

Virginia Standards for Social Studies and History  
Correlated to  
Reading Essentials in Social Studies and Cover to Cover

United States History to 1877

Virginia Standards	RESS Titles	CTC Titles
<b>Skills</b>		
<b>USI.1</b> The student will develop skills for historical and geographical analysis, including the ability to		
<b>a.</b> identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;	Washington D.C., 38642	
<b>b.</b> make connections between the past and the present;	Washington D.C., 38642 The Star-Spangled Banner: The Flag and Its Anthem, 38665	
<b>c.</b> sequence events in United States history from pre-Columbian times to 1877;		
<b>d.</b> interpret ideas and events from different historical perspectives;		
<b>e.</b> evaluate and discuss issues orally and in writing;		
<b>f.</b> analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;		
<b>g.</b> distinguish between parallels of latitude and meridians of longitude;		
<b>h.</b> interpret patriotic slogans and excerpts from notable speeches and documents.	Washington D.C., 38642 The Star-Spangled Banner: The Flag and Its Anthem, 38665	



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<b>Virginia Standards</b>	<b>RESS Titles</b>	<b>CTC Titles</b>
<b>Geography</b>		
<b>USI.2</b> The student will use maps, globes, photographs, pictures, and tables to		
<b>a.</b> locate the seven continents;		
<b>b.</b> locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;		
<b>c.</b> locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.		
<b>Exploration to Revolution: Pre-Columbian Times to the 1770s</b>		
<b>USI.3</b> The student will demonstrate knowledge of how early cultures developed in North America by		
<b>a.</b> locating where the American Indians (First Americans) settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), and Eastern Woodland (Iroquois);		
<b>b.</b> describing how the American Indians (First Americans) used their environment to obtain food, clothing, and shelter.		
<b>USI.4</b> The student will demonstrate knowledge of European exploration in North America and West Africa by		
<b>a.</b> describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;		
<b>b.</b> describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict;		



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<b>Exploration to Revolution: Pre-Columbian Times to the 1770s</b>		
c. identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.		
<b>USI.5</b> The student will demonstrate knowledge of the factors that shaped colonial America by		
a. describing the religious and economic events and conditions that led to the colonization of America;		
b. comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment;		What if You'd Been at Jamestown? , 4982301
c. describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves;		What if You'd Been at Jamestown? , 4982301
d. identifying the political and economic relationships between the colonies and England.		What if You'd Been at Jamestown? , 4982301
<b>Revolution and the New Nation: 1770s to the Early 1800s</b>		
<b>USI.6</b> The student will demonstrate knowledge of the causes and results of the American Revolution by		
a. identifying the issues of dissatisfaction that led to the American Revolution;	Spies of the American Revolution, 38652 The Northeast, 36557	Flames of Freedom , 5790301 Give Me Liberty, 5790201 The Bravest Blacksmith , 5903901 The Secret Soldier , 5903801 We're Behind You, George Washington , 5790501 Yankee Doodle and the Secret Society, 4982801
b. identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke;	The Executive Branch, 39614	Yankee Doodle and the Secret Society, 4982801 The Bravest Blacksmith , 5903901



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<b>Revolution and the New Nation: 1770s to the Early 1800s</b>		
<b>c.</b> describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and Thomas Paine;	Spies of the American Revolution, 38652 The Northeast, 36557	We're Behind You, George Washington , 5790501
<b>d.</b> explaining reasons why the colonies were able to defeat Britain.	Spies of the American Revolution, 38652	We're Behind You, George Washington , 5790501 The Bravest Blacksmith , 5903901
<b>USI.7</b> The student will demonstrate knowledge of the challenges faced by the new nation by		
<b>a.</b> identifying the weaknesses of the government established by the Articles of Confederation;	The Legislative Branch, 36513	
<b>b.</b> identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;	Washington D.C., 38642 The Judicial Branch, 36514	
<b>c.</b> identifying the conflicts that resulted in the emergence of two political parties;	Elections & Political Parties, 39610	
<b>d.</b> describing the major accomplishments of the first five presidents of the United States.		
<b>Expansion and Reform: 1801 to 1861</b>		
<b>USI.8</b> The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by		
<b>a.</b> describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;		California Gold Rush , 3858101 Klondike Fever: The Story of the Last Great Gold Rush , 3960401 Remember the Alamo!, 5785001 The Forty-Niners: The Story of the California Gold Rush , 3242901



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<b>Expansion and Reform: 1801 to 1861</b>		
b. identifying the geographic and economic factors that influenced the westward movement of settlers;		California Gold Rush , 3858101 Kit Carson: A Life of Adventure, 5784701 The Chisholm Trail , 5784601 James Meets the Prairie , 4982101 The Forty-Niners: The Story of the California Gold Rush , 3242901 The Great Race: The Building of the Transcontinental Railroad , 3856101 Klondike Fever: The Story of the Last Great Gold Rush , 3960401 The Longest Journey: The Story of the Donner Party , 3856401 The Race for a New Life , 3865401 Holding the Ribbons: The Story of the Overland Stagecoach , 3958001 Wagons Ho! A Diary of the Oregon Trail , 5784801 Search for Gold Mountain: Coming to America from China-1850, 3171901 Pioneer Days , 5669901
c. describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;		Mother of Invention , 5780501 Flames of Fear: The Great Chicago Fire of 1871, 3863401
d. identifying the main ideas of the abolitionist and suffrage movements.		The Civil War , 5669801
<b>Civil War and Reconstruction: 1860s to 1877</b>		
<b>USI.9</b> The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by		
a. describing the cultural, economic, and constitutional issues that divided the nation;	The Northeast, 36557	America's Civil War , 5968601 Brothers at War , 5968901 Abraham Lincoln: A Great American Life , 5903101 Song of David , 5760501 The Civil War , 5669801

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<b>Civil War and Reconstruction: 1860s to 1877</b>		
<b>b.</b> explaining how the issues of states' rights and slavery increased sectional tensions;	The Southeast, 36558	Free to Learn , 5904701 Half Free , 5904901 The Civil War , 5669801 Abraham Lincoln: A Great American Life , 5903101 America's Civil War , 5968601
<b>c.</b> identifying on a map the states that seceded from the Union and those that remained in the Union;		
<b>d.</b> describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;		The Civil War , 5669801 Abraham Lincoln: A Great American Life , 5903101 America's Civil War , 5968601 A Letter for Mr. Lincoln, 5790401
<b>e.</b> using maps to explain critical developments in the war, including major battles;		
<b>f.</b> describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.		The Civil War , 5669801 The Code of the Drum , 5969001 Song of David , 5760501 Join Hands and Sing, 3865501 Half Free , 5904901 Free to Learn , 5904701 Brothers at War , 5968901 America's Civil War , 5968601 Abraham Lincoln: A Great American Life , 5903101
<b>USI.10</b> The student will demonstrate knowledge of the effects of Reconstruction on American life by		
<b>a.</b> identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;		
<b>b.</b> describing the impact of Reconstruction policies on the South		



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