



VIRGINIA

CERTIFICATION

According to its Title II report, Virginia offers Type A, B, and C certificates. Candidates for licensure must hold at least a baccalaureate degree from an accredited institution with State Board of Education approval of its teacher education program. Candidates must also pass the appropriate tests in order to be certified.

Elementary Certification

Professional education requirements for elementary certification require course work in the application of skills in discipline specific methodology. To be certified with an elementary pre-K–6 endorsement, candidates/teachers must have graduated from an approved program or have 60 hours in liberal arts and sciences and have completed course work covering the elementary education competencies including 9 hours in history (American and world) and 6 hours in social science, including geography and economics. Elementary programs must ensure that candidates demonstrate competencies in required areas. In history and social science, candidates must demonstrate

- ❖ understanding of the knowledge, skills, and processes of history and the social science disciplines as defined in the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social science, including
 1. history, specifically
 - a. the contributions of ancient civilizations to American social and political institutions;
 - b. major events in Virginia history from 1607 to the present;
 - c. key individuals, documents, and events in the American Revolution;

- d. the evolutions of America’s constitutional republic, its ideas, institutions, and practices;
 - e. the influence of religious traditions on American heritage and contemporary American society;
 - f. the changing role of America around the world; relations between domestic affairs and foreign policy; global political and economic interactions; and
 - g. the origins, effects aftermath and significance of the two world wars, the Korean and Vietnam conflicts, and the Post Cold War era;
- 2. geography; and
 - 3. civics/economics; and
- ❖ understanding of the nature of history and social sciences and how the study of the disciplines assists students in developing critical thinking skills in helping them to understand
 - 1. the relationship between past and present;
 - 2. the use of primary sources such as artifacts, letters, photographs, and newspapers;
 - 3. how events in history are shaped both by the ideas and actions of people;
 - 4. diverse cultures and shared humanity;
 - 5. civic participation in a pluralistic democracy; and
 - 6. the relationship between history, literature, art, and music.

Middle-Level Certification

Middle level candidates must have two areas of concentration. Candidates must either have graduated from an approved teacher preparation discipline-specific program in middle education with the appropriate two areas of concentration or must have earned a degree in liberal arts and sciences and completed a minimum of 21 hours in two areas. The candidate must also have completed the minimum requirements for those areas in which the individual is not seeking a concentration. In history and social science, they must demonstrate the following competencies:

- ❖ understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Science Standards of learning and how the standards provide the foundation for teaching history and social science, including:
 - 1. United States history, specifically:
 - a. the evolution of the American constitutional republic and its ideas, institutions, and practices from the colonial period to the present; the American Revolution, including ideas and principles preserved in significant Virginia and United States historical documents as required by 22.1-201 of the Code of Virginia

(Declaration of American Independence, the general principles of the Constitution of the United States, the Virginia Statute of Religious Freedom, the charters of April 10, 1606, May 23, 1609, and March 12 1612 of The Virginia Company, and the Virginia Declaration of Rights), and historical challenges to the American political system (i.e., slavery, the Civil war, emancipation, and civil rights);

- b. the influence of religious traditions on the American heritage and on contemporary American society;
 - c. the changing role of America around the world, the relationship between domestic affairs and foreign policy, and global political and economic interactions;
 - d. the influence of immigration on American political, social, and economic life;
 - e. origins, effects, aftermath, and significance of the two world wars, the Korean and Vietnam conflicts, and the post-Cold War era;
 - f. social, political, and economic transformations in American life during the 20th century; and
 - g. tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and between cultural diversity and civic unity;
2. world history, specifically:
- a. the political, philosophical, and cultural legacies of ancient, American, Asian, African, and European civilizations;
 - b. origins, ideas, and institutions of Judaism, Christianity, Hinduism, Confucianism and Taoism, and Shinto, Buddhist, and Islamic religious traditions;
 - c. medieval society and institutions, relations with Islam, and feudalism and the evolution of representative government;
 - d. the social, political, and economic contributions of selected civilizations in Africa, Asia, Europe, and the Americas;
 - e. the culture and ideas of the Renaissance and the Reformation, European exploration, and the origins of capitalism and colonization;
 - f. the cultural ideas of the Enlightenment and the intellectual revolution of the 17th and 18th centuries;
 - g. the sources, results, and influence of the American and French Revolutions;
 - h. the social consequences of the Industrial Revolution and its impact on politics and culture;
 - i. the global influence of European ideologies of the 19th and 20th centuries (liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, and Nazism); and

- j. the origins, effects, aftermath, and significance of the two world wars;
- 3. civics and economics; and:
- 4 an understanding of the nature of history and social science and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate
- 5. the significance of the past to their lives and society;
- 6. diverse cultures and shared humanity;
- 7. how things happen, how they change, and how human intervention matters;
- 8. the interplay of change and continuity;
- 9. historical cause and effect;
- 10.the importance of individuals who have made a difference in history and the significance of personal character to the future of society;
- 11.the relationship among history, geography, civics, and economics; and
- 12.the difference between fact and conjecture, evidence and assertion, and the importance of framing useful questions.

Secondary Certification

Secondary certification candidates must complete an approved teacher preparation program in history and social science that enables them to meet the competencies listed below. To be endorsed in history and social science a candidate must have completed an appropriate program or have a major in history and social science or 51 hours of course work distributed in the following areas: history—a major in history or 18 hours in history (including American history, Virginia history, English history, and world history); political science—a major in political science or 18 hours in political science; geography—9 hours; economics—6 hours. To add on to an endorsement, a candidate must already have an endorsement in one of the areas (history, political science, geography, or economics) and have 21 hours of course work in the additional area sought. Required competencies include

- ❖ understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Science Standards of learning and how the standards provide the foundation for teaching history and social science, including
 - 1. United States history, specifically
 - a. the evolution of the American constitutional republic and its ideas, institutions, and practices from the colonial period to the present; the American Revolution, including ideas and principles preserved in significant Virginia and United States historical documents as required by 22.1-201 of the Code of Virginia (Declaration of American Independence, the general principles of the Constitution of the United States, the Virginia Statute of

- Religious Freedom, the charters of April 10, 1606, May 23, 1609, and March 12 1612 of The Virginia Company, and the Virginia Declaration of Rights), and historical challenges to the American political system;
- b. the influence of religious traditions on the American heritage and on contemporary American society;
 - c. the influence of immigration on American political, social, and economic life;
 - d. origins, effects, aftermath, and significance of the two world wars, the Korean and Vietnam conflicts, and the Post Cold War era;
 - e. social, political, and economic transformations in American life during the 20th century;
 - f. tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and between cultural diversity and national unity; and
 - g. the difference between a democracy and a republic;
2. world history, specifically
 - a. the political, philosophical, and cultural legacies of ancient, American, Asian, African, and European civilizations;
 - b. origins, ideas, and institutions of Judaism, Christianity, Hinduism, Confucianism and Taoism, and Shinto, Buddhist, and Islamic religious traditions;
 - c. medieval society and institutions; relations with Islam; feudalism and the evolution of representative government;
 - d. the social, political, and economic contributions of selected civilizations in Africa, Asia, Europe, and the Americas;
 - e. the culture and ideas of the Renaissance and the Reformation, European exploration, and the origins of capitalism and colonization;
 - f. the cultural ideas of the Enlightenment and the intellectual revolution of the 17th and 18th centuries;
 - g. the sources, results, and influence of the American and French Revolutions;
 - h. the social consequences of the Industrial Revolution and its impact on politics and culture;
 - i. the global influence of European ideologies of the 19th and 20th centuries (liberalism, republicanism, social democracy, Marxism, nationalism, Communism, Fascism, and Nazism); and
 - j. the origins, effects, aftermath, and significance of the two world wars, the Korean and Vietnam conflicts, and the post-Cold War era;
 3. civics/government and economics; and
 4. geography;

- ❖ understanding the nature of history and social science and how the study of these disciplines helps students go beyond critical thinking skills to help them appreciate
 1. the significance of the past to their lives and society;
 2. diverse cultures and shared humanity;
 3. how things happen, how they change, and how human intervention matters;
 4. the interplay of change and continuity;
 5. historical cause and effect;
 6. the importance of individuals who have made a difference in history and the significance of personal character to the future of society;
 7. the relationship among history, geography, civics, and economics; and
 8. the difference between fact and conjecture, evidence and assertion, and the importance of framing useful questions;
- ❖ understanding of the use of the content and processes of history and social science instruction, including
 1. fluency in historical analysis skills;
 2. skill in debate, discussion, and persuasive writing;
 3. the ability to organize key social science content into meaningful units of instruction;
 4. the ability to provide instruction using a variety of instructional techniques;
 5. the ability to evaluate primary and secondary instructional resources, instruction, and student achievement; and
 6. the ability to incorporate appropriate technologies into social science instruction; and
- ❖ understanding of the content, processes, and skills of one of the social sciences disciplines at a level equivalent to an undergraduate major, along with sufficient understanding of three supporting disciplines to ensure
 1. the ability to teach the processes and organizing concepts of social science;
 2. an understanding of the significance of the social sciences; and
 3. student achievement in the social sciences.

STANDARDS

Standards for Teachers

Virginia developed Licensure Regulations for School Personnel in 1998. These regulations include exit expectations written as competencies for candidates who graduate from approved teacher education programs. They are aligned with the student standards. Please see the above section on certification for the competencies related to social studies at the different certification levels.

Standards for Students

The Virginia Standards of Learning (SOL) in history/social science were approved in 1995 and revised in 2001. They are scheduled to be evaluated again in 2008. The History and Social Science Standards of Learning are accompanied by a curriculum framework intended to further amplify and define in greater detail the understandings, knowledge, and skills that are essential in the SOL.

The SOL in history/social science includes four areas: history, geography, civics, and economics. In the document's introduction, the contributors explain that "history should be the integrative core of the curriculum, in which both the humanities (such as art and literature) and the social sciences (political science, economics, and geography) come to life." For grades K–3 the SOL introduces students to history and social science. Standards and exemplars have been developed in history, geography, economics, and civics. Specific topics within the introductory concepts include the following.

- ❖ Kindergarten: Interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness
- ❖ Grade One: The lives of American leaders and their contribution to the United States
- ❖ Grade Two: The heritage and contributions of the people of ancient China and Egypt and of the American Indians
- ❖ Grade Three: The heritage and contributions of the people of ancient Greece and Rome and the West African empire of Mali

After the primary grades, the standards do not specify grade levels or scope and sequence at the grade levels. Instead it is expected that local districts will use the SOL as a guide and make appropriate decisions for when the content should be taught. While not required, scope and sequence guidelines have been developed to assist schools. Within each of the following areas, skills are first identified and then specific content is addressed through chronology. The following areas receive focus in Virginia's SOL.

- ❖ Virginia Studies: Standards allow students to develop a greater understanding of Virginia's rich history, from the early settlements of American Indian language groups and the founding of Jamestown to the present.
- ❖ United States History to 1877: Standards require students to use the skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the Union.
- ❖ United States History 1877 to the Present: Standards require students to use skills of historical and geographical analysis as they examine American history since 1877.
- ❖ Civics and Economics: Standards examine the roles citizens play in the political, governmental, and economic systems in the United States.
- ❖ World History and Geography to 1500 AD: Standards require that students explore the historical development of people, places, and patterns of life from ancient times until 1500 AD in terms of the impact on Western civilization.

- ❖ World History and Geography 1500 to the Present: Standards require that students examine the history and geography from 1500 AD to the present with emphasis on Western Europe.
- ❖ World Geography: Students study the world’s peoples, places, and environments with an emphasis on world regions.
- ❖ Virginia and United States History: Standards include the historical development of American ideas and institutions from the Age of Exploration to the present.
- ❖ Virginia and United States Government: Standards define the knowledge that enables citizens to participate effectively in civic life.

HIGH SCHOOL GRADUATION/EXIT EXAM

Students in Virginia must earn standard units of credit and verified units of credit in order to graduate from high school. Verified units of credit are awarded when the student passes the Standards of Learning test for that course in addition to meeting course requirements. Standard and Advanced Diplomas are available in Virginia.

❖ Standard Diploma

1. Three standard credits required in history and social sciences, one verified unit of credit. Courses required include Virginia and U.S. history, Virginia and U.S. government, and one world history/geography course.

❖ Advanced Diploma

1. Four standard credits required in history and social sciences, two verified units of credit. Courses required include Virginia and U.S. history, Virginia and U.S. government, and two world history/geography courses.

Exit Exam

History/social science courses that require Standards of Learning exams include World History and Geography to 1500 AD, World History and Geography from 1500 AD, World Geography, and Virginia and U.S. History.

ASSESSMENT

The Virginia State Assessment Program (VSAP) consists of a norm-referenced test (the Stanford Achievement Test Series, Ninth Edition) taken by students at grades 4, 6, and 9. Students take Standards of Learning assessments in grades 3, 5, 8, and at the end-of-course level. The SOL tests are administered in history.