



VIRGINIA BOARD OF EDUCATION

AGENDA ITEM

Agenda Item: N

Date: January 27, 2022

Title: **Written Report: Update of the Review and Revision of the 2015
*History and Social Science Standards of Learning***

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

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Purpose of Presentation:

For information only: No action required.

Executive Summary

The Virginia Board of Education (Board) has made a commitment to maintain rigorous and relevant expectations for students that meet or exceed national and international benchmarks for college and career readiness. New academic content *Standards of Learning* for history and social science were first developed in 1995. They were revised in 2001, 2008, and 2015. [Section 22.1-253.13:1.B of the Code of Virginia](#) requires the Board to review the *Standards of Learning* on a regular schedule. On January 28, 2021, the Board accepted a written report of the [Timeline for the Review and Revision Process of the 2015 History and Social Science Standards of Learning](#). In accordance with the timeline, the Virginia Department of Education (VDOE) took steps to begin the review process. As shared in Attachment A, stakeholder groups have been engaged in the process and will continue to be involved as staff prepare documents for First Review anticipated in July 2022.

Action Requested:

No action requested.

Previous Review or Action:

Date: January 28, 2021

Action: The Board received a written report outlining the Standards of Learning review and revision timeline and process for history and social science.

Background Information and Statutory Authority:

Section [22.1-253.13:1-B](#) of the *Code of Virginia* requires the Board to establish a regular schedule to review and revise the Standards of Learning. This *Code* section states:

“The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis...”

On March 26, 2015, the Board approved the Standards of Learning for history and social science. The VDOE proceeded with the review and revision of the Curriculum Frameworks to align with the newly adopted Standards of Learning. Final approval of the Curriculum Frameworks were fully implemented during the 2018 - 2019 school year.

On September 17, 2020, the Board received the report and recommendations from the *Virginia African American History Education Commission* (the Commission) established through [Executive Order Thirty Nine](#). Executive Order Thirty Nine tasked the Commission with issuing a report with recommendations. Taking into account the Commission’s recommendations to broaden participation and outreach, the VDOE presented to the Board an expanded Timeline for the Review and Revision Process of the 2015 *History and Social Science Standards of Learning* to include the recommendations of the Commission’s Process Revision Workgroup:

- Expand the number of educators and external content experts so that a wide range of experiences, cultural perspectives, and pedagogical preferences are represented from across the Commonwealth to contribute to development of the standards
- Convene a steering committee composed of external content experts and the practitioners to review and revise the content recommended in the standards process.
- Provide outreach to encourage parents, students, educators, and administrators across the Commonwealth to provide feedback on the proposed standards as part of the public comment process.
- Ensure that all comments, perspectives, events are thoroughly vetted and determine next steps on how to revise inaccurate content in the standards of learning and curriculum frameworks.
- Secure funds for expanding the educator and external committees

The expanded process established the following:

- convening Steering committees representative of Students, Practitioners and Historians to ensure that various perspectives have a voice;
- increasing the number of Educators on the Review Committee to ensure diversity and regional representation; and
- dividing the External Committee into two separate committees: Museums/Organisations and Historian

On January 28, 2021, the Board received a written report from the VDOE outlining the Standards of Learning review and revision timeline and process. Following the notification to the Board, the VDOE posted [Superintendent's Memo 025-21: Review of the History and Social Science Standards of Learning: Seeking Input from the School Community](#). Adhering to the anticipated timeline for the Review and Revision of the *2015 History and Social Science Standards of Learning*, Attachment A provides background information, data, and explanation of the review and revision process thus far.

Timetable for Further Review/Action:

It is anticipated that the VDOE will present the Board with a proposed standards document at its July 2021 meeting for first review. Following the first review of the Proposed 2022 *Standards of Learning for History and Social Science*, the VDOE will communicate to local school divisions and the public a schedule for public hearings to take place August - September 2022.

Impact on Fiscal and Human Resources:

The VDOE administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.



**VIRGINIA
IS FOR
LEARNERS**

**UPDATE: HISTORY AND
SOCIAL SCIENCE
STANDARDS OF LEARNING
REVIEW AND REVISION
PROCESS**

JANUARY 27, 2022

UPDATE: HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING REVIEW AND REVISION

OVERVIEW

On January 28, 2021, the Board received a written report from the VDOE outlining the Standards of Learning review and revision timeline and process. Following the notification to the Board, the VDOE posted [Superintendent's Memo #025-21](#): Review of the *History and Social Science Standards of Learning*: Seeking Input from the School Community.

Vision of the History and Social Science Review Process

Change history and social science instruction in the Commonwealth of Virginia
The Standards are **NOT** a means to an end: *passing a test*; but they are a base of knowledge, understanding, and confidence to:

- make informed decisions;
- take informed action;
- honor our collective history; and
- respond and engage in ways that benefit our communities, state, nation, and the world.

Goals of the History and Social Science Review Process

- Develop standards that focus on multiple perspectives instead of a singular narrative.
- Continue the emphasis on the social science skills to indicate what students should know, understand, and be able to do.
- Establish a structure that promotes inquiry and coaches teachers to shift their practice to focus on compelling questions, the use of valid information sources, and opportunities to link instruction and assessment.
- Frame the Standards Document with the incorporation of themes or concepts which can thread both horizontally and vertically throughout the grade levels/courses.

Research and Current Practices

Several national pieces of research were reviewed throughout the process. Listed below are a few highlights:

- Inquiry-based learning is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion.
- Educating for an American Democracy (EAD) shifts from breadth to depth by offering an inquiry framework that weaves history and civics together and inspires students to learn by asking difficult questions, then seeking answers in

the classroom through facts and discussion. The EAD Roadmap recommends approaches to learning that:

- inspire students to want to become involved in their constitutional democracy;
 - tell a full and complete narrative of America’s plural, yet shared story;
 - celebrate the compromises needed to make our constitutional democracy work;
 - cultivate civic honesty and patriotism that leaves space to both love and critique this country; and
 - teach both history and civics through a timeline of events and themes that run through those events.
- *C3 Framework*
 - The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life.
 - It intentionally envisions social studies instruction as an inquiry framework of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners.

PUBLIC COMMENT

Public Comment Collection Process

The Public Comment period was open from January 29, - March 1, 2021. Public Comments were collected via a Google Form to give feedback on the 2015 HSS Standards of Learning and Curriculum Framework.

Public Comment Form (Kindergarten) - 2015 History and Social Science Standards of Learning and Curriculum Framework

New academic content Standards of Learning for history and social science were first developed in 1995 and revised in 2001, 2008, and again in 2015. The Standards of Quality require the Board of Education to review the Standards of Learning on a regular seven year schedule. §22.1-253.13:1 and §22.1-17.5. On January 28, 2021, The Virginia Board of Education accepted the projected timeline for the Review and Revision of the History and Social Science Standards of Learning and Curriculum Framework.

Virginia Code states that the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

The public comment period will be open January 29, 2021-March 1, 2021. All comments received by March 1, 2021 will be considered for the Review and Revision of the History and Social Science Standards of Learning. Please use the form below to provide comment on the Kindergarten History 2015 History and Social Science Standards of Learning and Curriculum Framework.

https://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/2015/cf/hss-cfK-updated-2020.docx

Email *

Valid email

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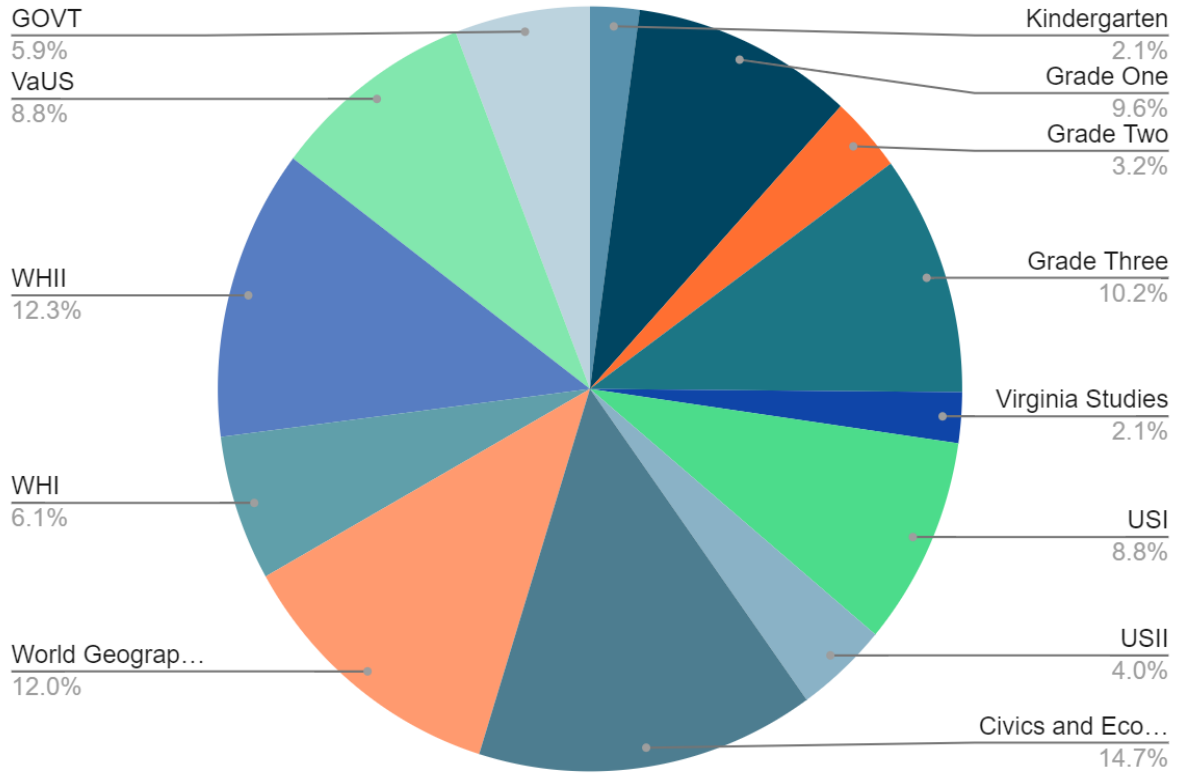
Public Comment Submissions

The chart below identifies the number of Google Forms submitted by grade level/course. There were 1,402 Google Forms Submitted. Every Google Form may include multiple comments for Standards and/or Sub-standards.

Public Comment Google Forms Submitted:	
Course	Total Responses
Kindergarten	57
Grade One	46
Grade Two	38
Grade Three	39
Virginia Studies	33
United States History to 1865	29
United States History 1865 to Present	97
Civics & Economics	25
World Geography	71
World History to 1500	420
World History 1500 to Present	443
Virginia and United States History	42
Virginia and United States Government	26
Google Form Response Total:	1366
13 organizations and 23 from Professors, Historians, Parent and Education groups throughout the Commonwealth	36
Total	1402

This pie graph reflects the above data in percentages by grade level/course:

Public Comments



This chart reflects the number of public comments provided by grade level/course and by Standards and/or Sub-Standard.

SOL Grades/Course	Number of Public Comments
Kindergarten	291
1st Grade	268
2nd Grade	291
3rd Grade	215
Virginia Studies	198
United States History to 1865	164
United States History 1865 to Present	315
Civics and Economics	151
World Geography	325
World History and Geography to 1500	1,134
World History and Geography 1500 to Present	1,267
Virginia and US History	291
Virginia and US Government	255
Total	5,165

COMMITTEES

Practitioner's Steering Committee

- Comprised of 30 Specialists and Coordinators representing the 8 Superintendent's Regions participated in sessions to review public comments and develop a proposed Standards document
- Worked in small teams to lead the Educator's Committees
- Provided a K - 12 view of the history and social science instructional program
- Meetings began November 2020 and continue to the present

Historian Steering Committee

- Convened in February 2021
- Proposed edits to the Standards and Curriculum Frameworks based upon their expertise
- Committee members included:
 - Three Historians (University of Richmond, Norfolk State University, and Randolph-Macon University)
 - Economist (Old Dominion University)
 - Political Scientist (Christopher Newport University)
 - Geographer (Longwood University)

Student Advisory Committee

- Convened a Student Advisory Committee (SAC) in May 13 and 27, 2021
- Consisted of juniors and seniors selected by Regional Superintendents.
- 16 students representing the 8 Superintendent's Regions were invited to participate in sessions to discuss and provide feedback on the 2015 *History and Social Science Standards of Learning*
- Students developed an informal survey to reach out to other students to gain their diverse perspectives
- SAC developed a questionnaire:
 - Demographics: School level and region
 - Questions were developed by the students
 - 25 questions asking about their opinions about the coverage of content, the skills they may have gained, and the instruction they felt they have received.

Student Advisory Council Questionnaire:

Questions Responses 196



Section 1 of 6

Let's Make a Change!



The Virginia Department of Education's Student Advisory Council for the Review and Revision of the History and Social Science (HSS) SOL invite you to take part in making your voices heard. Below you will find a survey that ask questions about your experience in your social studies classrooms. You do not have to answer all of the questions, but the more information you provide, the better opportunity we have of making a change and difference in what students across the Commonwealth are learning in social studies classrooms. The survey will capture your email address and all other identification is optional. Thank you for taking the time to help us make a difference!

Sincerely,
VDOE HSS SOL Student Advisory Council

Email *

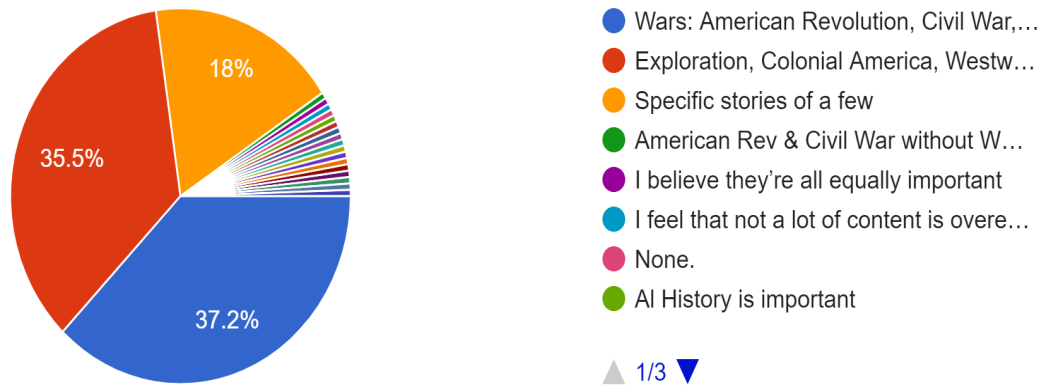
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Sample feedback from the Student Advisory Council Questionnaire:

In your school experience, which of the following topics do you feel are "over taught" or over emphasized

183 responses



Educators Committee

The Educator's Committee convened in July 2021 for four day virtual sessions and included 55 teachers and HSS specialists representing the 8 Superintendent's Regions. Their role was to provide public comment and revise the document based upon previous input provided by the previous committees.

- Convened a Educator's Committee July 13 - 26, 2021
- VDOE received 129 applications from across the Commonwealth. 55 Educators were chosen to serve.
- 55 Educators representing the 8 Superintendent's Regions participated in sessions to review public comments and develop a proposed Standards document
- Led by members of the Practitioner Steering and divided into small groups based upon course expertise and met virtually via Zoom
- Provided edits and rationales for proposed changes to the Standards and Curriculum Frameworks

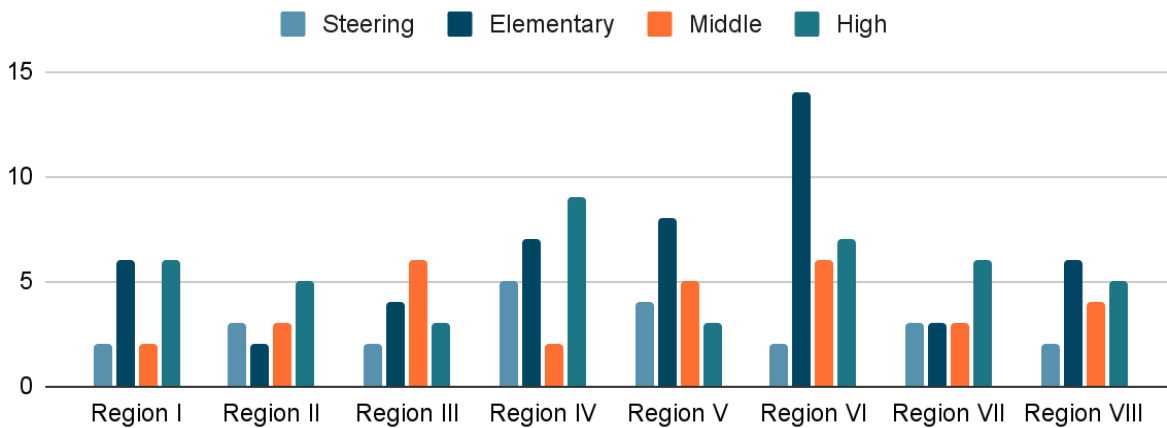
Educators Committee Members

- Alexandria City Public Schools
- Arlington City Public Schools
- Albemarle County Public Schools
- Augusta County Public Schools
- Bedford County Public Schools
- Brunswick County Public Schools
- Campbell County Public Schools
- Chesapeake Public Schools
- Chesterfield County Public Schools
- Cumberland County Public Schools

- Danville Public Schools
- Fairfax County Public Schools
- Fauquier County Public Schools
- Frederick County Public Schools
- Giles County Public Schools
- Hampton City Schools
- Hanover County Public Schools
- Harrisonburg City Public Schools
- Henrico County Public Schools
- Henry County Public Schools
- Loudoun County Public Schools
- Madison County Public Schools
- Montgomery County Public schools
- Newport News Public Schools
- Norfolk Public Schools
- Powhatan County Public Schools
- Prince William County Schools
- Roanoke City Public Schools
- Rockbridge Public Schools
- Rockingham Public Schools
- Salem City Schools
- Stafford County Public Schools
- Suffolk Public Schools
- Virginia Beach City Public Schools
- Washington County Public Schools
- Williamsburg-James City County Public Schools
- York County Public Schools

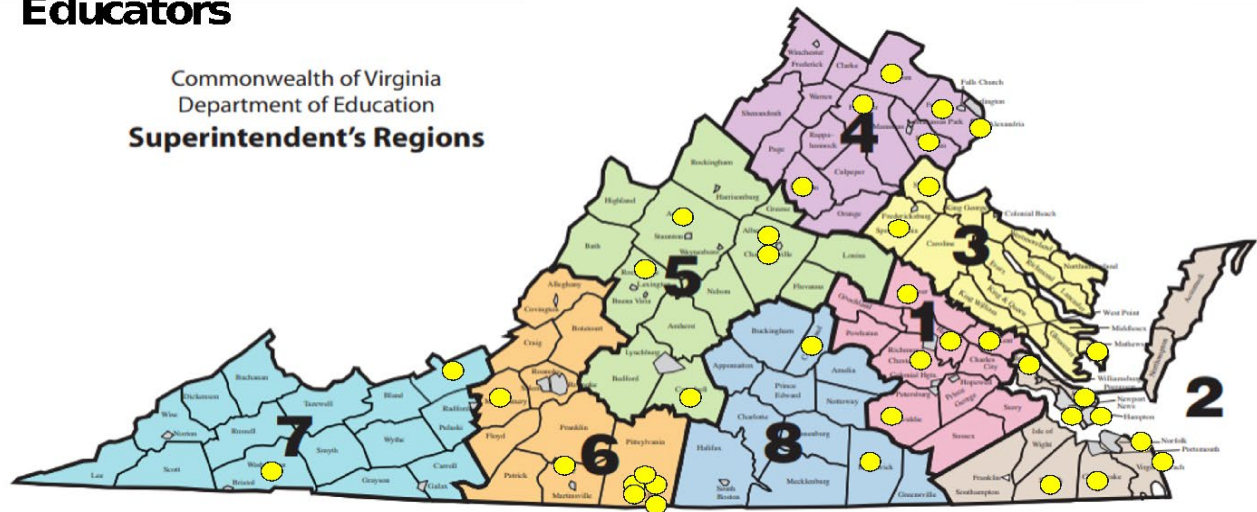
The following information reflects the regional representation of the educators:

Educators' Committee



Standards Review Regional Representation

Educators



Museum and Organization External Committee

- Committee meetings held August 23 - 26, 2021
- Educators, faculty, or representatives of a history and social science museum or organization with a specific area of focus or specialty
- Provided feedback on the revisions made by the Educator's committee and provide a diverse perspective on the content based upon their area of expertise

Historians and Professors External Committee

- Committee (Historians, Political Scientist, Geographers, and Economists) meetings held September 22 - 29, 2021
- Representation from all 8 Superintendent Regions
- Review and check the accuracy of the feedback provided by all previous committees and to ensure there are opportunities for exploration of diverse perspectives and balance
- Review and check the content provided for the proposed documents for historical accuracy, relevance, and presentation of diverse perspectives

Professors and Historians	Museums and Agency Partners
Region 1	
University of Richmond	American Civil War Museum
Virginia Humanities	Library of Virginia
	Virginia Holocaust Museum
	Virginia Humanities
	Virginia Museum of Fine Arts

Professors and Historians	Museums and Agency Partners
	Virginia War Memorial
Region 2	
Christopher Newport University	Holocaust Commission United Jewish Federation of Tidewater
Hampton University	Jamestown-Yorktown Foundation
Old Dominion University	MacArthur Memorial
Norfolk State University	Old Dominion University
Region 3	
University of Mary Washington	
Region 4	
Founder, The Dream Project (Arlington)	Center for the Constitution at James Madison's Montpelier
George Mason University	
Georgetown University	
Region 5	
James Madison University	Frontier Museum
University of Virginia	
Washington and Lee	
Virginia Military Institute	
Region 6	
Averett University	Danville Museum of Fine Arts and History
Virginia Polytechnic Institute	
Region 7	
Radford University	
Region 8	
	American Civil War Museum

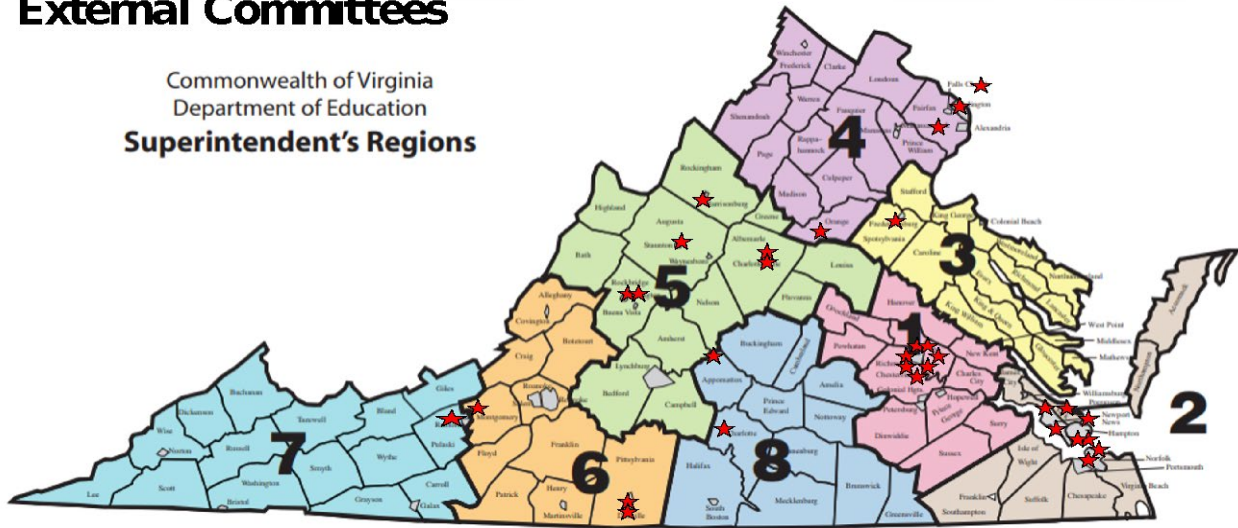
Additional Contributors	
American Revolution Consortium for Civic Education	The Sikh Coalition
Asian Advisory Board and IGlobal University	Virginia Asian Advisory Board
Asian American & Pacific Islander American Outreach	Virginia Coalition for Human Rights

Additional Contributors	
Bill of Rights Institute	Virginia Council on Economic Education
Commission on Civic Education	Virginia Council on Women
Dept of Elections/Dept of Justice	Virginia Geographic Alliance
Hindu American Foundation	Virginia Latino Advisory Board
Pamunkey Indian Tribe	Virginia Tribal Education Consortium
Piedmont Virginia Community College	1882 Foundation
Rabbi Arthur Ruberg	Virginia Department of Education
Shawnee State University	
UNC Asheville	

Standards Review Regional Representation

External Committees

Commonwealth of Virginia
Department of Education
Superintendent's Regions



CHALLENGES AND REFLECTIONS

Challenges

- Breadth vs. depth
- Increase in content to expand the narrative
- Consideration of all the public comments
- Competing instructional and assessment priorities in other content areas results in the marginalization of Social Studies instructional time at the elementary level

Reflections

In order to reconcile the Input from Review Committees, the VDOE needs to:

1. Ensure that content introduced in early grades is not be repeated, but expanded upon in subsequent courses
2. Ensure there is language consistency throughout the courses
3. Revise the Standards document to reflect Inquiry-based learning rather than providing a textbook narrative by introducing
 - a. Supporting Questions
 - b. Knowledge and Disciplinary Skills
 - c. Content, Sources, and Resources for Consideration

NEXT STEPS

Winter 2021 - Spring 2022

Moving towards First Review and beyond:

- Continue to work with the Practitioner and Historian Steering Committees to compile the proposed standards document based upon the work of all previous committees
- Continue to expand outreach especially to specific regions
- Work with internal agency staff on the review
- Continue to work with a Transition Steering Committee to
 - establish a professional development needs assessment for divisions based on the 2022 *History and Social Science Standards of Learning* revision.
 - develop instructional materials and professional development to assist in the transition from the 2015 to the 2022 *History and Social Science Standards of Learning*

Summer and Fall 2022

- First Review - Anticipated for July 2022
- Public Hearings - Anticipated for August - September 2022
- Final Review - Anticipated for November 2022