

Discussion of Proposed Revised  
Curriculum Framework for the  
2015 *History and Social Science*  
*Standards of Learning*

**Division of Instruction  
Virginia Board of Education  
Committee on School and Division Accountability  
November 18, 2015**

# Agenda

- Overview of Performance Tasks
- Overview of Proposed Revised Curriculum Framework for *2015 History and Social Science Standards of Learning*

# **Goal of the History and Social Science Standards of Learning**

The study of history and social science is vital in promoting a civic-minded, democratic society.

All students need to know and understand our national heritage in order to become informed citizen and participants in shaping our nation's future.

# Legislative Mandate: House Bill 930 and Senate Bill 306

Legislation in the 2014 General Assembly amended § 22.1-253.13:3.C of the *Code of Virginia* to replace several history and social science Standards of Learning (SOL) State Assessments with locally developed assessments:

- Grade 3 History,
- United States History to 1865, and
- United States History: 1865 to the Present.

# *2008 History and Social Science Standards of Learning*

## USI.7

The student will demonstrate knowledge of the challenges faced by the new nation by

- a) identifying the weaknesses of the government established by the Articles of Confederation;
- b) describing the historical development of the Constitution of the United States;
- c) describing the major accomplishments of the first five presidents of the United States.

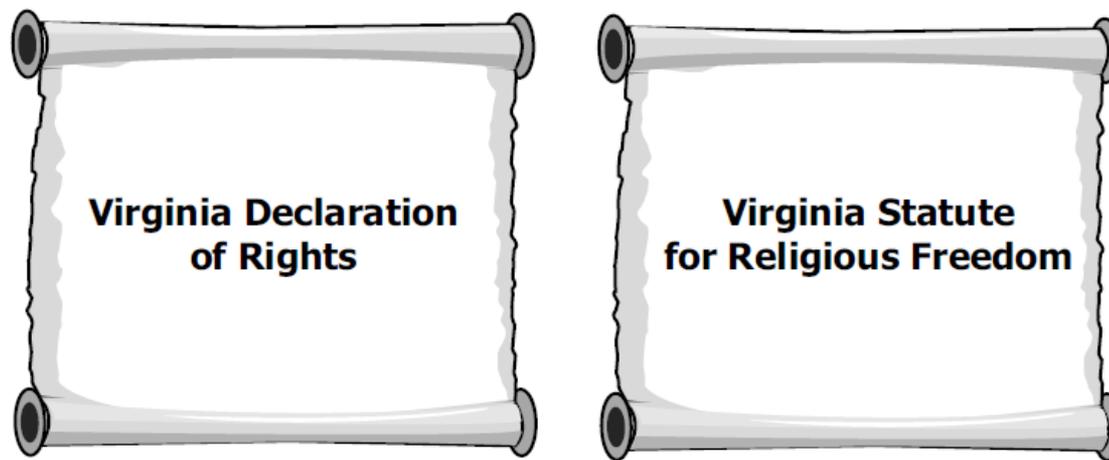
# *2008 History and Social Science Standards of Learning*

**The speech which included the statement “Give me liberty or give me death” was made to —**

- A** warn the British government
- B** oppose the slave trade
- C** inspire colonial patriotism
- D** encourage French support

Spring 2014 Released Test

# 2008 History and Social Science Standards of Learning



**These documents were the basis for the —**

- A** Declaration of Independence
- B** Mayflower Compact
- C** Articles of Confederation
- D** Bill of Rights

# *2008 History and Social Science Standards of Learning*

**Citizen 1:** In Virginia, for our large number of people, we have only one vote in the legislature.

**Citizen 2:** That is the fairest form of a Congress, or the small states would be outvoted on every issue.

**Which weakness of the Articles of Confederation does this conversation best represent?**

- A** Lack of a common currency
- B** Lack of a central executive power
- C** No representation based on population
- D** No central control over national commerce

If it doesn't  
**CHALLENGE** you  
it doesn't  
**CHANGE** you

“...this [test replacement] should be viewed as an opportunity to engage in innovation that will provide new opportunities for students to demonstrate their knowledge of the curriculum.”

Guidelines for Local Alternative Assessments for 2014-2015

Developed in Response to 2014 Acts of Assembly

Approved by the Virginia Board of Education on September 18, 2014

# Performance Tasks

generally require students to utilize skills or create a product.

A Virginia Beach Public Schools' example

# **PERFORMANCE TASKS AND ASSESSMENT**

# *2008 History and Social Science Standards of Learning*

## USI.7

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- c) describing the major accomplishments of the first five presidents of the United States.

# Performance Task

## Task #1

In your small group, examine the sources to discuss if America was a practicing democracy in the late 1700's and early 1800's.

# Performance Task

## **Background Information:**

On July 4, 1776, the American colonies declared their independence from Great Britain, claiming that the British monarchy had violated colonial rights. Using ideas from European philosophers, colonists supported their claim and quickly established a democracy in order to represent the people.

# Performance Task

## Democracy

“A system of government by the whole population or all the eligible members of a state, typically through elected representatives.”

“We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

Excerpt from the Declaration of Independence, approved by the Continental Congress in 1776

# Performance Task

Question:

How is the government proposed in the *Declaration of Independence* similar to the definition of a democracy?

# Performance Task

## Task #2

In your small group, examine and discuss the chart to decide if the inclusion of slaves would have an impact on each state's number of representatives.

# Performance Task

## Background Information:

The three-fifths compromise is an agreement between Southern and Northern states reached during the Constitutional Convention of 1787 in Philadelphia, during which the basic framework of the United States was established. Under this compromise, only three-fifths of the slave population was counted for the purpose of taxation and representation in Congress. Counting slaves as part of the population rather than as property would give the Southern states more political clout.

# Performance Task

<b>ALL STATES</b>	<b>Total Population</b>	<b># of slaves</b>	<b># of representatives using total population (w/slaves)</b>	<b># of representatives if you DON'T count slaves</b>
<b>CONNECTICUT</b>	237,655	2,648	7	7
<b>MARYLAND</b>	319,728	103,036	10	7
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<b>VIRGINIA</b>	747,550	292,627	24	15

# Performance Task

Question:

Why would some states want to count slaves as part of their population?

# Performance Task

## Task #3

In your small group, analyze and discuss the political cartoon and the excerpt from Abigail Adams' letter to John Adams.

# Performance Task

## Women and the Constitution



# Performance Task

*I desire you would Remember the Ladies, and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the Husbands. Remember all Men would be tyrants if they could. If particular care and attention is not paid to the Ladies we are determined to foment a Rebellion, and will not hold ourselves bound by any laws in which we have no voice, or Representation.*

*Abigail Adams letter to John Adams, March 31, 1776*

# Performance Task

Question:

What message do both the cartoon and the excerpt send about how women were represented by the Constitution?

# Performance Assessment

Using your content knowledge and evidence from the provided sources create a product in response to the following question:

**Was America a practicing democracy in the late 1700s and early 1800s?**

# Performance Assessment (Guidelines)

Your product should:

- identify your position that addresses the question;
- provide background and place the position in historical context;
- Use the provided sources to offer reasons for your position; and
- make explicit reference to credible sources that provide relevant information.

# Performance Assessment

## (Product Options)

You may choose from the following menu:

- Create a timeline of the events leading up to the Constitution explaining how specific events impacted the final outcome.
- Write a script and video tape individuals debating the question.
- Write an essay.
- Design a brochure highlighting specific events and how they impacted the final outcome.

# Performance Assessment (Rubric)

	5	4	3	2	1
<b>Position:</b> <i>Addresses the prompt and maps out the argument to be made</i>	Contains a thoughtful, well-developed position that clearly identifies/maps out the major reasons used to answer the question.	Contains a position that clearly identifies/maps out the major reasons used to answer the question.	Contains a position that begins to identify the major reasons used to answer the question.	Contains a position that only repeats or rephrases the prompt.	Contains no position.
<b>Use of Documents:</b> <i>Effectively uses documents to support arguments</i>	Skillfully uses multiple documents/artifacts, and uses each of these skills at least once: <ul style="list-style-type: none"> <li>Understands author's or creator's point of view, purpose, and audience</li> <li>Makes connections between documents by grouping similar positions or identifying contradictions</li> <li>Identifies and refutes contrary evidence</li> <li>Draws plausible inferences and conclusions</li> </ul>	Effectively uses multiple documents/artifacts and uses each of these skills at least once: <ul style="list-style-type: none"> <li>Understands author or creator's point of view, purpose, and audience</li> <li>Makes connections between documents by grouping similar positions or identifying contradictions</li> <li>Addresses contrary evidence</li> <li>Draws plausible inferences and conclusions</li> </ul>	Effectively uses a few of the documents and uses these skills at least once: <ul style="list-style-type: none"> <li>Understands author's or creator's point of view, purpose, and audience</li> <li>Makes some connections between documents by grouping similar positions or identifying contradictions</li> </ul>	Merely quotes or briefly cites documents, or misunderstands documents.	Ignores documents.
<b>Analysis:</b> <i>Makes plausible inferences and makes a rational argument</i>	Convincingly connects background knowledge and evidence drawn from documents to make an argument that effectively supports position. Identifies and counters opposing arguments.	Connects background knowledge and evidence drawn from source documents to make an argument that effectively supports the position statement. Identifies and addresses opposing arguments.	Attempts rational argument and either connects outside knowledge and/or evidence from documents to the position or counters opposing arguments.	Simply narrates the events or lists specific pieces of evidence.	Misunderstands the question.
<b>Organization and Clarity:</b> <i>A coherent essay with position, topic sentences, analysis, and conclusion</i>	Introductory paragraph includes a clear position. Body paragraphs contain topic sentences and compelling supporting evidence. Fluid writing and organization move the argument forward. The conclusion effectively summarizes the argument and adds significance.	Introductory paragraph includes a clear position. Body paragraphs contain topic sentences and substantial supporting evidence. The conclusion effectively summarizes the argument and may add significance.	Introductory paragraph includes a position. Body paragraphs contain topic sentences with some supporting evidence. Conclusion summarizes the argument.	Introductory paragraph contains a weak position or position is misplaced. Some body paragraphs lack cohesion and/or conclusion is weak or absent.	Organization is so poor it inhibits understanding.
<b>Total Score</b> _____ <b>Feedback/Comments:</b>					

**2015 PROPOSED REVISIONS**  
***HISTORY AND SOCIAL SCIENCE***  
***CURRICULUM FRAMEWORK***

# Timeline for the Review of the Standards of Learning

Code of Virginia § 22.1-253.13:1-2. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the board from conducting such review and revision on a more frequent basis.

**HOW DO THE REVISIONS IN THE  
2015 HISTORY AND SOCIAL SCIENCE  
STANDARDS OF LEARNING SUPPORT  
PERFORMANCE TASKS AND PERFORMANCE  
ASSESSMENTS?**

# Revisions and Performance Tasks

1. The addition of social science skills at every course were strengthened to prepare students for career and college readiness.
2. Provides an opportunity for teachers to develop instructional lessons and activities that engage students with the content using the social science skills.

# Social Science Skills

- A: Using Information sources
- B: Applying geographic skills
- C: Organizing information
- D: Questioning and critical thinking
- E: Comparing and contrasting

# Social Science Skills

- F: Determining cause and effect
- G: Making connections
- H: Making economic decisions
- I: Exercising civic responsibility
- J: Demonstrating comprehension

## STANDARD USII.1j

The student will demonstrate skills for historical thinking, and geographical analysis, economic decision making and responsible citizenship, including the ability to-by

j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences including but not limited to...
<p><u>Research is the search for knowledge, using a variety of materials and sources in order to discover facts, answer questions, and draw conclusions.</u></p> <p><u>When we carry out research or study a particular topic to discover facts and information, we deepen our understanding of new concepts.</u></p>	<ul style="list-style-type: none"><li>• <u>Investigate people, places, and events in United States history to develop an understanding of historical, cultural, economic, political and geographical relationships by</u><ul style="list-style-type: none"><li>• <u>exploring economic and social issues that led to the growth of cities;</u></li><li>• <u>outlining and describing geographic factors and new technologies that helped and hindered westward movement;</u></li><li>• <u>describing and providing evidence to support the United States' role in the Cold War;</u></li><li>• <u>creating a digital map outlining the social and economic factors that influenced the Suffrage Movement in the early 20<sup>th</sup> Century and the fight for equal rights for women during the period following World War II.</u></li></ul></li><li>• <u>Investigate people and the social impact of government intervention during</u><ul style="list-style-type: none"><li>• <u>The Civil Rights Act of 1866</u></li><li>• <u>Workplace reforms of the Progressive Movement</u></li><li>• <u>Roosevelt's New Deal</u></li></ul></li><li>• <u>Investigate the social influence of political speeches by creating a social media page or blog and taking a stance to support or dispute points made in</u><ul style="list-style-type: none"><li>• <u>Lincoln's Gettysburg Address</u></li><li>• <u>Sojourner Truth's "Ain't I a Woman"</u></li><li>• <u>Wilson's Fourteen Points</u></li><li>• <u>Treaty of Versailles</u></li><li>• <u>Title IX</u></li><li>• <u>President Reagan's "Tear Down this Wall"</u></li></ul></li></ul>

# Revisions and Performance Tasks

3. Provides an opportunity for teachers to teach for understanding rather than memorization.
4. Provides an opportunity to effectively collaborate and integrate.

# Understanding

- Discourage teaching for memorization of FACTS
- Ask questions that are open-ended and require evidence to support arguments
- Use of 'cold reads'
- Make connections
- Use of text-based vocabulary
- Apply writing components

# Collaboration and Integration

## History and Social Science

Using Informational Sources  
Applying Geographic Skills  
Organizing Information  
Questioning  
Comparing and Contrasting  
Determining Cause & Effect  
Making Connections  
Exercising Civic Responsibility  
Demonstrating comprehension

## Reading

Chronological/Sequential  
Comparison/Contrast  
Cause & Effect  
Enumeration/Listing  
Problem/Solution  
Concept/ Definition  
Process  
Order of Importance  
Spatial  
Classification  
Question/Answer  
Explanation/Generalization

# What's New?

- The social science skills are outlined in Standard 1 for **each grade level or course.**
- Social science skills are a **key component** of understanding historical, geographic, political, and economic events or trends.

# What's New?

- The structure of the Curriculum Framework for Standard 1 deviates slightly
  - the first column contains “Essential Understandings.”
  - the second column contains *experiences* of how the skill may be applied in the classroom.

# What's New?

- The social science skills should not be assessed in isolation; rather, they should be **assessed as part of the content** in the *History and Social Science Standards of Learning*.

# What's New?

- The social science skills are the **tools** used to increase student understanding of the history and social science curriculum.
- The development of these social science skills is also important in order for students to become **better-informed citizens.**

# What's New?

## **Curriculum Framework Format**

**STANDARD USI.7b**

The student will demonstrate knowledge of the challenges faced by the new nation by

b) describing the historical development of the Constitution of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.</p>	<p>What events led to the development of the Constitution of the United States?</p> <p>What people helped develop the Constitution of the United States?</p>	<p><b>Confederation to Constitution</b></p> <ul style="list-style-type: none"> <li>Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</li> </ul> <p><b>The Constitutional Convention</b></p> <ul style="list-style-type: none"> <li>State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</li> <li>George Washington was elected president of the Constitutional Convention.</li> <li>Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government.</li> <li>The structure of the new national government included three separate branches of government:               <ul style="list-style-type: none"> <li>Legislative</li> <li>Executive</li> <li>Judicial</li> </ul> </li> <li>The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives.</li> <li>The Constitution was signed at the end of the convention.</li> </ul> <p><b>Ratification of the Constitution</b></p> <ul style="list-style-type: none"> <li>A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law.</li> </ul> <p><b>The Bill of Rights</b></p> <ul style="list-style-type: none"> <li>Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson)</li> <li>These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</li> </ul>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Make connections between the past and the present. (USI.1b)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USI.1d)</p>

# What's New?

- Essential Questions- Opportunities for teachers and divisions to **use the social science skills** to create questions to align with their locally developed curriculum, performance tasks, and performance assessments.
- Essential Skills- applies to **all** of the content for a grade level or course.

## STANDARD USI.7b

The student will **apply social science skills to understand** ~~demonstrate knowledge of~~ the challenges faced by the new nation by

b) **describing the historical development of the Constitution of the United States; and**

Essential Understandings	Essential Knowledge
<p>The development of the Constitution of the United States was significant to the foundation of the American republic.</p> <p>The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments.</p>	<p><b>Confederation to Constitution</b></p> <ul style="list-style-type: none"><li>Weaknesses in the Articles of Confederation led to the effort to draft a new constitution.</li></ul> <p><b>The Constitutional Convention</b></p> <ul style="list-style-type: none"><li>State delegates met in Philadelphia and decided not to revise the Articles of Confederation but to write a new constitution.</li><li>George Washington was elected president of the Constitutional Convention.</li><li><u>James Madison became known as the “Father of the Constitution.”</u></li><li>Delegates debated over how much power should be given to the new national government and how large and small states should be represented in the new government.</li><li>The structure of the new national government included three separate branches of government:<ul style="list-style-type: none"><li>Legislative (<u>makes the laws</u>)</li><li>Executive (<u>carries out the laws</u>)</li><li>Judicial (<u>interprets the laws</u>)</li></ul></li><li>The Great Compromise decided how many votes each state would have in the Senate and the House of Representatives.</li><li>The Constitution was signed at the end of the convention.</li></ul> <p><b>Ratification of the Constitution</b></p> <ul style="list-style-type: none"><li>A minimum of nine of the thirteen states had to vote in favor of the Constitution before it could become law.</li></ul> <p><b>The Bill of Rights</b></p> <ul style="list-style-type: none"><li>Based on the Virginia Declaration of Rights (George Mason) and the Virginia Statute for Religious Freedom (Thomas Jefferson)</li><li>These first ten amendments to the Constitution provide a written guarantee of individual rights (e.g., freedom of speech, freedom of religion).</li></ul>

# Applying Social Science Skills

“We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”

Excerpt from the Declaration of Independence, approved by the Continental Congress in 1776

# Applying Social Science Skills

## USI

- **A: Using Information sources**
  - Analyzing and interpreting artifacts, primary and secondary sources in United States history
- **B: Applying geographic skills**
  - Analyzing and interpreting geographic information to determine patterns and trends in United States history
- **C: Organizing information**
  - Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history
- **D: Questioning and critical thinking**
  - Using evidence to draw conclusions and make generalizations
- **H: Making economic decisions**
  - Using a decision-making model to identify the costs and benefits of a specific choice made
- **I: Exercising civic responsibility**
  - Identifying the rights and responsibilities of citizenship and the ethical use of materials or intellectual property.

# Applying Social Science Skills

## USI

<b>ALL STATES</b>	<b>Total Population</b>	<b># of slaves</b>	<b># of representatives using total population (w/slaves)</b>	<b># of representatives if you DON'T count slaves</b>
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# Applying Social Science Skills

## USI

- A: Using Information sources
- B: Applying geographic skills
- C: Organizing information
- D: Questioning and critical thinking
- **E: Comparing and contrasting**
  - Comparing and contrasting historical, cultural, and political perspectives in United States history
- **F: Determining cause and effect**
  - Determining relationships with multiple causes or effects in United States history
- **G: Making connections**
  - Explaining connections across time and place
- H: Making economic decisions
- I: Exercising civic responsibility

# Applying Social Science Skills

## USI

### Women and the Constitution



# Applying Social Science Skills

## USI

- A: Using Information sources
- B: Applying geographic skills
- C: Organizing information
- D: Questioning and critical thinking
- E: Comparing and contrasting
- F: Determining cause and effect
- H: Making economic decisions
- **J: Demonstrating comprehension**
  - Investigating and researching to develop products orally and in writing.

# **Goal of the History and Social Science Standards of Learning**

The study of history and social science is vital in promoting a civic-minded, democratic society.

All students need to know and understand our national heritage in order to become informed citizen and participants in shaping our nation's future.