

Virginia State Standards for Social Studies

Correlated to resources from The Catholic Textbook Project

This document uses content topics listed in the 2023 VA Social Science Standards, matched to content in Catholic Textbook Project resources. CTP suggests the below resource schedule for 6th–8th grades in a Virginia Catholic school. This schedule would position a Catholic school to be keyed-in to Virginia’s Standards of Learning, while still providing students with a robust formation in History.

VA Standards of Learning Content Topics		CTP Proposed Resource
5th Grade	US History I	<i>From Sea to Shining Sea</i> (use for US History I)
6th Grade	US History II	<i>All Ye Lands</i> (bridge to World Geography)
7th Grade	(no history standards indicated - Civics and Economics listed)	<i>Light to the Nations I</i> (bridge to World Geography)
8th Grade	(no history standards indicated - World Geography listed)	<i>The American Venture</i> (use for US History II, bridge to Civics)

Two full years of United States History are indicated by the Social Science Standards of Learning for middle school (5th and 6th grades). A school could choose to creatively align with these standards by allocating US History to 5th grade (utilizing *From Sea to Shining Sea*) as well as 8th grade (*The American Venture*).

7th grade learning standards do not cover history, but do place a heavy emphasis on the US Constitution, how it arose, and how it functions. *The American Venture* utilized in 8th grade could provide students with a full background of the development of our Constitution (AV, Chapter 5 “A New Constitution”), as well as a lengthy chapter devoted to its functions (AV, Chapter 6 “A Walk Through the US Constitution”). This leaves Catholic school 7th graders free to continue their study of Christian history with *Light to the Nations I: The History of Christian Civilization*.

All Ye Lands, an excellent resource for 6th graders, would key in with multiple indicators for World Geography. *All Ye Lands* boasts multiple full-color maps and geographical information as well as essential cultural overviews. This option would integrate the thrust of multiple 8th grade learning standards, with content simply provided to the student in an alternative grade.

Grade 5: United States History to 1865

Social Science Standards of Learning		FSSS	AV
USI.2	<p>The student will apply history and social science skills to describe how early cultures developed throughout North America by</p> <p>a. describing how archaeologists have recovered artifacts from ancient settlements, including but not limited to Cactus Hill in Virginia; and</p> <p>b. locating where Indigenous Peoples lived prior to the arrival of Europeans, with an emphasis on how the various geographic regions they inhabited influenced their daily lives.</p>	<p>Ch 1 1–24 Ch 2 41–43 Ch 3 45–68</p>	Ch 1 1–22
USI.3	<p>The student will apply history and social science skills to explain European exploration and colonization in North America by</p> <p>a. describing the motivations for, obstacles to, and accomplishments of the Dutch, English, French, Portuguese, and Spanish explorations; and</p> <p>b. describing cultural and economic interactions between Indigenous Peoples and Europeans that led to cooperation and conflict.</p>	<p>Ch 2 25–44 Ch 3 45–68 Ch 4 69–90 Ch 5 91–120</p>	Ch 2 23–40
USI.4	<p>The student will apply history and social science skills to understand how the Western Hemisphere, including the United States, impacted West Africa by</p> <p>a. identifying the location and characteristics of West African societies of Ghana, Mali, and Songhai before European exploration;</p> <p>b. describing the arrival of the first Africans to Colonial America at Point Comfort (Fort Monroe);</p> <p>c. describing the Transatlantic Slave Trade and its impact on the African coast and Western Hemisphere; and</p> <p>d. identifying the cultural connections, conflicts, and common values of their homeland, as well as challenges and hardships that enslaved people brought to the United States.</p>	<p>Ch 4 95 Ch 13 270</p> <p>See Ch 13 <i>All Ye Lands</i> (suggested for use in 6th grade) for additional coverage of African geography and culture, and the effects of the slave trade in Africa.</p>	

USI.5	<p>The student will apply history and social science skills to explain the social, political, religious, economic, and geographic factors that shaped Colonial America by</p> <ul style="list-style-type: none"> a. describing the characteristics and differences among the New England, the Mid-Atlantic, and the Southern colonies; b. explaining Virginia's importance as one of the most populous and wealthiest colonies; c. comparing life from the perspectives of various groups, including but not limited to large landowners, farmers, artisans, clergy, merchants, women, indentured servants, and enslaved and free Blacks; d. describing the specialization and interdependence of the regions on one another; and e. explaining the changing political and economic relationships between the colonies and Great Britain, including but not limited to representative government and self-rule in the colonies. 	Ch 5 91–120	Ch 2 23–40 Ch 3 41–58
USI.6	<p>The student will apply history and social science skills to explain the American Revolution by</p> <ul style="list-style-type: none"> a. identifying the causes and effects of the French and Indian War; b. identifying the issues of dissatisfaction that led to the American Revolution, including but not limited to the “injuries and usurpations” outlined in the Declaration of Independence; c. comparing and contrasting the political ideas and principles that shaped the revolutionary movement, including but not limited to ideals from ancient Rome and Greece and the Magna Carta; d. describing the leadership roles of individuals, including but not limited to George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, John Adams, and the Marquis de Lafayette; and e. examining the causes, course, and consequences of key events and battles of the era. 	Ch 6 121–136 Ch 7 137–158 Ch 8 159–186	Ch 3 41–58 Ch 4 59–76
USI.7	<p>The student will apply history and social science skills to describe the challenges faced by the new nation by</p> <ul style="list-style-type: none"> a. explaining the strengths, weaknesses, and outcomes of the government established by the Articles of Confederation; b. describing the Constitutional Convention and the development of the Constitution of the United States, with emphasis on the role of James Madison; c. examining constitutional issues debated, including but not limited to opposition to a strong national government and the debate over ratifying of the Constitution, the influence of the Federalist Papers, and the reasons for the addition of the Bill of Rights; d. explaining the Three-Fifths Compromise; e. examining the three branches of government; and f. describing the major accomplishments of the first five presidents of the United States. 	Ch 9 188–206 Ch 10 207–226	Ch 5 77–88 Ch 6 89–114 Ch 7 115–132

USI.8	<p>The student will apply history and social science skills to explain westward expansion and reform in America from 1801 to 1861 by</p> <p>a. describing how territorial expansion affected the political map of the United States, including but not limited to the Louisiana Purchase, the Lewis and Clark expedition and the role of Sacagawea, the acquisitions of Florida, Texas, Oregon, and California, and the results of the Mexican-American War;</p> <p>b. describing the causes, course of events, and effects of the War of 1812, the role of Andrew Jackson, and the development of the Monroe Doctrine;</p> <p>c. identifying geographic, economic, and religious motivations that influenced the movement of settlers;</p> <p>d. analyzing the impact of westward expansion on Indigenous Peoples, including but not limited to the Indian Removal policies, the Trail of Tears, and Seminole Wars;</p> <p>e. explaining technological advancements and innovations on changing life in America, including but not limited to the cotton gin, the reaper, the steam engine, and the steam locomotive; and</p> <p>f. explaining how the expansion of US territory led to increased momentum for the abolitionist and women’s suffrage reform movements.</p>	<p>Ch 11 227–244 Ch 12 245–266 Ch 13 267–290 Ch 14 291–310 Ch 15 311–334</p>	<p>Ch 8 133–154 Ch 9 155–176 Ch 10 177–194 Ch 11 195–220d</p>
USI.9	<p>The student will apply history and social science skills to understand the cause, major events, and effects of the Civil War by</p> <p>a. describing how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and was the catalyst for secession of southern states;</p> <p>b. describing the differences in the economies of the North and South, growth of agriculture and industry, and how those economies impacted the outcome of the war;</p> <p>c. understanding the leadership and impact of Abraham Lincoln during the Civil War;</p> <p>d. describing how individuals influenced the course of the Civil War, including but not limited to Jefferson Davis, Ulysses S. Grant, Robert E. Lee, William Tecumseh Sherman, Thomas “Stonewall” Jackson, and Frederick Douglass;</p> <p>e. describing strategic and geographic influences and major battles during the war, including but not limited to Lincoln’s Inaugural Address, the Emancipation Proclamation, and the Gettysburg Address; and</p> <p>f. examining the experiences of Indigenous Peoples, European Americans, and enslaved and free Blacks during the war, including but not limited to Clara Barton, John Brown, Robert Smalls, Harriet Tubman, Elizabeth Van Lew, and Mary Bowser.</p>	<p>Ch 16 335–360 Ch 17 361–382</p>	<p>Ch 12 221–238 Ch 13 239–266</p>

Grade 6: United States History: 1865 to the Present

Social Science Standards of Learning

FSSS

AV

USII.1	<p>The student will apply history and social science skills to examine westward expansion after the mid-19th century by</p> <ul style="list-style-type: none"> a. explaining how technology allowed settlers to adapt to the physical features and climate of the West; b. identifying the motivations for westward expansion; c. examining the impact of policies, legislation, and treaties associated with growth of the nation; and d. explaining the effect that the growth of the United States had on Indigenous Peoples. 	Ch 18 385–408	Ch 10 177–194 Ch 15 285–304
USII.2	<p>The student will apply history and social science skills to understand the ongoing effects of Reconstruction on American life after the mid-19th century by</p> <ul style="list-style-type: none"> a. describing the impact of the assassination of Abraham Lincoln and the political aftermath of the Civil War; b. analyzing the goals and effects of the Reconstruction Amendments, the Freedmen’s Bureau, and civil rights policies that changed the meaning of citizenship in the United States; c. describing the legacies of Abraham Lincoln and the Gettysburg Address, Ulysses S. Grant, Robert E. Lee, Hiram Revels, and Frederick Douglass; d. describing the role of Congress and the Supreme Court in Reconstruction plans and policies, including but not limited to Lincoln’s Ten Percent Plan; e. describing the role and motivations of individuals who sought to gain from the reconstruction of the United States, including but not limited to the election of former slaves during the years right after the Civil War; f. describing racial segregation, the rise of “Jim Crow” laws, Black Codes, and threats of violence, including but not limited to intimidation, lynchings, and armed conflicts faced by African Americans and other people during post-Reconstruction; g. analyzing events and impacts of African American leaders in response to “Jim Crow,” including but not limited to underground cotton markets, formation of the NAACP, strikes, protests, the work of leaders like Booker T. Washington, W.E.B. DuBois, Mary White Ovington, Ida B. Wells-Barnett, and the role of HBCUs; and h. explaining how the presidential election in 1876 ended Reconstruction. 	Ch 18 383–385	Ch 14 267–284
USII.3	<p>The student will apply history and social science skills to understand how industrialization changed life in rural and urban America after the Civil War by</p> <ul style="list-style-type: none"> a. explaining relationships among natural resources, transportation, and industrial development from 1865; b. explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization; c. explaining the events, factors, and motivations for individuals and groups to migrate to the United States towards the end of the 19th century; d. examining the cause and effect relationship between rapid population growth and city government services and infrastructure; e. explaining how governmental actions, including but not limited to the Chinese Exclusion Act of 1882 perpetuated challenges for workers; f. explaining how various groups worked to alleviate the issues facing new immigrants, and how immigrants advocated for themselves; and g. describing the technological advances and the broader impact of the 1893 Chicago World’s Fair on America’s rise as a world leader in innovation, business, and trade. 	Ch 19 409–451	Ch 16 305–330

USII.4	<p>The student will apply history and social science skills to explain the changing role of the United States from the late 19th century through World War I by</p> <ul style="list-style-type: none"> a. explaining the legacy of Theodore Roosevelt, including but not limited to conservation contributions, progressivism, the building of the Panama Canal, and his role in the Spanish-American War; b. explaining the reasons for and results of the Spanish-American War, including the Roosevelt Corollary to the Monroe Doctrine; c. examining the role of Woodrow Wilson in World War I and the reasons for the United States' reluctance and eventual involvement; d. examining the evolution of warfare tactics and technology, including but not limited to calvary, air, submarine, chemical, trench warfare, and other technological advancements; e. explaining how the war was a catalyst for the United States gaining international power and expanding its sphere of international influence; and f. examining how post-war sanctions and the failure of the League of Nations set the stage for World War II. 		<p>Ch 17 331–358 Ch 18 359–382</p>
USII.5	<p>The student will apply history and social science skills to understand the social, political, economic, and technological changes of the early twentieth century by</p> <ul style="list-style-type: none"> a. explaining how capitalism and free markets helped foster developments in factory and labor productivity, transportation, communication, and rural electrification changed American life and standard of living; b. examining how the rise of communism affected America, including but not limited to the first Red Scare; c. describing the reasons for and impact of the Great Migration; d. describing the events and leaders that lead to Prohibition, the Women's Suffrage Movement, and the passage of the Nineteenth Amendment, including but not limited to Susan B. Anthony, Lucy Burns, Elizabeth Cady Stanton, Carrie Chapman Catt, Ida B. Wells-Barnett, and Sojourner Truth; e. examining the art, literature, and music of the 1920s and 1930s, including but not limited to the Roaring Twenties and the Harlem Renaissance; f. analyzing the causes of the Great Depression and the impact of the Dust Bowl on the lives of Americans; and g. describing the major features, including pros and cons of Franklin D. Roosevelt's New Deal. 		<p>Ch 19 383–412 Ch 20 413–438</p>

USII.6	<p>The student will apply history and social science skills to understand the major causes, events, and effects of America’s role in World War II by</p> <ul style="list-style-type: none"> a. explaining the rise and spread of militarism and totalitarianism internationally and the policy of appeasement towards Nazi Germany; b. explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor; c. locating and describing the major events and turning points of the war in Europe, including but not limited to Battle of Normandy (D-Day), Battle of the Bulge, and Battle of Berlin; d. locating and describing the major events and turning points of the war in the Pacific, including but not limited to the Battle of Iwo Jima, Battle of Midway, and Battle of Okinawa; e. explaining and evaluating the role of key political and military leaders of the Allies and Axis powers, including but not limited to the United States, Germany, Japan, Soviet Union, Italy, and Great Britain; f. identifying the roles and sacrifices of American armed forces, including women, segregated units, and other notable heroics, including but not limited to the contributions of the Tuskegee Airmen, the 442nd Regimental Combat Team, Women’s Army Auxiliary Corps, the Women Airforce Service Pilots, the Navajo Code Talkers, and the Bedford boys; g. evaluating the effect of the war on the home front, including but not limited to women in the workforce, American Prisoners of War, the incarceration of Japanese Americans, rationing, conservation, war bonds, and the GI Bill; h. examining the causes and consequences of the Holocaust, including but not limited to Jewish life before the Holocaust, antisemitism, the rise of the Nazi Party, Nuremberg Laws, persecution of Jews and other targeted groups, resistance efforts, the United States’ response, and the Nuremberg Trials; and i. describing the events that led to the surrender of the Axis Powers and America’s role in the Allied victory, including but not limited to the Manhattan Project and events that shaped post-war peace. 		Ch 21 439–458
USII.7	<p>The student will apply history and social science skills to understand the transformation of the United States foreign policy between the end of World War II and leading into the new millennia by</p> <ul style="list-style-type: none"> a. explaining how key decisions and agreements, including but not limited to the Atlantic Charter, formation of the United Nations, and NATO established international allies; b. describing the Marshall Plan’s objectives for rebuilding Europe and Japan, and the emergence of the United States and the Soviet Union as world powers; c. describing the differences between communism and a democratic nation, including but not limited to self-governance and economic philosophy; d. examining the role of the United States in defending freedom during the Cold War, including but not limited to the Berlin Airlift, Korea and Vietnam, the roles of John F. Kennedy and Nikita Khrushchev during the Cuban missile crisis, and the fall of the Berlin Wall and the collapse of communism in Eastern Europe; and e. describing how the events of 9/11 (September 11, 2001) and the heroic sacrifice of Flight 93 passengers changed domestic policies and global perspectives on the War on Terror. 		Ch 22 459–480

USII.8	<p>The student will apply history and social science skills to analyze the key changing patterns of society during the second half of the twentieth and early twenty-first centuries by</p> <ul style="list-style-type: none"> a. examining the contributions of key leaders and events during the Civil Rights Era, including but not limited to Robert Kennedy, Dr. Martin Luther King, Jr., Malcolm X, Medgar Evers, John Lewis, Rosa Parks, Ruby Bridges, Jonathan Daniels, Dorothy Height, Selma, sit-ins, and boycotts; b. explaining the significance of urban renewal plans, including but not limited to Jackson Ward in Richmond and Vinegar Hill in Charlottesville; c. examining key events of the 1960s and 1970s, including but not limited to the Apollo Missions, landing on the moon, assassinations, the Women’s Movement, creation of public sector labor unions, Watergate and Nixon’s resignation, and the establishment of the Environmental Protection Act (EPA); d. describing the protections and provisions of the Americans with Disabilities Act (ADA); e. describing the similarities and differences between the objectives of the Women’s Movement of the early and mid-twentieth century; f. describing expanded educational and economic opportunities for military veterans, women, and minorities; g. describing the impact of the “Baby Boom,” the change demographics of the United States Congress, and ending the military draft; h. describing the challenges and advancements in science and technology; and i. describing the changes in American culture related to music, art, media, communication, and advancements in American economics related to banking, business, and industry. 		Ch 23 481–504, 505–508
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