



# VIRGINIA BOARD OF EDUCATION

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# AGENDA ITEM

**Agenda Item:** K

**Date:** July 21, 2022

**Title:** First Review of the Proposed Revised 2022 History and Social Science Standards of Learning

**Presenter:** Ms. Christonya B. Brown, History and Social Science Coordinator

**Email:** [Christonya.Brown@doe.virginia.gov](mailto:Christonya.Brown@doe.virginia.gov) **Phone:** (804) 225-2893

**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Executive Summary**

The Proposed Revised 2022 *History and Social Science Standards of Learning* describe the Commonwealth's expectations for student learning and achievement in grades K-12 history and social science education. Periodic revisions of the standards are necessary to update content, clarify important concepts, and reflect current academic research, and best practice. [Section 22.1-253.13:1 of the Code of Virginia](#) requires a review of each Standards of Learning subject area at least once every seven year. Academic content standards for history and social science education were first published by the Virginia Board of Education (Board) in 1995 for kindergarten through grade 12. Pursuant to legislation from the 2000 Virginia General Assembly, the Board established a seven-year cycle for review of the Standards of Learning. Thus, the 1995 History and Social Science Standards of Learning were reviewed in 2001, 2008, and 2015.

The Proposed Revised 2022 *History and Social Science Standards of Learning* embrace a comprehensive, collaborative review of the standards and the expertise of diverse constituents. The standards were developed through numerous phases of meetings convened with Virginia students, parents, educators, historians, college professors, and representatives of the Virginia Parent Teacher Association, members of the Virginia Advisory Committee for Career and Technical Education, and business and industry community. Additional citizen input was solicited at the beginning and throughout the process and through a public comment Google form. The standards align with Priorities 1 and 3 of the Board's Comprehensive Plan. The

VDOE took the following steps to review the 2015 *History and Social Science Standards of Learning* and Curriculum Frameworks:

- subsumed the Curriculum Frameworks document into the Standards document;
- convened a meeting with Historian Steering Committee composed of historians, political scientist, geographer, and economist to review and provide feedback on gaps in content;
- convened meetings with Practitioner committee composed of curriculum supervisors, coordinators, specialists, and higher education faculty to lead educator committees composed of teachers;
- built a system of collecting, organizing, and disseminating public comments, feedback, and input from all committee members;
- increased the number of participants for for the Educator Committee to ensure diverse perspectives and experience, provided pre-meeting materials for review (i.e. [National Assessment of Education Progress \(NAEP\)](#), [College Board: Advanced Placement International Baccalaureate](#), [Fordham Report: The State of State Standards for Civics and U.S. History in 2021](#), [Educating for American Democracy](#), [The College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards: Enhancing the Rigor of K-12](#) and convened July 12 - 23, 2021);
- expanded the number of external committees and convened sessions(i.e., Students (May 13 and 27, 2021, Museums and Organizations (August 23 - 26, 2021, Historian and Professors September 22 - 29, 2021, VAPTA and CTE seven meetings between February and March 2022));
- provided a status update to the Board in January 2022 (written report);
- solicited additional feedback from additional teachers, parents, and staff of institutions of higher education;
- presented an overview to VDOE leadership (February 2022 and June 2022);
- changed the structure and layout of the Standards document by expanding the components of the Standards document and to reflect and include elements of the Curriculum Frameworks, academic research and best practices by including Overarching Inquiries and Supporting Questions, Themes, Skills Progression, and Knowledge and Learning Experiences, and links for Content, Sources, and Resources for Consideration;
- reconvened the Practitioner committee to reach consensus on the Proposed Revised 2022 *History and Social Science Standards of Learning* document; and
- reconvened the committees to provide an overview of the proposed Proposed Revised 2022 *History and Social Science Standards of Learning*.

Attachments A includes the strikethrough version of the Proposed Revised 2022 *History and Social Science Standards of Learning* document. Attachment B includes the comments and input submitted by the public and committee members.

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:

November 17, 2022

**Superintendent’s Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education postpone receiving the Proposed Revised *2022 History and Social Science Standards of Learning* for first review. Rather, new members should first have the opportunity to: 1) Learn about the VDOE process to develop standards and the board’s authority to adopt standards; 2) Receive a full review of information about the *2022 History and Social Science Standards of Learning* that encapsulates presentations made to the board since January, 2021, and; 3) Provide adequate time for new members to review the 400-page standards document along with other board items.

**Background Information and Statutory Authority:**

The Board has made a commitment to provide high-quality, effective learning environments for all students.

The major revisions of the content for the Proposed Revised *2022 History and Social Science Standards of Learning* document include the following:

- Increased the information in the Front Matter for greater transparency and understanding the Standards of Learning for history and social science.
- Added the *Profile of a Virginia Graduate* "life readiness" skills as an essential component of a quality history and social science instructional program.
- Revised the History and Social Science Skills Progression Chart and incorporated it into the Standards document.
- Added a Looking Back, Looking Forward, and Literacy Connections section for each course to provide stakeholders with an understanding of content and skills students will be bringing to each course, what they will be encountering in the future, and the Literacy Connections that can be made.
- Included in the Looking Back, Looking Forward, and Literacy Connections section are Workplace Readiness Skills.
- Organized by Overarching Inquiries and Supporting Questions, Themes, Skills Progression, and Knowledge and Learning Experiences to provide clarity for learning expectations and learning progressions.
- Organized and increased the Understandings, Supporting Questions, and Knowledge and Learning Experiences for the K - 3 Standards to build a solid foundation of content knowledge and skills.
- Rewrote World Geography Standards and reorganized to align to national and international standards.
- Increased focus on Civic Engagement, local and shared history, language consistency (i.e., use of Indigenous Peoples), and application of skills through learning experiences.
- Decreased repetition of content; rather content is scaffolded and expanded.

- Increased focus on the use of inquiry practices and higher order thinking to build solid literacy connections (reading, writing, research, and communication).
- Provided additional support for educators to develop local curriculum, curate resources, select professional development opportunities, and develop formative and summative assessments aligned to the Standards.

The goals of the Proposed Revised *2022 History and Social Science Standards of Learning* document are to:

- equip students to be life ready with the knowledge, skills and attributes necessary to:
  - acquire, interpret, understand and honor our collective history; and
  - develop and apply history and social science skills needed to make informed decisions and take informed action.
- participate in home, school, and community projects that foster an understanding of civic responsibility and engagement;
- acquire and practice effective communication, self-management and social awareness, and collaboration skills to respond and engage in ways that benefit our communities, state, nation, and the world; and
- explore a variety of topics inspire career exploration and innovation.

A series of meetings were convened between October 2020 and June 2021 with a Practitioner’s Steering Committee composed of curriculum supervisors and higher education faculty to discuss changing the format of the *2022 History and Social Science Standards of Learning* document. Committee members met to review and revise the *2015 Standards of Learning for History and Social Science Curriculum Framework* and develop a Standards document driven by thematic and conceptual understanding of history through inquiry. The proposed *2022 History and Social Science Standards of Learning* document defines the *understandings, content knowledge, and skills*. The committee also discussed that the new Standards document format should include:

- The *Profile of a Virginia Graduate* and the Five Cs
- Themes and Concepts
- The History and Social Science Skills Progression Chart
- An explanation of the Inquiry-based practices
- Overarching Inquiry and Supporting Questions
- Knowledge (content) and Learning Experiences

During the spring of 2021, the Office of Humanities, History and Social Science Program convened meetings with a Historian Steering Committee and Student Advisory Committee for initial input and feedback. The Educator’s Committee, facilitated by VDOE staff and led by members of the Practitioner’s Steering Committee, met virtually July 12 – 23, 2021 and were responsible for:

- reviewing public comments, review overarching inquiry questions, standards and sub standards, themes, supporting questions, understandings and essential knowledge;
- revising the current *History and Social Science Standards of Learning Curriculum Framework* by making suggestions, developing a strikethrough document based on the public comments and professional experience/expertise;
- reviewing the accuracy of history and social science content; and
- ensuring the history and social science skills are strengthened to prepare students for career and college readiness.

The Museums and Organizations External Committee facilitated by VDOE staff, met virtually August 23 - 26, 2021 and were:

- invited based upon their areas of expertise and assigned specific Standards to review;
- reviewed the strikethrough document; and
- provided feedback and rationales for proposed changes to the Standards and Curriculum.

The Historians and Professors External Committee, facilitated by VDOE staff, included history professors, economists, political scientists, and geographers met virtually September 23 - October 2, 2021 and were:

- invited based upon their areas of expertise and assigned specific Standards to review;
- reviewed the strikethrough document; and
- checked input for historical accuracy, provided feedback and rationales for proposed changes to the Standards and Curriculum Frameworks.

Between February 15 and March 17, 2022, VDOE staff met virtually during seven different meeting times with representatives of the Virginia Parent Teacher Association and Virginia's Career and Technical Education Advisory Council for input and feedback. Comments and input collected through a Google form for consideration for the *2022 History and Social Science Standards of Learning* document.

Beginning in February 2022, VDOE staff reconvened the Practitioner's Steering Committee to reconcile the Standards document. Reconciliation included:

- Reviewing all Standards, substandards, and understandings, and transferring content to the new Standards document.
- Consistently referencing and using content from the Strikethrough Document (prepared by the Educator's Committee, and reviewed by the External Committees) and for content provided by all External Committees (including VaPTA and CTE Advisory) to develop Overarching Inquiry, Supporting Questions, and Knowledge and Learning Experiences for each standard.
- Paying close attention to the accuracy, relevance, and perspectives provided by the External Committees.

The proposed 2022 *History and Social Science Standards of Learning* document define the understandings, content knowledge, and skills for history and social science and include new components: Overarching Inquiry, Supporting Questions, and Learning Experiences. The purpose of the Overarching Inquiry and Supporting Questions are to engage students in research around content. Questioning, critical thinking, and the creative development of new knowledge through inquiry are as important to learning as information finding through research. The purpose of the Understandings, Knowledge and Learning Experiences is to provide a base for content exploration, expansion of content exploration by utilizing the history and social science skills, and assist teachers in planning effective instruction. The Standards document is not intended to encompass the entire curriculum for a given grade level or course. School divisions are encouraged to incorporate the standards into a broader, locally designed curriculum. The Standards document allows for greater specificity the minimum content that all teachers should teach and all students should learn. Through alignment with the Standards document, local school divisions have the ability to expand upon the questions for higher order thinking, knowledge, learning experiences, and achieve the goals of students becoming informed and responsible citizens equipped with life ready skills, knowledge, and attributes for post high school success.

**Timetable for Further Review/Action:**

Following the first review, the Proposed Revised 2022 *History and Social Science Standards of Learning* will be shared with stakeholders via a Superintendent Memo. Additional input from parents, community, business, educators, and the community at large will be collected through Community Information Sessions held across the Commonwealth anticipated for August and September 2022. The Board will host a series of public hearings which are anticipated to occur during the month of August 2022. Regular updates will be provided to the Board in subsequent months. Following the collection of additional public comment from these engagement opportunities, it is anticipated that this item will come to the Board for final review at the November 17, 2022, meeting.

**Impact on Fiscal and Human Resources:**

The administrative impact and any other cost associated with the development and distribution of the standards and curriculum framework will be absorbed within existing resources.