

Standards of Learning – HISTORY and SOCIAL STUDIES
 (For sub-topics/skills, go to <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>)

Grade	History	Geography	Economics	Civics
K	.1 – Describe historic legends/events, interesting Americans, people/events associated with commemorative holidays .2 – Describe life in the present and past and recognize change over time	.3 – Compare/contrast relative location of people, places and things .4 – Use simple maps (shapes, locations) and identify symbols .5 – Recognize that maps show different views and information	.6 – Describe community jobs and work .7 – Describe the difference between needs and wants, roll of money, saving	.8 – Understand the basics for good citizenship, sharing, taking turns, responsibility, honesty, follow rules .9 – Identify patriotic symbols and activities
First (1)	.1 – Compare past and present life in different places and recognize that things change over time .2 – Learn about our nations past leaders and heroes .3 – Learn about people/events related to our national holidays	.4 – Locate community, state, country, the continents and oceans on map and globe .5 – Create a map of familiar places .6 – Describe how climate and topography affect how people live	.7 – compare goods and services, buying and selling, and simulate exchange of money for goods and services .8 – People must make choices in purchasing or not .9 – People need to save for the future	.10 – Learn traits of good citizenship such as fair play, follow rules, honesty .11 – Recognize U.S president, symbol, and traditions .12 – Recognize the value and importance of diversity
Second (2)	.1 – Describe important contributions of ancient Egypt and China to world history .2 – Compare Native nomadic/agriculture Virginia Tribes with other American Tribes .3 – Compare rural, urban and suburban communities, physical and demographic structure	.4 – Increase map skills using political, tribal and natural resource maps .5 – Increase map reading skills using world and land mass maps with certain features .6 – Create simple maps with a legend and compass	.7 – Differentiate between natural, human and capital resources .8 – Differentiate between barter and money .9 – Understand that limited resources requires choices	.10 – Recognize the responsibilities of good citizenship .11 – Identify certain key Americans who improved the lives of others .12 – Recognize that America is a land of diversity
Third (3)	.1 – Ancient Greek and Roman civilizations in terms of government, agriculture, architecture, music, art, religion, sports, etc. .2 – Study the traditions, government and economy of West African Mali .3 – Describe the accomplishments of early American explorers, the reasons and results of exploration	.4 – Locate Greece, Rome and West Africa on maps, describe the people and country and human adaptations to the land .5 – Develop map skills by identifying continents. Oceans, explorer routes and certain countries .6 – Interpret geographic information from maps, charts, etc.	.7 – Describe how producers use natural, human and capital resources to produce goods and services .8 – Understand the concepts of specialization and interdependence in productivity .9 – Importance of making economic choices and opportunity costs	.10 – Understand the necessity of government (laws, protection, etc.) .11 – Understand the basic principles of a republican Government (rights, equality, key historic figures, recognition and honor) .12 – Understand the importance of diversity

Fourth Grade – Virginia Studies (VS) Students will demonstrate knowledge of:

- .1 – Historic and geographic analytical skills related to interpreting, comparing and contrasting, sequencing, and evaluation a series of artifacts, documents and resources.
- .2 – Geography and early inhabitants of Virginia by identifying borders, geographic regions, water features, Indian groups and adaptations.
- .3 – The first permanent English settlement including reasons, geographic influence, charters, VA Assembly, arrival of Africans, hardships and Indian relations
- .4 – Life in the Virginia colony including agriculture, immigrants, and geographic influence of capital location.
- .5 – The role Virginia had in the American Revolution including reasons for rebellion, roles of various Virginians, and importance of victory at Yorktown.
- .6 – The role Virginians had in the nation’s development including George Washington, James Madison, George Mason, Thomas Jefferson and western immigration.
- .7 – The issues that divided America leading to Civil War including north and south differences, formation of West Virginia, and Virginian’s role in the war.
- .8 – Reconstruction of Virginia and its effects on life in Virginia including, segregation, Jim Crow and economic development.
- .9 – Twentieth century Virginia including economic and social rural to urban transition, desegregation events and contributions by noted Virginians
- .10 – Virginia government, geography and economics including government structure and function, products and industries by region, and infrastructure development.

Fifth Grade – US History to 1877 (USI) Students will demonstrate knowledge of:

- .1 – Historic and geographic analytical skills related to interpreting, comparing and contrasting, sequencing, and evaluation a series of artifacts, documents and resources.
- .2 – Use of maps, globes, photos and tables to identify specific regions and locations
- .3 – Early cultures in North America
- .4 – European exploration of North America
- .5 – Factors that shaped colonial America
- .6 – Causes and results of the American Revolution
- .7 – Challenges faced by the new nation
- .8 – Westward expansion and reform to 1861
- .9 – Causes, major events and effects of the Civil War
- .10 – Effects of Reconstruction on American life

Sixth Grade – US History 1877 to present (USII) Students will demonstrate knowledge of:

- .1 – Historic and geographic analytical skills related to interpreting, comparing and contrasting, sequencing, and evaluation a series of artifacts, documents and resources.
- .2 - Use of maps, globes, photos and tables to identify specific regions and locations
- .3 – How life changed after the Civil War
- .4 – Changing role of the US through WW I
- .5 – Twentieth century social, economic and technological changes
- .6 – Major causes and effects of WWII
- .7 – Major economic, political and social changes since WWII
- .8 – Key domestic issues since the 1950s

Seventh Grade – Civics and Economics (CE) Students will demonstrate knowledge of:

- .1 – Social studies skills required for good citizenship
- .2 – Foundations of the American constitutional government
- .3 – The rights, duties and responsibilities of citizenship
- .4 – Good personal character traits that enhance civic life
- .5 – Political process at the local, state and national level
- .6 – The American constitutional government process
- .7 – How public policy is made locally, statewide and nationally
- .8 – The structure and function of the Judicial System
- .9 – How economic decisions are made in the market place
- .10 – Structure and operation of the US economy
- .11 – Role of the government in the US economy
- .12 – Career opportunities