**“Map” of SOLs included in this unit during the planning stages:**

*Social Studies (Virginia History)*:

VS.8: The student will demonstrate knowledge of the reconstruction of Virginia following the Civil

War by

a) identifying the effects of Reconstruction on life in Virginia;

b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African

Americans, and American Indians;

c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development.

*English*:

4.2: The student will make and listen to oral presentations and reports.

a) Use subject-related information and vocabulary.

b) Listen to and record information.

c) Organize information for clarity.

d) Use language and style appropriate to the audience, topic, and purpose.

4.3: The student will learn how media messages are constructed and for what purposes.

a) Differentiate between auditory, visual, and written media messages.

b) Identify the characteristics of various media messages.

4.6: The student will read and demonstrate comprehension of nonfiction texts.

a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.

b) Formulate questions that might be answered in the selection.

c) Explain the author’s purpose.

d) Identify the main idea.

e) Summarize supporting details.

f) Draw conclusions and make simple inferences using textual information as support.

g) Distinguish between cause and effect.

h) Distinguish between fact and opinion.

i) Use prior knowledge and build additional background knowledge as context for new learning.

j) Identify new information gained from reading.

k) Use reading strategies throughout the reading process to monitor comprehension.

l) Read with fluency and accuracy.

4.7 The student will write cohesively for a variety of purposes.

a) Identify intended audience.

b) Focus on one aspect of a topic.

c) Use a variety of pre-writing strategies.

d) Organize writing to convey a central idea.

e) Recognize different modes of writing have different patterns of organization.

f) Write a clear topic sentence focusing on the main idea.

g) Write two or more related paragraphs on the same topic.

h) Use transition words for sentence variety.

i) Utilize elements of style, including word choice and sentence variation.

j) Revise writing for clarity of content using specific vocabulary and information.

k) Include supporting details that elaborate the main idea.

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

a) Use subject-verb agreement.

b) Include prepositional phrases.

c) Eliminate double negatives.

d) Use noun-pronoun agreement.

e) Use commas in series, dates, and addresses.

f) Incorporate adjectives and adverbs.

g) Use correct spelling for frequently used words, including common homophones.

h) Use singular possessives.

4.9: The student will demonstrate comprehension of information resources to research a topic.

a) Construct questions about a topic.

b) Collect information from multiple resources including online, print, and media.

c) Use technology as a tool to organize, evaluate, and communicate information.

d) Give credit to sources used in research.

e) Understand the difference between plagiarism and using own words.

*Visual Arts*:

4.12: The student will describe the roles of crafts and artisans in various cultures.

4.14: The student will compare and contrast characteristics of diverse cultures depicted in works of art.

4.18: The student will analyze works of art based on visual properties and contextual information.

*General Music*:

4.2: The student will sing a varied repertoire of songs alone and with others, including

1. singing with a clear tone quality and correct intonation;

2. singing diatonic melodies;

3. singing melodies written on the treble staff;

4. singing with expression, using dynamics and phrasing;

5. singing in simple harmony; and

6. demonstrating proper posture for singing.

4.7: The student will explore historical and cultural aspects of music by

1. describing four music compositions from four different periods of music history and identifying the composers;

2. placing musical examples into categories of style;

3. listening to and describing music from a variety of world cultures; and

4. examining how music from popular culture reflects the past and influences the present.

4.9: The student will compare the relationships between music and other fields of knowledge

*Math*:

4.14: The student will collect, organize, display, and interpret data from a variety of graphs.

*Science*:

4.1: The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

e) predictions and inferences are made, and conclusions are drawn based on data from a variety of sources;

k) data are communicated with simple graphs, pictures, written statements, and numbers;

4.9: The student will investigate and understand important Virginia natural resources. Key

concepts include

a) watersheds and water resources;

b) animals and plants;

c) minerals, rocks, ores, and energy sources; and

d) forests, soil, and land.

*Students will also be learning material covered by the Computer and Technology SOLs.*

**Fairfax County Program of Studies covered in this unit**:

SS.VS Standard 1 – Develop Citizenship, and Historical & Geographical Analysis Skills

* Benchmark 1.a: Interpret Artifacts & Source Documents to Understand Events in History
* Benchmark 1.b: Determine Cause and Effect Relationships
* Benchmark 1.c: Compare and Contrast Historical Events
* Benchmark 1.d: Draw Conclusions and Make Generalizations
* Benchmark 1.e: Make Connections Between Past and Present
* Benchmark 1.f: Sequence Events in Virginia history
* Benchmark 1.g: Interpret Ideas and Events from Different Historical Perspectives
* Benchmark 1.h: Evaluate and Discuss Issues Orally and in Writing
* Benchmark 1.i: Analyze & Interpret Maps to Explain Relationships to Historical Events
* Benchmark 1.j: Organize/Synthesize Information on Virginia History in Variety of Ways

SS.VS Standard 8 – Demonstrate Knowledge of Reconstruction of Virginia After Civil War

* Benchmark 8.a: Identify the Effects of Reconstruction on Life in Virginia
  + 8.a.1: Identify the effects of Reconstruction on life in Virginia
  + 8.a.2: Define Reconstruction: The period following the Civil War
  + 8.a.3: Explain how freed slaves needed housing, clothing, food and jobs
  + 8.a.4: Describe how Virginia’s ruined economy was another problem
  + 8.a.5: Describe the Freedmen’s Bureau
  + 8.a.6: Describe sharecropping
* Benchmark 8.b: Identify the Effects of Segregation and “Jim Crow” on Life in Virginia
  + 8.b.1: Identify the effects of segregation and “Jim Crow” on life in Virginia
  + 8.b.2: Define Segregation: The separation of people based on race or religion
  + 8.b.3: Define Discrimination: An unfair difference in treatment of people
  + 8.b.4: Describe how African Americans began to have power in Reconstruction
  + 8.b.5: Explain how after Reconstruction, gains were lost by “Jim Crow” laws
  + 8.b.6: Identify the effects of “Jim Crow” laws on lives of Virginians
* Benchmark 8.c: Describe Importance of Railroads, New Industries & Growth of Cities
  + 8.c.1: Describe the importance of railroads, new industries & growth of cities
  + 8.c.2: Recognize other parts of VA had new industries such as coal mining
  + 8.c.3: Explain the increased need for more and better roads
  + 8.c.4: Explain how tobacco farming & products became important industries