

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

Virginia Studies

Virginia Standards	RESS Titles	CTC Titles
<b>Skills</b>		
<b>VS.1</b> The student will develop skills for historical and geographical analysis including the ability to		
<b>a.</b> identify and interpret artifacts and primary and secondary source documents to understand events in history;		
<b>b.</b> determine cause and effect relationships;		
<b>c.</b> compare and contrast historical events;	The Statue of Liberty, 38664	
<b>d.</b> draw conclusions and make generalizations;		
<b>e.</b> make connections between past and present;	The Statue of Liberty, 38664 The Star-Spangled Banner: The Flag and Its Anthem, 38665	
<b>f.</b> sequence events in Virginia history;		
<b>g.</b> interpret ideas and events from different historical perspectives;		
<b>h.</b> evaluate and discuss issues orally and in writing;		
<b>j.</b> analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.		



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<b>Virginia: The Land and Its First Inhabitants</b>		
<b>VS.2</b> The student will demonstrate knowledge of the geography and early inhabitants of Virginia by		
<b>a.</b> locating Virginia and its bordering states on maps of the United States;		
<b>b.</b> locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;		
<b>c.</b> locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, and Rappahannock River);		
<b>d.</b> locating three American Indian (First American) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;		
<b>e.</b> describing how American Indians (First Americans) adapted to the climate and their environment to secure food, clothing, and shelter.		
<b>Colonization and Conflict: 1607 through the American Revolution</b>		
<b>VS.3</b> The student will demonstrate knowledge of the first permanent English settlement in America by		
<b>a.</b> explaining the reasons for English colonization;		
<b>b.</b> describing how geography influenced the decision to settle at Jamestown;		What if You'd Been at Jamestown? , 4982301
<b>c.</b> identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;		
<b>d.</b> identifying the importance of the Virginia Assembly(1619) as the first representative legislative body in English America;		
<b>e.</b> identifying the importance of the arrival of Africans and women to the Jamestown settlement;		What if You'd Been at Jamestown? , 4982301



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<b>Colonization and Conflict: 1607 through the American Revolution-Continued</b>		
<b>VS.3</b> The student will demonstrate knowledge of the first permanent English settlement in America by		
<b>f.</b> describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;		What if You'd Been at Jamestown? , 4982301
<b>g.</b> describing the interactions between the English settlers and the Powhatan people, including the contributions of the Powhatans to the survival of the settlers.		
<b>VS.4</b> The student will demonstrate knowledge of life in the Virginia colony by		
<b>a.</b> explaining the importance of agriculture and its influence on the institution of slavery;		
<b>b.</b> describing how European (English, Scotch-Irish, German) immigrants, Africans, and American Indians (First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England;		
<b>c.</b> explaining how geography influenced the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;		
<b>d.</b> describing how money, barter, and credit were used.		
<b>VS.5</b> The student will demonstrate knowledge of the role of Virginia in the American Revolution by		
<b>a.</b> identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence;		
<b>b.</b> identifying the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, and Patrick Henry;		
<b>c.</b> identifying the importance of the American victory at Yorktown.		



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<b>Political Growth and Western Expansion: 1781 to the Mid 1800s</b>		
<b>VS.6</b> The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by		
<b>a.</b> explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;	Washington D.C., 38642	
<b>b.</b> identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;		
<b>c.</b> explaining the influence of geography on the migration of Virginians into western territories.		
<b>Civil War and Post-War Eras</b>		
<b>VS.7</b> The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by		
<b>a.</b> identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;		
<b>b.</b> describing Virginia’s role in the war, including identifying major battles that took place in Virginia.	The Southeast, 36558	
<b>VS.8</b> The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by		
<b>a.</b> identifying the effects of Reconstruction on life in Virginia;		
<b>b.</b> identifying the effects of segregation and “Jim Crow” on life in Virginia;		
<b>c.</b> describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.	The Southeast, 36558	



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<b>Virginia: 1900 to the Present</b>		
<b>VS.9</b> The student will demonstrate knowledge of twentieth century Virginia by		
<b>a.</b> describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;	The Southeast, 36558	
<b>b.</b> identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;		
<b>c.</b> identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., Arthur R. Ashe, Jr., and L. Douglas Wilder.		
<b>VS.10</b> The student will demonstrate knowledge of government, geography, and economics by		
<b>a.</b> identifying the three branches of Virginia government and the function of each;		
<b>b.</b> describing the major products and industries of Virginia's five geographic regions;	The Southeast, 36558	
<b>c.</b> explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.	The Southeast, 36558	



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