Course Description
Virginia History provides an overview of the history, geography and government of the Commonwealth of Virginia from the 16th century to the present. Special attention will be paid to the contributions the Commonwealth has made to the progression of American History in areas of law, government, education, economics and religion.

Rationale
Virginia History provides the student with an understanding of the importance of Virginia to the development of the United States over the past 400 years. Knowledge of the ways in which Virginians have contributed to law, government, education and religion will provide students with a deeper understanding how one small colony could spurred the development of a large nation. An understanding of Virginia History will provide a frame of reference for further study of United States History.

Prerequisite
None

Biblical Integration Outcomes
A. The student will:
B. Evaluate the value and role of religion and government in the lives or individuals as compared to Biblical principles
C. Evaluate the founding principles of Virginia and American government in light of Biblical principles
D. Assess the changing role of Virginia government and its laws in the lives of individuals in comparison to the teaching of the Bible

Measurable Learning Outcomes
A. The student will:
B. Identify major people, influences and events concerned with exploration and settlement of Virginia.
C. Describe the political, economic, religious and intellectual characteristics of Virginia from 1607 to the present.
D. Evaluate and analyze primary source documents from Virginia History.
E. Identify and evaluate the development of Virginia's economy from 1607 to the present.
F. Identify and evaluate changing relationships between people groups in Virginia from 1607 to the present.

Enhanced Courses

LUOA Enhanced Courses provide additional student support through increased interaction and communication with the course instructor. Interaction takes place through:

- Weekly live teaching sessions
- Q&A conference with teacher before each test
- Discussion boards

Participation Grade

Students are given a participation grade based on attendance during the teacher live sessions and participation in discussion boards. For full year courses, there are 20 teacher live sessions and four discussion boards. Semester courses have 10 live sessions and two discussion boards. Participation grades are given at the end of each semester and count as a Tier 3 assignment.

Semester Grade Participation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Participation</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Attended 8-10 teacher live sessions, participated in two discussion boards</td>
</tr>
<tr>
<td>B</td>
<td>Attended 6-7 teacher live sessions, participated in two discussion boards</td>
</tr>
<tr>
<td>C</td>
<td>Attended 5 teacher live sessions, participated in two discussion boards</td>
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<tr>
<td>D</td>
<td>Attended 3-4 teacher live sessions, participated in one discussion board</td>
</tr>
<tr>
<td>F</td>
<td>Attended 0-3 live teacher sessions, participated in zero discussion boards</td>
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Semester and Final Exams Proctored

The proctoring of the semester and/or final exam by a parent/guardian or other adult is required for Enhanced Courses. A form is provided in the course that the proctor will sign and complete. The student will then upload the form into an assignment before being able to begin the exam.

Course Materials

See LUOA’s Systems Requirements for computer specifications necessary to operate LUOA curriculum. Also view Digital Literacy Requirements for LUOA’s expectation of users’ digital literacy.

Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit education institution, LUOA is able to use YouTube video content under the YouTube Terms of Service and the provisions of the TEACH Act of 2001. For additional information on copyright, please contact the Jerry Falwell Library.
Course Grading Policies

The students’ grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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</table>

Course Policies

Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.3 Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages to follow for further details).

- **Lesson:** Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do their best work on the first time.

- **Quiz:** Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.
Resubmission Policy
Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

- **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

- **Quiz:** Students may NOT resubmit for an increased grade.

- **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as computer malfunctioning, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

Consequences for Violations to the Honor Code
Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offences, are outlined below:

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - **Lessons:** A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment:** The student must redo their work. However, they may retain their original grade.

- **1st Offense:**
  - **Lesson, Quiz, or Test:** The student will receive a zero on the entire assessment.
  - **Assignment:** The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a max grade of 80%

- **2nd Offense:** The student will receive a zero and be placed on Academic Probation.

- **3rd Offense:** The student will receive a zero and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence

Virginia History

Topic 1: Introduction

Topic 2: Early Colonial Virginia

Topic 3: Virginia as a Royal Colony

Topic 4: Virginia on the Eve of Revolution

Topic 5: Virginia in the American Revolution

Topic 6: Virginia and the Early Republic

Topic 7: Virginia and Slavery

Topic 8: Virginia and the Civil War

Topic 9: Virginia and Reconstruction

Topic 10: Virginia and the New South

Topic 11: Virginia in the Twentieth Century