

## ASOL HISTORY/SOCIAL SCIENCE SCOPE AND SEQUENCE MATRIX: Elementary School

<b>ASOL HISTORY/SOCIAL SCIENCE – MATRIX</b>						
<b>Based on the 2008 History/Social Science Standards of Learning</b>						
Reporting Category	Elementary School		Middle School		High School	
<b>History</b> (HS-H)	HS-H 1	HS-H 7	HS-H 12	HS-H 21	HS-H 30	
	HS-H 2	HS-H 8	HS-H 13	HS-H 22	HS-H 31	
	HS-H 3	HS-H 9	HS-H 14	HS-H 23	HS-H 32	
	HS-H 4	HS-H 10	HS-H 15	HS-H 24	HS-H 33	
	HS-H 5	HS-H 11	HS-H 16	HS-H 25	HS-H 34	
	HS-H 6		HS-H 17	HS-H 26	HS-H 35	
			HS-H 18	HS-H 27	HS-H 36	
			HS-H 19	HS-H 28	HS-H 37	
			HS-H 20	HS-H 29	HS-H 38	
	<b>Geography</b> (HS-G)	HS-G 1	HS-G 6	HS-G 10		HS-G 16
HS-G 2		HS-G7	HS-G 11		HS-G 17	
HS-G 3		HS-G8	HS-G 12		HS-G 18	
HS-G 4		HS-G9	HS-G 13		HS-G 19	
HS-G 5			HS-G 14		HS-G 20	
			HS-G 15			
<b>Economics</b> (HS-E)	HS-E 1	HS-E 7	HS-E 12		HS-E 21	
	HS-E 2	HS-E 8	HS-E 13		HS-E 22	
	HS-E 3	HS-E9	HS-E 14		HS-E 23	
	HS-E 4	HS-E10	HS-E 15		HS-E 24	
	HS-E 5	HS-E11	HS-E 16		HS-E 25	
	HS-E 6		HS-E 17		HS-E 26	
			HS-E 18		HS-E 27	
			HS-E 19		HS-E 28	
			HS-E 20		HS-E 29	
	<b>Civics</b> (HS-C)	HS-C 1	HS-C 7	HS-C 12		HS-C 19
HS-C 2		HS-C 8	HS-C 13		HS-C 20	
HS-C 3		HS-C9	HS-C 14			
HS-C 4		HS-C10	HS-C 15			
HS-C 5		HS-C11	HS-C 16			
HS-C 6			HS-C 17			
			HS-C 18			

REPORTING CATEGORIES	ELEMENTARY SCHOOL ASOL BLUEPRINT	UNDERSTANDING THE STANDARD
<b>History</b>	HS-H 1 (SOL K.1)	History relates events that have already happened. History teaches us about the interesting lives of people long ago. We celebrate holidays to remember people and events of long ago.
	HS-H 2 (SOL 1.1)	Past, present, and future times are different. Everyday life changes in different places and times. The sequence of events can be shown on a timeline.
	HS-H 3 (SOL 1.2)	Important deeds were accomplished by people who became American leaders.
	HS-H 4 (SOL 1.3)	Major holidays are celebrated to remember certain important leaders and events of the past.
	HS-H 5 (SOL 2.1)	Ancient people made contributions that affect the present world.
	HS-H 6 (SOL 2.2)	American Indian peoples have lived in Virginia and in other regions of America for thousands of years. American Indians developed different cultures because they lived in different environments of North America. American Indians have made contributions to life in America and continue to make contributions in the present day.
	HS-H 7 (SOL 2.3)	Communities change over time for a variety of reasons.
	HS-H 8 (SOL 3.1)	The ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports. The ancient Greeks and Romans have influenced the lives of people today.
	HS-H 9 (SOL 3.2)	Most of what we know about Mali’s history comes from oral accounts that were handed down by Mali storytellers. Mali was ruled by rich and powerful kings. Early Mali was a wealthy trading empire before Columbus sailed to America.
	HS-H 10 (SOL 3.3)	The first explorers had different motivations, had different sponsors, and met different successes. Due to European explorations, American Indians experienced changes to their cultures and environment.
	HS-H 11 (SOL VS.2)	Archaeology is another way to help people understand the past. Recent archaeological digs have recovered new material evidence about Werowocomoco and historic Jamestown.
<b>Geography</b>	HS-G 1 (SOL 1.4)	Symbols and cardinal directions are used to determine where objects and places are located on maps and globes. The United States and Virginia can be identified by their shapes on maps and globes. The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.
	HS-G 2 (SOL 1.6)	Geography includes the study of locations, climate, and physical surroundings. Location, climate, and physical surroundings affect the way people live.
	HS-G 3 (SOL 2.4)	People relate to their environment in different ways. The Powhatan lived in the Eastern Woodlands region. The Lakota lived in the Plains region. The Pueblo lived in the Southwest region.
	HS-G 4 (SOL 2.5)	Maps can be used to locate land and water features. Maps and globes help people study the Earth.
	HS-G 5 (SOL 3.4)	Ancient Greece and Rome were located near the Mediterranean Sea. The empire of Mali was located in the western region of the continent of Africa. People adapt to their environment in different ways.

	HS-G 6 (SOL 3.5)	There are seven continents and five oceans located in the world. The equator and the prime meridian divide the globe into four hemispheres. The four hemispheres are Northern, Southern, Eastern, and Western. A simple letter-number grid system on maps is used to locate places.
	HS-G 7 (SOL 3.6)	Maps, tables, graphs, charts, and pictures can be read and constructed to gather and display information. Maps are used to display information geographically.
	HS-G 8 (SOL VS.2)	Locations of places can be described in relative terms. Geographic regions have distinctive characteristics. Virginia can be divided into five geographic regions. Water features were important to the early history of Virginia. Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where the land rises sharply and waterfalls prevent further travel on the river. The four major rivers that flow into the Chesapeake Bay are separated by peninsulas. The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia. American Indians were the first people who lived in Virginia. American Indians lived in all areas of the state. There were three major language groups in Virginia. Virginia's American Indians worked with the climate and the environment to meet their basic needs. Virginia Indian cultures have changed over time. American Indian people have lived in Virginia for thousands of years. Today, eleven American Indian tribes in Virginia are recognized by the Commonwealth of Virginia.
	HS-G 9 (SOL VS.3)	Location and physical characteristics influenced the decision to settle at Jamestown.
<b>Economics</b>	HS-E 1 (SOL K.6)	People work at many jobs.
	HS-E 2 (SOL K.7)	People cannot have everything they want. People have to make choices about things they want. People work to earn money and use it to buy the things they want.
	HS-E 3 (SOL 1.8)	People make choices because they cannot have everything they want.
	HS-E 4 (SOL 1.9)	People can choose to spend or save money. To save money, people give up spending now in order to buy goods and services in the future.
	HS-E 5 (SOL 2.8)	People acquire goods and services through barter or through the exchange of money.
	HS-E 6 (SOL 2.9)	People are both producers and consumers. People must make economic choices because resources are limited (scarcity).
	HS-E 7 (SOL 3.7)	Resources are used to produce goods and services. Producers of goods and services are influenced by natural, human, and capital resources. Ancient Greece and Rome had access to the sea (natural resource), so they used their human and capital resources to produce ships (goods), which they used for transportation (service) in trading. Mali used human and capital resources to mine gold (natural resource).
	HS-E 8 (SOL 3.8)	People and regions specialize because they cannot produce everything they want. People trade for things they need and want but do not have.
	HS-E 9 (SOL 3.9)	People make choices because they cannot have everything they want. All choices require giving up something else (opportunity cost).
	HS-E 10 (SOL VS.4)	The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery. Money was not often used in the early Virginia colony. Resources found in colonial Virginia were used to produce the goods and services people needed. Everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.

	HS-E 11 (SOL VS.8)	Virginians faced serious problems in rebuilding the state after the Civil War. After the Civil War, industry and technology, railroads, and cities began to grow and contribute increasingly to Virginia's economy.
<b>Civics</b>	HS-C 1 (SOL 1.10)	Good citizens help make decisions in their classrooms by voting when the chance is provided.
	HS-C 2 (SOL 1.11)	The United States has patriotic symbols and traditions. Patriotic symbols and traditions honor the people and the history of the United States.
	HS-C 3 (SOL 1.12)	Communities in Virginia have local governments. Volunteers help communities. Communities in Virginia include people with different ethnic origins, customs, and traditions. Most Virginians contribute to their communities and are united as Americans by common principles.
	HS-C 4 (SOL 2.11)	Individuals in the past have worked successfully to improve the lives of other Americans in the United States.
	HS-C 5 (SOL 2.12)	Virginia cities and counties have elected state and local government officials. The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions. The people of Virginia contribute to their community by practicing the responsibilities of good citizens. Americans are a people of diverse ethnic origins, customs, and traditions, who are united as Americans by common principles and traditions.
	HS-C 6 (SOL 3.10)	Government protects the rights and property of individuals. Government exists at the local (community), state (Virginia), and national (United States) levels.
	HS-C 7 (SOL 3.11)	Some basic principles held by American citizens include the rights to life, liberty, and the pursuit of happiness; and equality under the law. Citizens have worked to defend American principles. Veterans Day is the recognition of and respect for Americans who served in the military. Memorial Day is the recognition of Americans who died in wars while they were serving their country. There are many ways that people can serve their community, state, and nation.
	HS-C 8 (SOL 3.12)	The American people come from diverse ethnic and national origins and are united as Americans by basic American principles. Being an American is defined by the shared basic principles of the republican form of government.
	HS-C 9 (SOL VS.3)	The King of England had the power to grant charters allowing settlement in North America. As Jamestown grew, its system of government evolved.
	HS-C 10 (SOL VS.5)	England became Great Britain in the early 1700s. Conflicts developed between the colonies and Great Britain over how the colonies should be governed. The Declaration of Independence gave reasons for independence and ideas for self-government.
	HS-C 11 (SOL VS.6)	The Virginia Declaration of Rights and the Virginia Statute for Religious Freedom provided significant rights.