

Rockingham County Public Schools

Virginia Studies Part I Social Studies Pacing Guide (2015 SOLs)

First Nine Weeks

SOL VS.2: The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by:

- a) locating Virginia and its bordering states on maps of the United States;
- b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
- c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
- d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
- e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
- f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown;
- g) describing the lives of American Indians in Virginia today.

Second Nine Weeks

SOL VS.3: The student will demonstrate an understanding of the first permanent English settlement in America by:

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

**SOL VS.1a-j addresses skills that should be taught throughout the year.*

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Third Nine Weeks

SOL VS.4: The student will demonstrate an understanding of life in the Virginia colony by:

- a) explaining the importance of agriculture and its influence on the institution of slavery;
- b) describing how the culture of colonial Virginia reflected the origins of American Indians, European (English, Scots-Irish, German) immigrants, and Africans;
- c) explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg;
- d) describing how money, barter, and credit were used;
- e) describing everyday life in colonial Virginia.

SOL VS.5: The student will demonstrate an understanding of the role of Virginia in the American Revolution by:

- a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
- b) identifying the various roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, the Marquis de Lafayette, and James Lafayette;
- c) identifying the importance of the American victory at Yorktown;
- d) examining the reasons for the relocation of Virginia's capital from Williamsburg to Richmond.

Fourth Nine Weeks

SOL VS.6a-b: The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by:

- a) explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution";
- b) identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom;

SOL VS.10a: The student will demonstrate an understanding of Virginia government, geography, and economics by

- a) identifying the three branches of Virginia government and the function of each;

**SOL VS.1a-j addresses skills that should be taught throughout the year.*

