

Social Science SOL

VIRGINIA STUDIES SOL FOR GRADE 4

The Virginia Board of Education adopted revised History and Social Science Standards of Learning in 2001.

Standards for Grades K – 3 provide students an Introduction to History and Social Science, including basic principles of history, geography, civics, and economics. This is followed in Grade 4 by a course in Virginia Studies. According to the introduction for the Virginia Studies SOL,

“The standards for Virginia Studies allow students to develop a greater understanding of Virginia’s rich history, from the early settlements of American Indian language groups and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historic context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the

contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history.” (Standards of Learning for Virginia Public Schools, Virginia Board of Education, 1995 – Revised 2001)

CIVICS AND ECONOMICS SOL FOR GRADE 7

The seventh grade standards for Civics and Economics call for students to “examine the roles citizens play in the political, governmental, and economic systems in the United States.” Students “identify the rights, duties, and responsibilities of citizens” and “describe the structure and operation of government at the local, state, and national levels.” Students also “identify personal character traits, such as patriotism, respect for the law, and a sense of civic duty, that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.”

— WATER-RELATED SOCIAL SCIENCE SOL —

SOME PROCESS SKILLS	STANDARDS OF LEARNING
Introduction to History and Social Science (Grades K-3)	
1.6	The student will describe how location, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
2.3	The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.
3.6	The student will interpret geographic information from maps, tables, graphs, and charts.

WHAT RELATIONSHIPS EXIST BETWEEN PEOPLE AND WATER?

<p>Virginia Studies (Grade 4)</p> <p><i>VS.1</i></p>	<p>The student will develop skills for historical and geographical analysis including the ability to</p> <ul style="list-style-type: none"> a) identify and interpret artifacts and primary and secondary source documents to understand events in history; b) determine cause and effect relationships; c) compare and contrast historical events; d) draw conclusions and make generalizations; e) make connections between past and present; f) sequence events in Virginia history; g) interpret ideas and events from different historical perspectives; h) evaluate and discuss issues orally and in writing; i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
<p>Civics and Economics (Grade 7)</p> <p><i>CE.1</i></p>	<p>The student will develop the social studies skills citizenship requires, including the ability to</p> <ul style="list-style-type: none"> a) examine and interpret primary and secondary sourcedocuments; b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets; c) analyze political cartoons, political advertisements, pictures, and other graphic media; d) distinguish between relevant and irrelevant information; e) review information for accuracy, separating fact from opinion; f) identify a problem and recommend solutions; g) select and defend positions in writing, discussion, and debate.
<p><i>CE.7</i></p>	<p>The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by</p> <ul style="list-style-type: none"> a) explaining the lawmaking process; b) describing the roles and powers of the executive branch; c) examining the impact of the media on public opinion andpublic policy; d) describing how individuals and interest groups influence public policy.

WHAT RELATIONSHIPS EXIST BETWEEN PEOPLE AND WATER?

USING THIS PACKET

In this section of the curriculum packet are two lessons that focus primarily on the social science SOL, while at the same time teaching to related science SOL. The first lesson “Lesson 11 – Mapping a Watershed History” is written for the Virginia Studies social science SOL for Grade 4, and the second lesson “Lesson 12 – Making Decisions for Water Use” is written for the Civics and Economics social science SOL for Grade 7.

“Mapping a Watershed History” is a resource for the Virginia Studies SOL VS.1. The lesson also supports the fourth grade science SOL 4.8 from the Resources strand in the science SOL. “Making Decisions for Water Use” is a resource for Civics and Economics SOL CE.1 and CE.7. The lesson also strongly supports science SOL for the sixth and seventh grades, 6.5, 6.7, 6.9, and LS.12.

