical Inquiry</td>
<td>♦ Critical Reading</td>
</tr>
<tr>
<td>♦ Multiple and Historical Perspectives Thinking</td>
<td>♦ Analytical Writing</td>
</tr>
<tr>
<td>♦ Self-Reflection and Self Assessment</td>
<td>♦ Visual Representations</td>
</tr>
<tr>
<td>♦ Cause &amp; Effect Patterns/Relationships</td>
<td>♦ Research</td>
</tr>
<tr>
<td>♦ Sequencing and Chronology</td>
<td>♦ Debate/Discussion</td>
</tr>
<tr>
<td>♦ Compare – Contrast Patterns/Relationships</td>
<td>♦ Listening</td>
</tr>
<tr>
<td>♦ Evaluation and Decision Making</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Why are multiple perspectives important?</td>
</tr>
<tr>
<td>♦ Why is cooperation necessary?</td>
</tr>
<tr>
<td>♦ When is conflict positive?</td>
</tr>
<tr>
<td>♦ When is change necessary?</td>
</tr>
<tr>
<td>♦ How have rights and responsibilities changed over time?</td>
</tr>
<tr>
<td>♦ How does history impact me?</td>
</tr>
</tbody>
</table>
Model Unit Organization:

1. Introducing Concepts & Habits of Mind: Thinking Like a Historian
2. Virginia Indians: Perspective
3. Jamestown: Conflict and Cooperation
4. Colonial Virginia: Change and Continuity
5. American Revolution & A New Nation: Perspective
6. Civil War: Conflict and Cooperation
7. Reconstruction and Growth: Change and Continuity
8. Civil Rights & the 20th C: Rights and Responsibilities
9. Virginia Government: Rights and Responsibilities
10. Synthesis and Review
<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Lens</strong></td>
<td>(All)</td>
<td>Perspective Conflict &amp; Cooperation</td>
<td>Conflict &amp; Cooperation Change</td>
<td>Change Perspectives</td>
<td>Perspectives</td>
<td>Conflict &amp; Cooperatio n</td>
<td>Change Rights &amp; Responsibilities</td>
<td>Rights &amp; Responsibilitie s</td>
<td>(All)</td>
<td></td>
</tr>
<tr>
<td><strong>SOL</strong></td>
<td>VS.1a-l</td>
<td>VS.2d,e; VS 3.a-g</td>
<td>3 a-g; 4a-d</td>
<td>VS.4a-d; 5a-c</td>
<td>VS.5a-c; VS.6a-c</td>
<td>VS.7a,b</td>
<td>VS.8a-c</td>
<td>VS 8 a-c; 9 a-c; VS 10a</td>
<td>(includes 4th grade SOLs: 2 a,b,c; 10b,c</td>
<td></td>
</tr>
<tr>
<td><strong>Writing &amp; Fiction (Examples of Reading material)</strong></td>
<td>Pochahontas &amp; the Strangers; The Double Life of Pochahontas; Columbus book???; Sign of the Beaver;</td>
<td>A Lion to Guard Us; Dear America…;</td>
<td>Dear America: The Winter of Red Snow; My Brother Sam is Dead; Johnny Tremain; George Washington's Socks; Buttons for General Washington;</td>
<td>Charlie Skeddadle; The House of Dies Drear; Dear America…; Freedom Train; Bigger;</td>
<td>Shades of Gray; Roll of Thunder, Hear My Cry; Sounder; Freedom Summer; Bud Not Buddy; The Watsons Go to Birmingham; Grandpa's Mountain;</td>
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</tr>
</tbody>
</table>

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## Sample Essential Questions to Guide Concept Attainment
### Writing Prompt Suggestions

### Change and Continuity
- Is change always good?
- How would your life be different if the South won the Civil War?
- What if the Patriots lost the American Revolution?
- What if Lincoln or Martin Luther King, Jr. had not been assassinated?
- Why has Virginia had three capitals?
- How has the treatment of African Americans and women changed?
- Why/how did Virginia change from an agricultural society to an industrial society?
- How do immigrants change the cultural landscape?
- How do amendments change the Constitution?
- How do schools change?
- What’s been the biggest change in your life so far?
- What change would you like to make in society?
- How did African Americans contribute to and change our country?

### Conflict and Cooperation
- In your judgment, what were the major conflicts in Virginia’s history?
- Which method of resistance is more effective, violent or non-violent?
- Is violence ever justified?
- Why do people go to war?
- What is power?
- How do you handle conflict in your own life?
- Which side would you have joined: Loyalists or Patriots, North or South?
- Should West Virginia seceded from Virginia during the Civil War?
- Does cooperation always work?
- In history, what person best exemplifies, “cooperation?”

### Perspective
- Were the actions of John Brown or Nat Turner right or wrong? Why?
- Why do we study civil rights?
- Are we truly an integrated society?
- Even if you disagree, do you value other people’s opinions?
- Do we still segregate?
- Should we have same gender schools?
- How can two different perspectives both be right?
- How does history change one’s perspective?

### Rights and Responsibilities
- What are your rights and responsibilities as a fifth grader?
- What are your rights and responsibilities today as compared to a ten year old living during the ________?
- Why is government necessary?
- How has government changed over time?
- What are the three branches of Virginia’s government today?
- What are civil rights?
| ♦ How has our perspective of Great Britain changed? Why? |
| ♦ Can you tell a story from two different perspectives? Ex. from an abolitionist and plantation owner? patriot or loyalist? woman or man? |
| ♦ Do varying perspectives lead to conflict, cooperation or change? |
| ♦ How did Virginia Indians (First Virginians) view land and water? |
| ♦ Does culture affect one’s perspective? |
| ♦ How does your culture affect your perspective? |

| ♦ How has the Bill of Rights affected you? |
| ♦ Are we all equal? |
| ♦ Why should we help others? |
| ♦ What is liberty? |
| ♦ How would you prioritize the Bill of Rights? |
| ♦ What does it mean to be a citizen? |
Introduction

Students use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the Union. The standards for this course relate to the history of the United States from pre-Columbian times until 1877. Students continue to learn fundamental concepts in civics, economics and geography as they study U.S. history in chronological sequence and learn about change and continuity in our history. They study documents and speeches that laid the foundation of American ideals and institutions, and examine the everyday life of people at different times in the country’s history through the use of primary and secondary source documents. The study of history emphasizes the intellectual skills required for responsible citizenship.

Framework for Quality Learning

The Albemarle County Schools Framework for Quality Learning provides a coherent basis for organizing knowledge and skills around broad interdisciplinary concepts, and applying knowledge and skills in authentic, discipline-based contexts. Within this framework, we set rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher order thinking.

The United States History to 1877 curriculum is standards-based and concept-centered; units and lessons are organized around important ideas and conceptual themes, enabling students to dig deeper into the historical record to understand relationships of cause/effect, change/continuity/ and time/place. Content knowledge identified in the Virginia Standards of Learning provides the factual base to explore key concepts, and instruction is inquiry-driven with emphasis placed on students’ ability to raise and answer important historical questions. Students continue to work toward county Lifelong-Learner Standards, standards that address the attitudes, behaviors and processes students need to be successful in the 21st Century. Students connect to present-day realities and an increasingly global society as they apply their knowledge to authentic problems and situations.

United States History to 1877 is part of the “Virginia and United States History” strand that provides a vertical articulation of expected understandings, knowledge and skills across grades 5, 6, 7, and 11. The conceptual theme
that provides a spiraled framework for studying Virginia and United States history is, *The American Narrative*. In sixth grade, the setting for our nation’s story is established as students explore the physical, ideological and human landscapes that have encouraged the development of democratic principles and the growth of our political, economic and social institutions. Important geographical concepts, skills and understandings connect to historical time periods, and students understand the importance of geography to our history, and in their own lives and futures.

**The American Landscape**

*The American Landscape* describes the interrelationship of our physical world with human development. Connections between geography and history help students understand how patterns emerge across time and place. The landscape changes over time. *The American Landscape* speaks to our fascination with what is unknown about the past and our aspirations for America’s future. Students will learn that patterns emerge to explain how the past influences the present, and that the American story is both complex and unfinished. Units are organized around key concepts that provide a lens for understanding historical relationships: change and continuity, choice and consequence, the five themes of geography, and power. Students will understand how democratic principles provide the ideological foundation for our nation’s growth. Students will understand how change and continuity shape the American experience. Students will be able to read comparative studies of American history and write their own history narrative.

**Rigor and Expectations**

All students will learn at higher levels of achievement. To ensure success, students must be able to read strategically, write analytically and think critically and creatively. Reading, writing and the development of meta-cognitive and other higher order thinking are emphasized in this curriculum, and integrated into all units taught and assessed. Writing instruction focuses on students’ ability to compare history narratives and write their own. Students must also demonstrate their ability to integrate key geographical concepts and skills into the larger historical context.

**Lifelong-Learner Standards**

*Lifelong-Learner Standards* (LLLS) set expectations for how students learn, analyze information, and communicate. LLLS are designed to provide students with a foundation for lifelong inquiry and learning. Lifelong-learning places emphasis on results (learning and doing) and students must: learn beyond simple recall of facts, understand the
connections and implications related to what they learn, retain what they learn, and be able to apply what they learn to new contexts.

**Concept-Centered Instruction**

Learning is organized around major, transferable concepts that allow students to deepen their understanding of history and the social sciences. Concepts provide both a lens for making sense out of a wide body of knowledge, and a framework for organizing and prioritizing information. The conceptual theme (i.e. *The American Landscape*) chosen is the “lens” through which students study a particular grade level course or subject area. Within that course, units of study are organized around other key concepts. These concepts also provide a framework for teaching across subject areas when appropriate and meaningful. A concept map is included in this curriculum document and serves to show how concepts connect to each other and to the *Virginia Standards of Learning for United States History to 1877*. Concept-based instruction ensures that students learn more than discrete facts; they engage in higher order thinking to examine the great themes of history and other social science relationships, patterns and interactions.

**Writing in History and the Social Sciences**

According to the National Council for the Social Studies, higher level thinking should be at the heart of the social studies curriculum. Writing in history enables students to connect to history content and historical ideas at a deeper level. Writing is thinking. Students will learn to collect and sort knowledge, determine priorities and goals, present and support a thesis or argument. In social studies, the writing process leads to questioning and to the discovery of connections among people, events and ideas. When students write, they also demonstrate their understanding of key concepts, historical themes and factual knowledge. Teachers are able to assess learning, and adjust instruction to ensure that all students master subject area content. Writing is an integral part of the *United States History to 1877* curriculum. Students will focus on analytical writing, as they learn to read and write historical narratives and develop historical atlases.

**Assessment**

Assessment is both formative and summative, allowing teachers and students to assess conceptual understandings, content knowledge and skills development. Summative assessments are directly linked to demonstrate growth in county *Lifelong-Learner Standards* and history habits of mind. Formative assessments occur as part of each unit of study and provide both teachers and students with information about student mastery of taught material.
assessments give teachers information needed to identify student readiness and interest, and adjust instruction to address individual and class weaknesses. Students are encouraged to take ownership of their own learning, and monitor strengths and weaknesses from planning to learn, to the evaluative stage. Students should experience multiple forms of assessing growth. The following chart summarizes various types of assessment used over the course of the year. Students should also be given some choice in the assessment process.

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Assessment

Model Assessment A: Summative

Students will create an historical atlas that traces America’s history from its beginnings to Reconstruction. The atlas will engage students in historical and geographical inquiry. Entries in the atlas will follow guidelines included in the Appendix. The atlas will be designed and developed throughout the course and demonstrate student growth with regards to selected Lifelong-Learner Standards. Students will also demonstrate development of history and geography skills and their understanding of relationships such as cause and effect, sequencing, change over-time, compare and contrast. Students should be able to correctly interpret primary and secondary source documents, and demonstrate growing proficiency in the use of appropriate technology.

Model Assessment B: Summative

Students will write a history narrative based on their choice of historical event, period or person. Narratives will follow the guidelines included in the Appendix. Narratives should be comparative in nature and include multiple perspectives, demonstrate students’ understanding of primary source documents, and show evidence to defend students’ thesis statements and arguments. In developing their thesis statement, students will choose one of the essential understandings for the year, and re-write it as the main idea upon which their narrative is constructed, written and defended.

Lifelong-learner Standards (Grade Six):

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<tr>
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<td>● Engage in historical and geographical inquiry.</td>
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<td>inconsequential to develop the “discriminating mind”</td>
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<td>Apply habits of mind and meta-cognitive strategies to plan, monitor and evaluate one’s own work.</td>
<td>Self-evaluate both the processes used in developing the narrative, and the final product</td>
<td>• Develop historical empathy and perceive past events and issues as experienced by individuals and diverse groups living at the time</td>
</tr>
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<td>• Understand the significance of the past to one’s own life, and to society</td>
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<td>• Apply an understanding of how purpose and process shape consequences</td>
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</table>
The American Landscape: Course Outline
United States History to 1877

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<tr>
<th>Organizing Concepts</th>
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<th>Units</th>
</tr>
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<tbody>
<tr>
<td>• Change and Continuity</td>
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</tr>
<tr>
<td>• Choice and Consequence</td>
<td>• Civilizations are marked by social, technological and political complexity</td>
<td>2.  The First Americans</td>
</tr>
<tr>
<td>• Five Themes of Geography</td>
<td>• Geography is directly related to human development</td>
<td>3.  Exploration</td>
</tr>
<tr>
<td>• Power</td>
<td>• The interplay among ideas, values and leadership shape the human condition - past, present, future</td>
<td>4.  The Thirteen English Colonies</td>
</tr>
<tr>
<td></td>
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<td>5.  Road to War</td>
</tr>
<tr>
<td></td>
<td>• Patterns of change and continuity, cause and effect manifest themselves across time and place</td>
<td>6.  Revolutionary War</td>
</tr>
<tr>
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<td>• Power influences national and international structures, systems and worldviews</td>
<td>7.  A New Nation</td>
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<td></td>
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</tr>
<tr>
<td>• What major events have influenced the political and cultural landscape of America?</td>
</tr>
<tr>
<td>• How has the use of power shaped America’s past?</td>
</tr>
<tr>
<td>• How has geography affected the cultural and physical landscape of America? and present?</td>
</tr>
<tr>
<td>• How have places and geographical contexts changed over time?</td>
</tr>
<tr>
<td>• How do differing and multiple perspectives affect history?</td>
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<tr>
<td>• What is power?</td>
</tr>
<tr>
<td>• What are the benefits of power? The consequences?</td>
</tr>
<tr>
<td>• What events and people have influenced decisions about war and peace?</td>
</tr>
<tr>
<td>• How have the rights guaranteed in the Constitution changed over time?</td>
</tr>
<tr>
<td>• How has the definition and idea of “liberty” changed over time?</td>
</tr>
<tr>
<td>History and Geography Processes</td>
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<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>● Historical Inquiry/Investigation</td>
</tr>
<tr>
<td>● Geographical Inquiry</td>
</tr>
<tr>
<td>● The History Narrative</td>
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Physical and human landscapes provide the setting for a nation’s story.

**The American Landscape**

Sample Concept Map
**The American Landscape: United States History to 1877**

A Suggested Alignment of Units, Essential Understandings and Questions

### Geography

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Introduction

The study of our nation’s history should integrate historical facts and sequences with the causes and outcomes of key historical events. Students in grade seven will be provided with opportunities to research key events and make connections between the events themselves and their long-term impact on United States and world history. Students continue to develop skills needed to analyze and understand complex historical issues, and they are expected to go beyond the facts to examine the historical record for themselves – to consult documents, journals, diaries, artifacts, data and other evidence to understand how the past affects the present. History is the story of human aspirations. History is social, political, economic, cultural, and scientific/technological. United States History 1877 to the Present will engage students in the story of individuals, families, communities, nations and the world, from Reconstruction into the 21st Century. The study of history emphasizes the intellectual skills required for responsible citizenship.

Framework for Quality Learning

The Albemarle County Public Schools curriculum design model supports development and implementation of a system for high quality curricula, assessment and instruction. The Framework for Quality Learning provides a coherent basis for organizing knowledge and skills around broad interdisciplinary concepts and applying knowledge and skills in authentic, discipline-based contexts. Within this framework, we set rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher order thinking.

United States History 1877 to the Present curriculum is standards-based and concept-centered; units and lessons are organized around important ideas and conceptual themes, thereby enabling students to dig deeper into the historical record to understand relationships of cause/effect, change/continuity and time/place. The importance of individuals in history is highlighted. The idea of a collective identity or distinct American character is examined. Content knowledge identified in the Virginia Standards of Learning provides the factual base to explore key concepts, and instruction is inquiry-driven with emphasis placed on students’ ability to raise and answer important historical questions. Students continue to work toward county Lifelong-Learner Standards that prepare them to
meet the challenges of the 21st Century. Connections to present-day realities and an increasingly global society are consistently made as students apply their knowledge and skills to authentic problems and situations. 

*United States History 1877 to the Present* is a part of the “Virginia and United States History” strand that provides a vertical articulation of expected understandings, knowledge and skills across grades 5, 6, 7, and 11. The underlying concept that provides a lens for studying Virginia and United States history is, “The American Narrative.” Students in grade six will explore “The American Landscape” which establishes the setting for America’s story. Students in grade seven explore “The American Identity” and focus on people – their aspirations, struggles, contributions and achievements – and examine the importance of values, beliefs and character in American life. Students in grade eleven synthesize their learning as they deepen their understanding of the “American Narrative.”

**The American Identity**

The American Identity tells the story of America’s people. Who are we? How is America about me? Connections between geography and history help students understand how patterns emerge across time and place. Who we are, our identity, changes over time. The American Identity addresses the relationships between beliefs, values, and leadership. Students question how the use of power defines relationships within our nation, and on a global scale. Students are taught to recognize and understand patterns, themes and interactions at the heart of America’s story and that this story is complex and unfinished. It is also, their story to write, their history to make. Units are organized around other key concepts such as: freedom, growth and development, and global interaction. By the end of grade seven, students will be able to read comparative studies of American history and be able to answer analytical, document-based questions that address the major themes, events and ideas studied in United States history.

**Rigor and Expectations**

All students will learn at higher levels of achievement. To ensure success, students must be able to read strategically, write analytically, and think critically and creatively. Reading, writing and the development of meta-cognitive and other higher order thinking are emphasized in this curriculum, and integrated into all units taught and assessed. Writing instruction focuses on students’ ability to interpret and analyze primary and secondary source documents to answer complex questions.
Lifelong-Learner Standards

Lifelong-Learner Standards set expectations for how students learn, analyze information, and communicate, and are designed to provide students with a foundation for lifelong inquiry and learning. Lifelong learning places emphasis on results (learning and doing) and students must learn beyond simple recall of facts, understand the connections and implications related to what they learn, retain what they learn, and be able to apply what they learn to new contexts.

Concept-Centered Instruction

Learning is organized around major, transferable concepts that allow students to deepen their understanding of history and the social sciences. Concepts provide both a lens for making sense out of a wide body of knowledge, and a framework for organizing and prioritizing information. The conceptual theme (i.e. The American Identity) chosen is the “lens” through which students study a particular grade level course or subject area. Micro concepts organize units of study within each course, or across subject area when appropriate and meaningful. Concept maps are included in this curriculum framework and serve to show how these concepts connect to each other and to the Virginia Standards of Learning for United States History 1877 to the Present. Concept-centered instruction ensures that students learn more than discrete facts; they engage in higher order thinking to examine the great themes of history and other social science relationships, patterns and interactions.

Writing in History and the Social Sciences

According to the National Council of Social Studies, higher level thinking should be at the heart of the social studies curriculum. Writing in history and the social sciences enables students to connect to history content and historical ideas at a deeper level. Students will collect and organize knowledge, compare conflicting perspectives and narratives, develop a thesis or argument, present and defend. Writing becomes one way for teachers to assess learning, and adjust instruction to ensure that all students master subject area content. Writing is an integral part of the United States History 1877 to the Present curriculum. Students will focus on analytical writing (and thinking) as they interpret primary and secondary source documents, answer document-based questions, and engage in other authentic writing tasks that mirror the work of historians and social scientists. Students prepare for more rigorous work expected at the high school level.
Assessment

Assessment is both formative and summative, allowing teachers and students to assess conceptual understandings, content knowledge, and skills development. Summative assessments are directly linked to demonstration of growth in the county Lifelong-Learner Standards and history habits of mind. Formative assessments occur as part of each unit of study and provide both teachers and students with information about student mastery of taught material. Formative assessments give teachers information needed to adjust instruction and address individual and class weaknesses. Students are encouraged to take ownership of their own learning, and monitor strengths and weaknesses from planning to learn to the evaluative stage. Assessments, both formative and summative, are differentiated and vary in format to include performance assessments and writing within and across disciplines.

Model Assessment A: Summative

Students will answer a series of document-based questions and thematic essays to demonstrate their ability to interpret and analyze primary and secondary source documents, read and make meaning from conflicting history narratives, and apply history and social studies skills. Essays will follow guidelines included in the Appendix. Document-Based Questions (DBQ) and thematic essays should be analytical in nature, include a strong thesis statement and evidence to support that thesis. Students may choose one of the organizing concepts upon which to base their work.

Model Assessment B: Summative

Students will develop an original product that addresses the issue of change over time, 1870 to 2000 A.D. The task: If you had an opportunity to meet one of your relatives who lived during the 1800s and tell them about the United States today, how would you describe those changes and explain the transformation of society from the late 1800s to today. Students must address this question in terms of geography, economic change/growth, advances in technology, political, social and cultural changes. Student must use the language of history and the social sciences.
Lifelong-Learner Standards (Grade Seven)

<table>
<thead>
<tr>
<th>Lifelong-Learner Standard</th>
<th>Processes and Skills</th>
<th>Habits of Mind</th>
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</table>
| ● Understand and apply principles of logic and reasoning; develop, evaluate and defend arguments. | ● Generate and develop a thesis statement.  
● Engage in historical inquiry.  
● Read and compare conflicting history narratives; interpret primary and secondary source documents and data.  
● Answer document-based questions and write thematic essays; history narratives.  
● Self-evaluate both the processes used in developing essays, and the final product. | ● Understand the past to one’s own life and to society.  
● Distinguish between the important and the inconsequential to develop the “discriminating memory.”  
● Develop historical empathy.  
● Recognize patterns and complex relationships including change and continuity, cause and effect, similarities and differences.  
● Apply an understanding of how purpose and process shape consequences.  
● Acquire and act upon an understanding of diverse culture, and of a shared humanity.  
● Read critically and widely in order to recognize the difference between fact and conjecture, between evidence and assertion.  
● Recognize the importance of individuals who have made a difference in history, and the significance of personal character. |
| ● Plan and conduct research | | |
| ● Seek, recognize and understand patterns, themes and interactions. | | |
| ● Think analytically, critically and creatively to pursue new ideas, and make decisions. | | |
| ● Acquire and use precise language to clearly communicate ideas, knowledge and processes. | | |
| ● Apply habits of mind and meta-cognitive strategies to plan, monitor and evaluate one’s own work. | | |
# United States History 1877 to the Present: The American identity
## Model Course Outline

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<td>1. U.S. Geography &amp; Westward Expansion</td>
</tr>
<tr>
<td>• Freedom</td>
<td>• Each generation defines and defends freedom.</td>
<td>2. Industrialization</td>
</tr>
<tr>
<td>• Global Interaction</td>
<td>• Patterns of change and continuity, ingenuity and complexity shape the growth and development of nations.</td>
<td>3. The Progressive Era</td>
</tr>
<tr>
<td>• Growth and Development</td>
<td>• Power influences global interactions and policies.</td>
<td>4. The Spanish American War and Overseas Expansion</td>
</tr>
</tbody>
</table>

## Essential Questions

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• How is history about me?</td>
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<tr>
<td>• How has America defined and refined freedom?</td>
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<tr>
<td>• What problems evolve when essential human needs and want are not met?</td>
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<tr>
<td>• How do people adapt to and modify their environment?</td>
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<tr>
<td>• Why does America participate in world events?</td>
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<tr>
<td>• How does freedom affect identity?</td>
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<tr>
<td>• How do cultural identities shape change?</td>
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<tr>
<td>• Why does America participate in world events?</td>
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<tr>
<td>• How do political, economic and social systems affect our decisions?</td>
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</tbody>
</table>

## History and Geography Processes

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Historical Inquiry</td>
</tr>
<tr>
<td>• Cause and Effect</td>
</tr>
<tr>
<td>• Document-based Question/Essay</td>
</tr>
</tbody>
</table>

## Cross-Curricular Processes

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>• Meta-cognition and Self-Evaluation</td>
</tr>
<tr>
<td>• Strategic Reading &amp; Writing</td>
</tr>
<tr>
<td>• Critical and Creative Thinking</td>
</tr>
</tbody>
</table>
The American Identity

Cultural and national identities change over time and are redefined by each generation.

Global Interaction
Power influences global interactions and policies.

Freedom
Each generation defines and defends freedom.

Growth & Development
Patterns of change and continuity, ingenuity and complexity shape the growth and development of nations.

How is history about me?
Sample Guiding Questions for Unit Development

- How is history about me?
- How does identity shape history?
- How do regions differ culturally? How are they the same?
- What is the relationship between cultural identity and change?
- How have individuals influenced historical events?
- What is the relationship between identity and leadership?
- Why is personal character important in history?
- How does identity, both group and national, affect decisions about conflict and cooperation?
- How does identity influence one’s idea of freedom?
- How would you describe the “American character”?
- How has the American identity changed over time?
- What does it mean to be an “American”?
- How does religious identity influence political and social choices?
- Does the United States have a class system?
- What is the relationship between identity and power?
- How do Americans “tell their story” to the rest of the world?
- How do people from other countries or regions of the world perceive America?
Freedom
Concept Map

Each generation defines and defends freedom.

Conflict & Cooperation

Change and Continuity

Cause & Effect

How does freedom affect identity? What events and people influenced freedom?

What problems evolve when essential human needs are not met?

How do Americans define and defend freedom over time?

Suggested Unit Alignment
- The Twenties (USII 5.a,b,c)
- The Progressive Era (USII 3.c,e; USII 5.b)
- Expanding Liberty: Civil Rights (USII 8.a)
- Immigration (USII 3.b)
CONCEPT: FREEDOM

Sample Guiding Questions for Unit Development

- Why is freedom important to me?
- How has the idea of freedom changed over time for individual Americans?
- What events and individuals have influenced American freedom?
- How has America continued to define and refine freedom for individuals? For groups?
- What was the impact of the Civil Rights Movement on personal and political liberty?
- Is everyone “free?”
- What do we mean by unalienable rights?
- Why is defending freedom important to us?
- How do political and economic policies affect freedom?
- What is the relationship between freedom and status?
- How am I free?
- What is the relationship between freedom and equality?
- How does society balance competing claims to freedom?
- How do national and world events effect the definition of freedom?
- What is the effect of war on individual freedom?
- Who has the power to curtail one’s freedom? Under what circumstances?
- What do our important historical documents say about freedom?
- What is the significance of the Bill of Rights?
- Is the story of America the story of expanding liberty? How would you tell that story?
- How is freedom a part of America’s continuing story?
GLOBAL INTERACTION
Concept Map

What are the causes and effects of America's participation in world events?

What are our obligations to the nation and to the global community?

GLOBAL INTERACTION
Power influences global interactions and policies.

Cause and Effect

Conflict & Cooperation

Change and Continuity

Suggested Unit Alignment
- Spanish American War & Overseas Expansion (USII 4a)
- World at War I (USII 4.b: 6a,b,c; 7.c) (World War I, World War II, The Cold War, Korea, Viet Nam)

How do political, economic and social systems affect our decisions change over time?
CONCEPT: GLOBAL INTERACTION

Sample Guiding Questions for Unit Development

● What are the causes and effects of American participation in world events?
● How does economics drive global interactions?
● How do political beliefs and systems drive global interactions?
● How do conflict and cooperation effect global interactions?
● What environmental challenges affect or drive global interactions?
● What institutions exist to encourage and support international cooperation?
● How does the United States react to new challenges, such as terrorism and nuclear capabilities?
● What draws immigrants to the United States? What impact does immigration have on domestic policies?
● How does the United States support global human rights? Children’s rights?
● What is the relationship between political and cultural beliefs and the way one understands the world?
● What are our obligations to the world community?
● How do I connect to the world?
● To what extent is the United States autonomous today? In the future?
● What problems emerge when cultures clash?
● What sacrifices will we make to ensure a peaceful world?
● What sacrifices will we make to defend American principles? What principles are most important to defend?
GROWTH AND DEVELOPMENT
Concept Map

GROWTH AND DEVELOPMENT
Patterns of change and continuity, ingenuity and complexity shape the growth and development of nations.

Ingenuity & Complexity

Conflict & Cooperation

How do people adapt and modify their environment?

What problems evolve when essential human needs are not met?

Change and Continuity

How does cultural identity shape change?
How do our political, economic and social systems affect our decisions?

Suggested Unit Alignment
- Geography (USII. 2b,c)
- Westward Expansion (USII. 2a; 3a)
- Industrialization (USII. 3d; 5a)
- Great Depression (USII.5d)
- The Progressive Era (USII. 3e)
- Transforming Our World (USII. 7a,b,d ; 8b)
CONCEPT: GROWTH AND DEVELOPMENT

Sample Guiding Questions for Unit Development

- How do people modify and adapt to their environment?
- How do technological advances connect resources, products and markets?
- What factors motivate individuals to make life changes?
- How do I grow?
- How does economic development affect public policy?
- How did the Industrial Revolution change America?
- What is the relationship between technology and conflict? Cooperation?
- How are invention and imagination linked?
- What does it mean to say that change is complex?
- What problems emerge when basic human needs and wants are not met?
- What is the role of government in economic growth and development?
- How have individual Americans contributed to America's growth and development over time?
- Why is social and economic mobility important to Americans?
- What role does government play in people's welfare?
- How are we (U.S.) changing?
- How should we (U.S.) change?
- How do different political and economic system affect a society's growth and development?
Introduction

The study of civics and economics integrates knowledge of how the United States government and economic systems work within the contexts of both the individual and the community. Students are provided with opportunities to research and analyze the ideas and opinions of the founding fathers and examine their role in the development of the U.S. government. Emphasis is placed on the importance of the Virginia and United States constitutions. Students investigate the process by which decisions are made in the American market economy. Furthermore, students will be able to participate in a variety of experiences designed to connect our nation’s past to the students’ present lives. Civics is the story of citizenship and the role of the individual in public life. Civics is the study of how social, political, economic, and scientific forces impact our society. The study of civics and economics emphasizes the necessary intellectual skills required to be a citizen in the 21st Century.

Framework for Quality Learning

The Albemarle County Schools Framework for Quality Learning provides a coherent basis for organizing knowledge and skills around broad interdisciplinary concepts, and applying knowledge and skills in authentic, discipline-based contexts. Within this framework, we set rigorous expectations for how students learn, analyze information, and communicate, leading to increased student engagement, content mastery, and higher order thinking.

The Civics and Economics curriculum is standards-based and concept-centered; units and lessons are organized around important ideas and conceptual themes, thereby enabling students to dig deeper into their understanding of identity/beliefs, choice, and power. The importance of individuals “acting in society” is highlighted. The idea of citizenship in the 21st Century is examined. Content knowledge identified in the Virginia Standards of Learning provides the factual base to explore key concepts, and instruction is inquiry-driven with emphasis placed on students’ ability to raise and answer important societal questions. Students continue to work toward county Lifelong-Learner Standards, standards that address the attitudes, behaviors and processes students need to be successful in the 21st Century. Students connect to present-day realities and an increasingly global society as they apply their knowledge to authentic problems and situations.
Unifying Concept

Citizenship in the 21st Century relates to the students’ role in an ever-changing global society. What does it mean to be a citizen in the 21st Century? Units are organized around other key concepts such as choice, identity/beliefs, and power. By the end of grade eight, students will be able to develop an awareness of their role in the on-going story of American constitutional government, their responsibilities as citizens, and the potential impact they can have on the future - through the choices they make, their personal beliefs and identity, and the way that they choose to use their power to influence others.

Rigor and Expectations

All students will learn at higher levels of achievement. To ensure success, students must be able to read strategically, write analytically, and think critically and creatively. Reading, writing and the development of meta-cognitive and other higher order thinking are emphasized in this curriculum, and integrated into all units taught and assessed. Writing instruction focuses on students’ ability to interpret and analyze primary and secondary source documents to answer complex questions.

Life-Long Standards

Lifelong-Learner Standards (LLLS) set expectations for how students learn, analyze information, and communicate. LLLS are designed to provide students with a foundation for lifelong inquiry and learning. Lifelong learning places emphasis on results (learning and doing), and students must learn beyond simple recall of facts, understand the connections and implications related to what they learn, retain what they learn, and be able to apply what they learn to new contexts.

Concept-Centered Instruction

Learning is organized around major, transferable concepts that allow students to deepen their understanding of history and the social sciences. Concepts provide both a lens for making sense out of a wide body of knowledge, and a framework for organizing and prioritizing information. The conceptual theme chosen, (i.e. Citizenship in the 21st Century) is the “lens” through which students study a particular grade level course or subject area. Within that course, units of study are organized around other key concepts. These concepts also provide a framework for teaching across subject areas when appropriate and meaningful. A concept map is included in this curriculum document and serves to show how concepts connect to each other and to the Virginia Standards of Learning for
Civics and Economics. Concept-based instruction ensures that students learn more than discrete facts; they engage in higher-order thinking to examine the great themes of history and other social science relationships, patterns and interactions.

Writing in History and the Social Sciences

According to the National Council for the Social Studies, higher-level thinking should be at the heart of the social studies curriculum. Writing in social studies enables students to connect to important knowledge and ideas at a deeper level. Writing is thinking. Students will learn to collect and sort knowledge, determine priorities and goals, and present and support a thesis or argument. In social studies, the writing process leads to questioning and to the discovery of connections among people, events and ideas. When students write, they also demonstrate their understanding of key concepts, historical themes, and factual knowledge. Teachers are able to assess learning, and adjust instruction to ensure that all students master subject area content. Writing is an integral part of the Civics and Economics curriculum. Students will focus on analytical writing, as they learn to read and write non-fiction text, political essays and narratives, and across the following genres: editorials, newspaper/media reporting, and with graphs, charts and other visual data as source material.

Assessment

Assessment is both formative and summative, allowing teachers and students to assess conceptual understandings, content knowledge and skills development. Summative assessments are directly linked to demonstrate growth in county Lifelong-Learner Standards and social studies habits of mind. Formative assessments occur as part of each unit of study and provide both teachers and students with information about student mastery of taught material. Formative assessments give teachers information needed to identify student readiness and interest, and adjust instruction to address individual and class weaknesses. Students are encouraged to take ownership of their own learning, and monitor strengths and weaknesses from planning to learn, through the evaluative stage. Students should experience multiple forms of assessing growth. The following chart summarizes various types of assessment used over the course of the year. Students should also be given some choice in the assessment process.
### Types of Assessment For Use in Teaching

<table>
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<tr>
<th>Assessment Type</th>
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<tr>
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<td>A representative collection of student work that includes student reflection. The assessment purpose is defined, criteria for selection of work are made clear, and criteria for assessing the collection or individual pieces of work are identified.</td>
</tr>
<tr>
<td>Student Self-Assessment</td>
<td>Opportunities for students to reflect on their own understanding both verbally and in writing.</td>
</tr>
</tbody>
</table>
Assessing ACPS Life-Learner Standards

Model Assessment A: Summative

Students will answer a series of document-based questions (DBQs) and thematic essays to demonstrate their ability to interpret and analyze primary and secondary source documents, read and make meaning from conflicting history narratives, and apply history and social studies skills. Essays will follow guidelines included in the Appendix. DBQs and thematic essays should be analytical in nature, include a strong thesis statement, and evidence to support that thesis. Students may choose one of the organizing concepts upon which to base their work.

Lifelong-Learner Standards (Grade Eight)

<table>
<thead>
<tr>
<th>Lifelong-Learner Standard</th>
<th>Processes and Skills</th>
<th>Habits of Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Understand and apply principles of logic and reasoning; develop, evaluate and defend arguments.</td>
<td>● Generate and develop a thesis statement.</td>
<td>● Understand the past to one’s own life and to society.</td>
</tr>
<tr>
<td>● Plan and conduct research.</td>
<td>● Engage in historical inquiry.</td>
<td>● Distinguish between the important and the inconsequential to develop the “discriminating memory.”</td>
</tr>
<tr>
<td>● Seek, recognize and understand patterns, themes and interactions.</td>
<td>● Read and compare conflicting viewpoints; interpret primary and secondary source documents and data.</td>
<td>● Develop historical empathy.</td>
</tr>
<tr>
<td>● Think analytically, critically and creatively to pursue new ideas, and make decisions.</td>
<td>● Compare and Contrast differing viewpoints as they impact societal change.</td>
<td>● Recognize patterns and complex relationships including change and continuity, cause and effect, similarities and differences.</td>
</tr>
<tr>
<td>● Acquire and use precise language to clearly communicate ideas, knowledge and processes.</td>
<td>● Answer document-based questions and write thematic essays.</td>
<td>● Apply an understanding of how purpose and process shape consequences.</td>
</tr>
<tr>
<td>● Apply habits of mind and meta-cognitive strategies to plan, monitor, and evaluate one’s own work.</td>
<td>● Self-evaluate both the processes used in developing essays, and the final product.</td>
<td>● Acquire and act upon an understanding of diverse culture, and of a shared humanity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Read critically and widely in order to recognize the difference between fact and conjecture, between evidence and assertion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Recognize the importance of individuals who have made a difference in history, and the significance of personal character.</td>
</tr>
</tbody>
</table>
**Model Assessment B: Summative**

Students will develop an original product using information learned from the entire curriculum, “To Create A Society.” They will need to justify choices they make in setting up a government and economic system, and will author a constitution as a basis for law. Students will need to actively apply their understanding of the concepts of power, choice, identity_beliefs as they strive to define the rights and responsibilities of citizens in their new society.

**Lifelong-Learner Standards (Grade Eight)**

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<th>Lifelong-Learner Standard</th>
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<tr>
<td>● Understand and apply principles of logic and reasoning; develop, evaluate and defend arguments.</td>
<td>● Generate and develop a solution to a community/social problem</td>
<td>● Understand the past to one's own life and to society.</td>
</tr>
<tr>
<td>● Plan and conduct research.</td>
<td>● Engage in problem solving.</td>
<td>● Distinguish between the important and the inconsequential to develop the &quot;discriminating memory.&quot;</td>
</tr>
<tr>
<td>● Seek, recognize and understand patterns, themes and interactions.</td>
<td>● Identify and describe the problem developing background knowledge about current and past attempts to problem solve the issue; identify groups with invested interests and why; set goals for problem solving.</td>
<td>● Develop historical empathy.</td>
</tr>
<tr>
<td>● Think analytically, critically and creatively to pursue new ideas, and make decisions.</td>
<td>Compare and Contrast differing viewpoints as they impact societal change; develop options and list positive and negative aspects for each option; choose a solution and analyze for potential consequences.</td>
<td>● Recognize patterns and complex relationships including change and continuity, cause and effect, similarities and differences.</td>
</tr>
<tr>
<td>● Acquire and use precise language to clearly communicate ideas, knowledge and processes.</td>
<td>● Explain and defend your rationale for choosing a specific option; how does the solution meet your goal?</td>
<td>● Apply an understanding of how purpose and process shape consequences.</td>
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<tr>
<td>● Apply habits of mind and meta-cognitive strategies to plan, monitor and evaluate one's own work.</td>
<td>● Self-evaluate both the processes used in developing essays, and the final product.</td>
<td>● Read critically and widely in order to recognize the difference between fact and conjecture, between evidence and assertion.</td>
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</table>
Power

Identity & Beliefs

Identity and beliefs are interrelated.

How is identity developed?

Choice

Choices have costs.

What is the cost of choice?

The American Citizen

Citizenship is being responsible.

What does it mean to be a citizen in the 21st century?

Power enables choice.

Does everyone have power?
# Citizenship in the 21st Century: Course Outline

<table>
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<tr>
<th>Organizing Concepts</th>
<th>Essential Understandings</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power</td>
<td>The understanding and use of power shapes both national and international structures, systems, and worldviews.</td>
<td>1. Rights, Duties, Responsibilities of Citizens</td>
</tr>
<tr>
<td>Choice</td>
<td>Ethical, cultural and institutional forces shape individual identity, and behavior.</td>
<td>2. Foundations of American Government &amp; Constitutional Government</td>
</tr>
<tr>
<td>Identity &amp; Beliefs</td>
<td>The interplay among ideas, values and leadership shape the human condition, past, present, and future.</td>
<td>3. The Political Process</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Civilizations are marked by social, technological, economic, and political complexity.</td>
<td>4. Public Policy</td>
</tr>
</tbody>
</table>

## Essential Questions

- What does it mean to be a citizen in the 21st Century?
- How does power impact the global society?
- How is identity developed?
- What forces have influenced your personal identity?
- What is the cost of choice?
- How is society shaped by individuals?
- Does everyone have power?

## Cross-Curricular Processes

- Mega-cognition and Self-Evaluation
- Strategic Reading
- Writing
- Critical/Creative Thinking & Evaluation (ex. Media/Bias)

## Civics and Economics Processes

- Cause and Effect
- Problem Solving
- Developing/Interpreting Charts and Graphs
- Analytical Essay
American Studies: The American Narrative  
Curriculum Framework for Grade Eleven U.S. History

Introduction

American Studies is an integrated course designed to help students develop a comprehensive view of American literature, history and culture. American literature and history do not exist in isolation. They reflect each other and are influenced by cultural trends and philosophical movements that chronicle the complexity and diversity of American society through the ages. Within this framework, students become informed observers, consumers, and creators of American culture. American Studies emphasizes the intellectual skills required for responsible citizenship. Students use skills of historical, geographical and literary analysis to examine the development of American ideas and institutions from the Age of Exploration to the present, and evaluate major issues, movements, events, and people in United States and Virginia history, that foster a national identity and prominent position in today’s world.

Framework for Quality Learning

The Albemarle County Public Schools curriculum design model supports development and implementation of a system for high quality curricula, assessment, and instruction. The Framework for Quality Learning provides a coherent basis for organizing knowledge and skills around broad interdisciplinary concepts and applying knowledge and skills in authentic, discipline-based contexts. Within this framework, we set rigorous expectations for how students learn, analyze information, and communicate-leading to increased student engagement, content mastery, and higher order thinking. As such, students work toward county Lifelong-Learner Standards and prepare themselves for the challenges of the 21st Century.

American Studies curriculum is interdisciplinary, standards-based (Virginia Standards of Learning for Virginia for United States History and English Language Arts Grade Eleven;) and concept-centered; units and lessons are organized around important ideas and conceptual themes, thereby enabling students to dig deeper into the historical record and our literary heritage. Instruction is inquiry-based with emphasis placed on students’ abilities to raise and answer important historical questions, and to analyze and critique literature. Students engage in the work of the historian, the linguist, the literary scholar, the artist as they learn to compare and evaluate literature, art and history narratives, and develop their own stories of America, past and present.
The American Narrative

The conceptual theme that provides a framework for studying American Studies is *The American Narrative*. Students use their analytical and evaluative skills to re-tell the story of America, a story that is both complex and unfinished. Units are organized around key concepts that provide a particular focus and guide students through their study: identity, freedom, aesthetics, power, and system. Students will grapple with these questions: Who am I, as an American? What is my story and how does it reflect the American experience? As an American citizen, how do the decisions I (we) make, effect our society and the global community?

Rigor and Expectations

All students will learn at higher levels of achievement. To ensure success, students must be able to read strategically and imaginatively, write analytically, and think critically and creatively. Reading, writing, and the development of meta-cognitive and other higher order thinking, such as synthesis and evaluation, are emphasized in this curriculum.

Lifelong-Learner Standards

*Lifelong-Learner Standards* set expectations for how students learn, analyze information, and communicate and are designed to provide students with a foundation for lifelong inquiry and learning. Lifelong-learning places emphasis on results (learning and doing) requiring students to learn and think beyond simple recall of facts. They must understand the connections and implications related to what they learn, retain what they learn, and be able to apply what they learn to new contexts. A complete listing of the standards is included in the Appendix.

Concept-Centered Instruction

Learning is organized around major, transferable concepts that allow students to deepen their understanding of history and literature. Concepts provide both a lens for making sense of a wide body of knowledge, and a framework for organizing and prioritizing information. The conceptual theme (i.e. *The American Narrative*) is the “lens” through which students study a particular grade level course or subject area. Units of study are organized around other key concepts that provide a framework for teaching across subject areas when appropriate and meaningful to each discipline. The concept map included in this curriculum document shows how concepts connect to important understandings and to each other. Concept-centered instruction ensures that students learn more than discrete facts; they engage in higher order thinking to explore themes, patterns, relationships and interactions.
Assessment

Assessment is both formative and summative, allowing students to demonstrate their understanding of key concepts, content knowledge, and the mastery of language arts and history processes and skills. Summative assessments evaluate students’ ability to apply county Lifelong-Learner Standards, and history and English habits of mind. Formative assessments give teachers information needed to adjust instruction and meet the needs of all students. Students are encouraged to take ownership of their own learning, always evaluating what they know and how they know it. Students should experience multiple forms of assessing growth. The following chart summarizes various types of assessment used over the course of the year. Students should also be given some choice in the assessment process.

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<td>Opportunities for students to reflect on their own understanding both verbally and in writing.</td>
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Assessing ACPS Lifelong-Learner Standards

Model Assessment A: Summative

Civil War Era: In a well-written, concise persuasive essay, students will respond to the following generalization: “Compromise is more effective than rebellion for achieving an end.” Students will use specific examples from studied text and class discussions to support or negate the statement. Students will also present their arguments orally through debate.
### Lifelong-Learner Standards (Grade Eleven)

<table>
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<th>Processes and Skills</th>
<th>Habits of Mind</th>
</tr>
</thead>
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<tr>
<td>● Gather, organize and analyze data; evaluate processes and products; draw conclusions.</td>
<td>● Historical Thinking and Investigation; generate a hypothesis</td>
<td>● Distinguish between the important and the inconsequential to develop the “discriminating memory”</td>
</tr>
<tr>
<td>● Seek, recognize and understand systems, patterns, themes, and interactions.</td>
<td>● Critical Thinking, Evaluation, Cause/Effect, Change &amp; Continuity, Synthesis</td>
<td>needed to make wise judgments.</td>
</tr>
<tr>
<td>● Understand and apply principles of logic and reasoning; develop, evaluate and defend arguments.</td>
<td>● Persuasive Writing; debate</td>
<td>● Develop historical empathy and perceive past events and issues as experienced by individuals and diverse groups living at the time.</td>
</tr>
<tr>
<td>● Acquire and use precise language to communicate ideas, knowledge and processes.</td>
<td></td>
<td>● Seek and recognize patterns and complex relationships including change over time, cause and effect, similarities and differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Read critically and widely in order to recognize the difference between fact and conjecture, between evidence and assertion in order to frame useful questions.</td>
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The American Narrative: Course Outline

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<tbody>
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<td>• Identity</td>
<td>• Identity is constructed.</td>
</tr>
<tr>
<td>• Freedom</td>
<td>• Freedom requires choice and demands responsibility.</td>
</tr>
<tr>
<td>• Aesthetics</td>
<td>• Style and content give form to each other.</td>
</tr>
<tr>
<td>• Power</td>
<td>• Power enables and limits choice.</td>
</tr>
<tr>
<td>• System</td>
<td>• Systems place individuals within the whole.</td>
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</table>

Essential Questions

| How does an individual construct his/her identity? |
| Why do Americans seek freedom? |
| How do aesthetics reflect human values? American values? |
| Does everyone have power? |
| How are systems both limiting and liberating? |
| How does change occur in history? |
| What universal themes, characters and motifs emerge to tell our story heo |
| Who is the “American hero”? |
| Can an individual make a difference? Influence movement? |
| Is the story of America the story of expanding liberty? |
| Why is “where” important? |
| How does the rest of the world perceive (read) the American story? |
| How does culture enrich a society? |

Language Arts Processes

| Critical reading: subjective & objective reading of text |
| Writing for a variety of purposes and audiences |
| Literary analysis |
| Oratory/debate |
| Research |

History and Geography Processes

| Meta-cognition and Self-evaluation |
| Historical Investigation |
| History Narrative |
| Document Based Questions |
| Analytical Essay |
The American Narrative
Concept Map

IDENTITY
Identity is constructed.
How does an individual construct his/her identity?

SYSTEM
Systems place individuals within the whole.
How are systems both limiting and liberating?

FREEDOM
Freedom demands choice and requires responsibility.
Why do Americans seek freedom?

POWER
Power enables and limits choice.
Does everyone have power?

AESTHETICS
Style and content give form to each other.
How do aesthetics reflect human values?

The American Narrative
Narratives organize experience.

How do narratives shape, rather than simply reflect, the human condition?
Section Three

Appendices
Instruction

Teachers and teachers working collaboratively within and across subject areas, choose instructional strategies that are consistent with *The Framework for Quality Learning* and meet the following criteria:
♦ Meet the needs of individual students
♦ Empower students to own their own learning
♦ Utilize inquiry learning and other constructivist models - such as service learning
♦ Foster a deep understanding of democratic principles
♦ Incorporate reading and writing
♦ Scaffold students to meet high expectations and attain learning goals
♦ Focus on higher order thinking
♦ Encourage collaboration and teamwork
♦ Uses a variety of reading and resource materials to develop understanding - including primary and secondary source documents, maps, globes, charts, literature, art, music
♦ Provide students with choice as appropriate
♦ Integrates content knowledge and skills across disciplines when meaningful
♦ Consistently spirals understanding to greater complexity and sophistication of thought.

A model outline for designing units and lessons can be found in *The Framework for Quality Learning* document.
Writing in History: The History Narrative

Historical explanations frequently occur in a narrative form. A historical account is a story about the past. It has a beginning, a middle, an end, as well as, a setting, characters, problem(s) and resolution. Historical interpretations involve interpretation and the transformation of facts into evidence, and evidence into argument.

History narratives always involve interpretation – someone chooses which events are important enough to be included in the story and how they related to one another. Therefore, history narratives vary from author to author and not all interpretations are valid. Ambiguity is regarded as inevitable, productive and desirable as part of the search for historical knowledge, and students must understand how important evidence is in developing their own sound, intelligent interpretation (narrative) and argument. (Levstik & Barton, 2001)

Writing a history narrative requires an understanding of the conventions of the discipline. William K. Storey, in Writing History, suggests that students should:

A. Be sure there is a purpose to their story and argue as they narrate. Details included should support their argument and irrelevant facts should be omitted.
B. Never ignore evidence that runs counter to their argument.
C. Be sure to provide the reader with an historical context as well as the “what, who, when, where and why” of the story.
D. Respect the integrity of the culture and time period that is being discussed.
E. Carefully consider organizational strategies that fit the purpose of the paper. For example, historical narratives should follow a chronological order structure; when comparing two historical figures or events, students’ points should follow a compare/contrast pattern.
F. Use the past tense.
G. Avoid using “I” to reflect one’s own personal response. The paper is about evidence supporting an argument or position.
H. Watch for personal biases.

Students need to be able to understand and compare competing history narratives. They also should be able to construct their own narrative. Narratives may take different forms: essays, debates, and editorials, for example. Students may draw from both primary and secondary sources. Real historical understanding requires that student
be challenged to enter knowledgeably into the historical record, and to bring sound historical perspectives to their analysis of a problem.

**Writing in History: The Document-Based Question**

The primary purpose of the document-based question (DBQ) is to evaluate students’ ability to formulate and support an answer from documentary evidence. The DBQ is an exercise in both analysis and synthesis. Students need to have the broader historical context to draw upon and an understanding of history/social science relationships such as compare/contrast, change over time, cause and effect. A typical DBQ involves student analysis of more than one document – each document presenting a particular perspective as well as information about the topic being explored. To some extent, the DBQ mirrors the work of a historian.

To answer a DBQ, students first read and analyze the documents individually and then plan and construct an appropriate response to the essay question based on their interpretation of the documentary evidence as a whole. *(The AP Vertical Teams Guide for Social Studies)*

**Tips for students**

1. Reference to the documents must be closely tied to the essay question.
2. Strong essays will use all of the documents.
3. Evidence from the documents should be used to construct and illustrate a response.
4. Students should cite documents by naming the author and/or by naming the document number.
5. Students need to be aware of the documents’ sources and authors’ points of view, and identify bias and frame of reference.
6. Students should pay attention to: the content and tone of each document in relationship to the other documents, identification of author’s purpose and the audience, and the date of the document.
7. Students may be asked to address information or points of view that are missing from the set of documents; therefore, prior knowledge of history is important.
8. Comparative topics on the major themes of history provide one of the major focuses of the DBQ.
Pre-AP Strategies for High School and Middle School Students

The APPARTS Strategy: This strategy provides prompts to help students systematically analyze primary source documents, and can be used to scaffold students’ development of critical thinking skills. (The AP Vertical Teams Guide for Social Studies, The College Board)

AUTHOR  Who created the source? What do you know about the author? What is the author’s point of view?

PLACE AND TIME  Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE  Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

AUDIENCE  For whom was the source created and how might this affect the reliability of the source?

REASON  Why was this source produced at the time it was produced?

THE MAIN IDEA  What point is the source trying to convey?

SIGNIFICANCE  Why is this source important? What inferences can you draw from this document? Ask yourself, “So what?” in relation to the question asked.
Historical Thinking

Students engage in historical thinking when they draw upon the following five interconnected skills: Chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and historical issues-analysis/decision-making. When students engage in historical thinking, they are placed at the center of historical dilemmas and problems and a deep, personal involvement in the past is fostered. (National Standards for History)

Chronological Thinking

1. Distinguish between past, present and future time.
2. Identify in historical narratives the temporal structure of a historical story.
3. Establish temporal order in constructing historical narratives.
4. Measure and calculate calendar time.
5. Interpret data presented in time lines.
6. Reconstruct patterns of historical succession and duration.
7. Compare alternative models for periodization.

Historical Comprehension

1. Reconstruct the literal meaning of a historical passage.
2. Identify the central question(s) the history narrative addresses.
3. Read historical narratives imaginatively.
4. Evidence historical perspectives.
5. Draw upon data in historical maps.
6. Utilize visual aids and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
7. Draw upon visual, literary, and musical sources.
Historical Analysis and Interpretation

1. Identify the author or source of the historical document or narrative.
2. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
3. Differentiate between historical facts and historical interpretations.
5. Analyze: cause-and-effect relationships and multiple causation, the importance of the individual, the influence of ideas, and the role of chance.
6. Challenge arguments of historical inevitability.
7. Compare competing historical narratives.
8. Hold interpretations of history as tentative.
9. Evaluate major debates among historians.
10. Hypothesize the influence of the past.

Historical Research

1. Formulate historical questions.
2. Obtain historical data.
3. Interrogate historical data.
4. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Historical Issues-Analysis and Decision-making

1. Identify issues and problems in the past.
2. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
3. Identify relevant historical antecedents.
4. Evaluate alternative courses of action.
5. Formulate a position or course of action on an issue.
6. Evaluate the implementation of a decision.
Historical Inquiry (Investigation)

Historical understanding, while based on knowledge of facts, dates, names, places, events and ideas, requires students to raise questions and collect solid evidence in support of their answers – to go beyond the facts presented and examine, for themselves, the historical record. Students must analyze documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence and “do so imaginatively” – considering the historical context in which these records were created and comparing multiple perspectives and points of view of those living at the time. (National Council of History Education)

Inquiry Process

1. Formulate historical questions based on reading historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture and other records from the past.

2. Obtain historical data from a variety of sources including library and museum collections, historic sites, photos, journals, documentary film, newspapers, tax records, oral histories or testimony from living witnesses, censuses, city directories, statistic compilations and economic indicators.

3. Interrogate data by analyzing the political, social and economic context in which it was created, testing the data source for credibility, authority, authenticity, internal consistency, and completeness. Identify and evaluate bias, distortion, and propaganda.

4. Identify gaps in the available record and draw upon contextual knowledge and perspectives of the time (and place) in order to explain and elaborate on (imaginatively) the evidence, fill in the gaps deductively, and construct a sound historical interpretation and/or hypothesis.

5. Use a quantitative analysis in order to explore such topics as demographics, wealth and resource distribution, migration patterns, economic changes, etc.

6. Support interpretations/hypothesis with historical evidence in order to construct a well-reasoned argument.
Geographic Inquiry

Geographic inquiry is used to help explain the human story. Our knowledge of facts, dates, names, places, events and ideas must be connected to spatial, environmental, and chronological contexts. Engaging in geographic inquiry allows students to observe patterns and associations that lead to a deeper understanding of the importance of geography in history as well as in our own lives.

Students engage in geographic inquiry when they utilize the following five skill sets:

- Ask geographic questions.
- Acquire geographic information.
- Organize geographic information.
- Analyze geographic information.
- Answer geographic questions.

1. **Ask geographic questions.**
   - Where is it?
   - Why there?
   - Why is where important?

2. **Acquire geographic information.**
   - Locate and collect relevant data.
   - Read and interpret maps and other graphic representations.
   - Gather information via primary sources (interviews, journals, photographs, recordings, government documents, maps, letters, videos, etc.)
   - Gather information via secondary sources (textbooks, maps, statistics, photographs, computer databases, reliable/appropriate internet sources, newspapers, etc.)
3. **Organize geographic information**
   - Classify and organize geographic data. Examples include, but are not limited to: maps, map symbols, tables, spreadsheets and timelines.
   - Question validity of the source and sort data in terms of importance.

4. **Analyze geographic information**
   - Notice similarities and differences between geographic areas.
   - Recognize spatial patterns.
   - Make connections between maps, graphs, diagrams, tables and other sources.
   - Manipulate data to explain geographic systems and patterns.
   - Compare patterns and relationships.

5. **Answer geographic questions**
   - Make geographical generalizations and draw conclusions.
   - Provide evidence to support generalizations.
   - Synthesize generalizations, inferences and conclusions into graphic, written and oral form. Examples include, but are not limited to: picture maps, atlases, graphs, narratives, poems, collages, plays, journals, essays.

Information was adapted from *Geography for Life: National Geography Standards*. 1994. National Geographic Research and Exploration.
Research into best practices provides teachers with a “tool box” of strategies to organize teaching and learning, implement differentiated and engaging instruction, and assess student understanding from the planning stage through summary evaluation. What does “best practice” look like in a history or social science classroom? The following practices have been complied from the work of educational researchers Michael Fullen, Jay Mctighe, Carol Rolheiser, and the Educational Research Service.

- **Classroom Climate**: Teachers who establish classrooms characterized by an open, democratic climate promote the development of critical and creative thinking abilities.

- **Creative Problem Solving**: Teachers who teach creative problem-solving strategies provide students with general purpose problem-solving tools appropriate for a variety of situations; encourage thoughtful classroom climates that promote higher order thinking.

- **Direct Teaching of Thinking**: Teachers who teach thinking skills and processes directly (and within the context of content knowledge) help students to better understand and more effectively apply the types of thinking required by the curriculum.

- **Cooperative Learning**: Teachers who employ cooperative learning methods engage students in an interactive approach to processing information, resulting in greater retention of subject matter, improved attitudes toward learning and enhanced interpersonal relations among group members.

- **Concept Development**: Teachers who teach concepts inductively through the use of examples and non-examples promote learning because this strategy actively involves students in constructing a personal understanding of a new concept.

- **Graphic Organizers**: Knowledge that is organized into holistic conceptual frameworks is more easily remembered and understood than with unstructured bits of information.

- **Multiple Intelligences**: By attending to students’ strengths and helping develop other areas, teachers accommodate more learners and give students a greater repertoire of problem solving tools.
Metacognition: Teachers who help students develop and internalize metacognitive strategies through direct instruction, modeling, and practice, promote learning because the effective use of such strategies is one of the primary differences between more and less able learners.

Relevance: Teachers who make learning relevant to students' lives, who acknowledge students' cultural backgrounds and prior experiences, and who link classroom learning to students' future goals, increase student motivation to learn.

Questioning and Case Studies: Two strategies that help students develop a schema for organizing knowledge are: Questioning used to drive instruction and learning through case studies to apply learning.
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<tr>
<th>VA SOL Strand for Content</th>
<th>VA SOL Standard for Content</th>
<th>VA SOL Standard for Technology</th>
<th>VA SOL Essential Understanding</th>
<th>VA SOL Essential Knowledge</th>
<th>Technology Integration Strategies</th>
<th>NETS-S Performance Indicators</th>
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<tr>
<td>Geography</td>
<td>USII.2c: The students will use maps, globes, photographs, pictures, and tables for locating the 50 states and the cities most significant to the historical development of the United States.</td>
<td>C/T 6-8.6: The student will use technology to locate, evaluate, and collect information from a variety of sources. Use databases and spreadsheets to evaluate information. Use the Internet and other electronic resources to locate information in real time.</td>
<td>A state is an example of a political region.</td>
<td>States are grouped by regions.</td>
<td>Using the Internet, students collect information about states (history, notable people, special features, etc.) then enter the information into their own database and sort by differing categories to search for patterns based on regions.</td>
<td>Apply productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</td>
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<td>Civics</td>
<td>CE.2a: The students will demonstrate knowledge of the foundations of American constitutional government by explaining the</td>
<td>C/T 6-8.6: The student will use technology to locate, evaluate, and collect information from a variety of sources. Use</td>
<td>Fundamental political principles define and shape American constitutional government.</td>
<td>Fundamental political principles include Consent of the governed, Limited government, Rule of law,</td>
<td>Students visit web sites to gain access to documents used by the founding fathers when developing the form of</td>
<td>Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information,</td>
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<td>fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government.</td>
<td>Internet and other electronic resources to locate information in real time.</td>
<td>C/T 6-8.7: The student will evaluate and select new information resources and technological innovations based on the appropriateness of electronic information sources. Use search strategies to retrieve information.</td>
<td>Democracy, and Representative government</td>
<td>government for the new nation and determine which parts of these documents were used in the American Constitution.</td>
<td>and to develop solutions or products for audiences inside and outside the classroom.</td>
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<td>Era 1: Human Origins and Early Civilizations: Prehistory to 1000 B.C.</td>
<td>WHI.2d: The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by explaining how archaeological discoveries are changing present-day knowledge of early peoples.</td>
<td>C/T 6-8.6: The student will use technology to locate, evaluate, and collect information from a variety of sources. Use Internet and other electronic resources to locate information in real time.</td>
<td>Archaeologists continue to find and interpret evidence of early humans and their lives.</td>
<td>Archaeologists study past cultures by locating and analyzing human remains, fossils, and artifacts.</td>
<td>Using library resources, students choose a recent archaeological discovery about the time period to 1500 A.D. and develop an illustration, using software, to show “before” and “after” views of the past. The “before” view illustrates what used to be believed about a particular group of people and the “after” shows independently</td>
<td>Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</td>
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<td>interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.</td>
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<td>use technology tools to create and communicate for individual and/or collaborative projects.</td>
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<td>the new view of these people, based on the new research.</td>
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Bibliography


