

# 4-H Curriculum Connections to the Virginia Standards of Learning

## Citizenship

### 61205 (Publication No. 384-166) My Heritage, Unit V

#### History and Social Science K.9

The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

#### History and Social Sciences 1.4

The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the physical shape of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

#### History and Social Sciences 1.11

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

- a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
- b) demonstrating respect for the American flag by learning the Pledge of Allegiance.

#### History and Social Sciences 2.5

The student will develop map skills by

- a) locating the equator, the seven continents, and the four oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

#### History and Social Sciences 2.11

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

English 3.7 The student will demonstrate comprehension of information from a variety of print resources.

- Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.
- Use available technology.

### Virginia Studies VS.3

The student will demonstrate knowledge of the first permanent English settlement in America by

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

### History and Social Sciences 3.6

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

English 4.6 The student will demonstrate comprehension of information resources to research a topic.

- Construct questions about a topic.
- Collect information, using the resources of the media center, including online, print, and media resources.
- Evaluate and synthesize information.

### Virginia Studies

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

- identify and interpret artifacts and primary and secondary source documents to understand events in history;
- determine cause and effect relationships;
- compare and contrast historical events;
- draw conclusion and make generalizations;
- make connections between past and present;
- 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.
- sequence events in Virginia history.

- VS.2 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;
  - locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
  - locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River and Rappahannock River);
  - locating three American Indian (First American) 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.4 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 (English, Scots-Irish, German) immigrants, Africans and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England;
  - describing how money, barter, and credit were used;
  - explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.
- VS.5 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, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry;
  - identifying the importance of the American victory at Yorktown.
- VS.6 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 the "Father of our Country" and James Madison is called the "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 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 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” laws on life in Virginia; and
- describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

VS.9 The student will demonstrate knowledge of Virginia in the 20th century by

- identifying the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., L. Douglas Wilder, and Arthur R. Ashe, Jr.;
- identifying social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
- 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.

English 5.7 The student will demonstrate comprehension of information from a variety of print resources.

- Develop notes that include important concepts, summaries, and identification of information sources.
- Organize information on charts, maps, and graphs.

English 7.7 The student will apply knowledge of appropriate reference materials.

- Use print and electronic sources to locate information in books and articles.
- Use graphic organizers to organize information.
- Synthesize information from multiple sources.
- Credit primary and secondary sources.

English 8.1 The student will use interviewing techniques to gain information.

- Prepare and ask relevant questions for the interview.
- Make notes of responses.
- Compile and report responses.
- Evaluate the effectiveness of the interview.

English 8.6 The student will read, comprehend, and analyze a variety of informational sources.

- Draw on background knowledge and knowledge of text structure to understand selections.

- Analyze the author's credentials, viewpoint, and impact.
- Analyze the author's use of text structure and word choice.
- Analyze details for relevance and accuracy.
- Read and follow instructions to complete an assigned task.
- Summarize and critique text.
- Evaluate and synthesize information to apply in written and oral presentations.
- Draw conclusions based on explicit and implied information.
- Make inferences based on explicit and implied information.

- English 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.
- Use prewriting strategies to generate and organize ideas.
  - Organize details to elaborate the central idea.
  - Select specific vocabulary and information.
  - Revise writing for word choice, sentence variety, and transitions among paragraphs.
  - Use available technology.
- English 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
  - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
  - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
  - Maintain consistent verb tense across paragraphs.
  - Use comparative and superlative degrees in adverbs and adjectives.
- English 9.2 The student will make planned oral presentations.
- Include definitions to increase clarity.
  - Use relevant details to support main ideas.
  - Illustrate main ideas through anecdotes and examples.
  - Cite information sources.
  - Make impromptu responses to questions about presentation.
  - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- English 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.
- Identify a position/argument to be confirmed, disproved or modified.
  - Evaluate clarity and accuracy of information.

- Synthesize information from sources and apply it in written and oral presentations.
- Identify questions not answered by selected text.
- Extend general and specialized vocabulary through speaking, reading, and writing.
- Read and follow instructions to complete an assigned project or task.

English 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.

- Generate, gather, and organize ideas for writing.
- Plan and organize writing to address a specific audience and purpose.
- Communicate clearly the purpose of the writing.
- Write clear, varied sentences.
- Use specific vocabulary and information.
- Arrange paragraphs into a logical progression.
- Revise writing for clarity.
- Proofread and prepare final product for intended audience and purpose.

English 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicative adjective.
- Use parallel structures across sentences and paragraphs.
- Use appositives, main clauses, and subordinate clauses.]
- Use commas and semicolons to distinguish and divide main and subordinate clauses.

English 10.1 The student will participate in and report on small-group learning activities.

- Assume responsibility for specific tasks.
- Participate in the preparation of an outline or summary of the group activity.
- Include all group members in an oral presentation.
- Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

English 10.7 The student will develop a variety of writing, with an emphasis on exposition.

- Generate, gather, and organize ideas for writing.
- Elaborate ideas clearly through word choice and vivid description.
- Write clear, varied sentences.
- Organize ideas into a logical sequence.
- Revise writing for clarity and content of presentation.
- Proofread and prepare final product for intended audience and purpose.

- English 10.10 The student will use writing to interpret, analyze, and evaluate ideas.
- Explain concepts contained in literature and other disciplines.
  - Translate concepts into simpler or more easily understood terms.

- English 10.11 The student will collect, evaluate, organize, and present information.
- Organize information from a variety of sources.
  - Develop the central idea or focus.
  - Verify the accuracy and usefulness of information.
  - Credit sources for both quoted and paraphrased ideas.
  - Present information in an appropriate format, such as an oral presentation, written report, or visual product.
  - Use technology to access information, organize ideas, and develop writing.

- English 11.1 The student will make information and persuasive presentations.
- Gather and organize evidence to support a position.
  - Present evidence clearly and convincingly.
  - Support and defend ideas in public forums.
  - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

- English 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- Generate, gather, plan, and organize ideas for writing.
  - Develop a focus for writing.
  - Evaluate and cite applicable information.
  - Organize ideas in a logical manner.
  - Elaborate ideas clearly and accurately.
  - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
  - Revise writing for accuracy and depth of information.
  - Proofread final copy and prepare document for intended audience and purpose.

- English 12.1 The student will make a 5 to 10 minute formal oral presentation.
- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
  - Use a well-structured narrative or logical argument.
  - Use details, illustrations, statistics, comparisons, and analogies to support purposes.
  - Use visual aids or technology to support presentation.
  - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

English 12.7 The student will develop expository and informational writings.

- Generate, gather, and organize ideas for writing.
- Consider audience and purpose when planning for writing.
- Write analytically about literary, informational, and visual materials.
- Elaborate ideas clearly and accurately.
- Revise writing for depth of information and technique of presentation.
- Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- Proofread final copy and prepare document for publication or submission.