

Rockingham County Public Schools

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

First Nine Weeks

SOL VS.6: 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;
- c) explaining the influence of geography and technological advances on the migration of Virginians into other states and western territories in the first half of the 1800s.

SOL VS.7: The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by:

- a) explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
- b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;
- c) describing the roles of American Indians, whites, enslaved African Americans, and free African Americans.

Second Nine Weeks

SOL VS.8: The student will demonstrate an understanding of the reconstruction of Virginia following the Civil War by:

- a) identifying the effects of Reconstruction on life in Virginia;
- b) identifying the effects of segregation and “Jim Crow” on life in Virginia for American Indians, whites, and African Americans;
- c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

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

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Third Nine Weeks

SOL VS.9: The student will demonstrate an understanding of Virginia during the twentieth century and beyond by:

- a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society;
- b) describing how national events, including women's suffrage and the Great Depression, affected Virginia and its citizens;
- c) describing the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
- d) describing the political, social, or economic impact made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill, Sr.; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.

Fourth Nine Weeks

SOL VS.10: 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;
- b) describing the major products and industries important to Virginia's economy;
- c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

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

