

ASOL HISTORY/SOCIAL SCIENCE SCOPE AND SEQUENCE MATRIX: Middle School

| ASOL HISTORY/SOCIAL SCIENCE – MATRIX | | | | | | |
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| Based on the 2008 History/Social Science Standards of Learning | | | | | | |
| Reporting Category | Elementary School | | Middle School | | High School | |
| History (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 | |
| | Geography (HS-G) | HS-G 1 | HS-G 6 | HS-G 10 | | HS-G 16 |
| HS-G 2 | | HS-G 7 | HS-G 11 | | HS-G 17 | |
| HS-G 3 | | HS-G 8 | HS-G 12 | | HS-G 18 | |
| HS-G 4 | | HS-G 9 | HS-G 13 | | HS-G 19 | |
| HS-G 5 | | | HS-G 14 | | HS-G 20 | |
| | | | HS-G 15 | | | |
| Economics (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-E 9 | HS-E 14 | | HS-E 23 | |
| | HS-E 4 | HS-E 10 | HS-E 15 | | HS-E 24 | |
| | HS-E 5 | HS-E 11 | 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 | |
| | Civics (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-C 9 | HS-C 14 | | | |
| HS-C 4 | | HS-C 10 | HS-C 15 | | | |
| HS-C 5 | | HS-C 11 | HS-C 16 | | | |
| HS-C 6 | | | HS-C 17 | | | |
| | | | HS-C 18 | | | |
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| REPORTING CATEGORIES | MIDDLE SCHOOL ASOL BLUEPRINT | UNDERSTANDING THE STANDARD |
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| History | HS-H 12 (SOL VS.3) | Some European countries, including England, were in competition to increase their wealth and power by expanding their empires to America. The first permanent English settlement in America was Jamestown, founded in 1607 as an economic venture. Jamestown became a more diverse colony by 1620. The English settlers found life in Jamestown harder than they had expected. The native peoples and the English settlers at Jamestown established trading relationships and, for a while, had positive interactions. |
| | HS-H 13 (SOL VS.4) | The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there. Although it was a colony of England, Virginia developed a unique culture different from that of England. |
| | HS-H 14 (SOL VS.5) | Virginians made significant contributions during the Revolutionary War era. Whites, enslaved African Americans, free African Americans, and American Indians had various roles during the American Revolution. The Battle of Great Bridge was the first land battle fought in Virginia during the American Revolution. The actions of Jack Jouett prevented the capture of key members of the Virginia General Assembly. The last major battle of the Revolutionary War was fought at Yorktown, Virginia. |
| | HS-H 15 (SOL VS.6) | The actions and ideas of some Virginians formed the basis for the new constitutional government of the United States. |
| | HS-H 16 (SOL VS.7) | Because of economic differences between the North and South, they were unable to resolve their conflicts, and the South seceded from the United States. Virginians were divided about secession from the Union, which led to the creation of West Virginia. Virginia played a significant role in the Civil War and became a major battleground between Union and Confederate troops. Virginians played a significant role in the Civil War. Whites, enslaved African Americans, free African Americans, and American Indians had various roles during the Civil War. |
| | HS-H 17 (SOL VS.9) | Two famous Virginians, Woodrow Wilson and George C. Marshall, were important national and international leaders. After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens. As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal. |
| | HS-H 18 (SOL USI.3) | Archaeology is the recovery of material evidence remaining from the past. Archaeological discoveries of early Indian settlements have been made in southeastern Virginia. |
| | HS-H 19 (SOL USI.4) | Major European countries were in competition to extend their power into North America and claim the land as their own. The interactions between American Indians and Europeans sometimes led to cooperation and other times resulted in conflict. |
| | HS-H 20 (SOL USI.5) | Colonies in North America were established for religious and economic reasons. The colonies were made up of different groups of people whose lives varied greatly depending on their social position. Great Britain established and attempted to maintain control over the colonies. England became Great Britain in the early 1700s. |
| | HS-H 21 (SOL USI.6) | As Great Britain expanded control over the American colonies, many colonists became dissatisfied and rebellious. Many individuals played important roles in shaping events of the American Revolution. Defense of the colonists' own land, strong beliefs, and capable leadership contributed to the American victory in the Revolutionary War. |
| HS-H 22 (SOL USI.7) | The development of the Constitution of the United States was significant to the foundation of the American republic. The Constitution of the United States of America established a federal system of government based on power being shared between the national and state governments. Congress and the first five presidents made decisions establishing a strong government that helped the nation grow in size and power. | |

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| | HS-H 23 (SOL USI.8) | Between 1801 and 1861, exploration was encouraged as America underwent vast territorial expansion and settlement. Prior to the Civil War, most industrialization in America was in the North; however, the equipment produced in the North had an impact on the farming society of the South. The abolitionists worked to end slavery. The women’s suffrage movement helped women gain equal rights. |
| | HS-H 24 (SOL USI.9) | Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War. The South feared that the North would take control of Congress, and Southerners began to proclaim states’ rights as a means of self-protection. The North believed that the nation was a union that could not be divided. While the Civil War did not begin as a war to abolish slavery, issues surrounding slavery deeply divided the nation. Lincoln and Lee were men who represented views of the nature of the United States that were very different; such views led to an unavoidable conflict. Life on the battlefield and on the home front was extremely harsh. Many soldiers died from disease and exposure. |
| | HS-H 25 (SOL USII.3) | The Reconstruction policies were harsh and created problems in the South. Reconstruction attempted to give meaning to the freedom that former enslaved African Americans had achieved. The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts. |
| | HS-H 26 (SOL USII.4) | Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups. Population changes, growth of cities, and new inventions produced problems in urban areas. Discrimination against African Americans continued after Reconstruction. “Jim Crow” laws institutionalized a system of legal segregation. African Americans differed in their responses to discrimination and “Jim Crow.” Between the Civil War and World War I, the United States was transformed from an agricultural to an industrial nation. Inventions had both positive and negative effects on society. The effects of industrialization led to the rise of organized labor and important workplace reforms. |
| | HS-H 27 (SOL USII.5) | The United States emerged as a world power as a result of victory over Spain in the Spanish American War. Economic interests and public opinion often influence United States involvement in international affairs. Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries. The United States’ involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the twentieth century. There were disagreements about the extent to which the United States should participate in world affairs. |
| | HS-H 28 (SOL USII.6) | Reforms in the early twentieth century could not legislate how all people behaved. Economic conditions and violence led to the migration of people. The 1920s and 1930s were important decades for American art, literature, and music. The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change. |
| | HS-H 29 (SOL USII.7) | Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II. The rise of fascism threatened peace in Europe and Asia. As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement. Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan. The Holocaust is an example of prejudice and discrimination taken to the extreme. World War II affected every aspect of American life. Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought. |
| | HS-G 10 (SOL VS.4) | A variety of factors explain the reasons for moving Virginia’s capital. England became Great Britain in the early 1700s. |
| | HS-G 11 (SOL VS.6) | Geography influenced the movement of people and ideas as Virginians moved to and beyond the Virginia frontier. |
| | HS-G 12 (SOL USI.2) | Continents are large land masses surrounded by water. Geographic regions have distinctive characteristics. The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form borders, and |

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| Geography | | create links to other areas. It is important to recognize key geographic features on maps, diagrams, and/or photographs. Landforms and water features set the stage for and influence the course of events in United States history. |
| | HS-G 13 (SOL USI.3) | Prior to the arrival of Europeans, American Indians were dispersed across the different environments in North America. |
| | HS-G 14 (SOL USI.9) | Southern states that were dependent upon labor-intensive cash crops seceded from the Union. Northernmost slave states (border states) and free states stayed in the Union. |
| | HS-G 15 (SOL USII.2) | A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used. Cities serve as centers of trade and have political, economic, and/or cultural significance. |
| Economics | HS-E 12 (SOL VS.9) | During the twentieth and twenty-first centuries, Virginia changed from a rural, agricultural society to a more urban, industrialized society. |
| | HS-E 13 (SOL VS.10) | The state of Virginia can be divided into five geographic regions. Certain products and industries characterize each region. Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia. Industries in Virginia produce goods and services used throughout the United States. |
| | HS-E 14 (SOL USI.4) | Ghana, Mali, and Songhai each dominated West Africa in sequence from 300 to 1600 A.D. African people and African goods played an important role in European interest in world resources. |
| | HS-E 15 (SOL USI.8) | Westward migration was influenced by geography and economic opportunity. |
| | HS-E 16 (SOL USII.3) | The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens. |
| | HS-E 17 (SOL USII.6) | Technology extended progress into all areas of American life, including neglected rural areas. The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy. The Great Depression had a widespread and severe impact on American life. Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression. |
| | HS-E 18 (SOL USII.8) | Following World War II, Americans prospered due to an expanding economy stimulated by America's involvement in the war. Between the end of World War II and the present, the world has been marked by an increase in globalization and interdependence. |
| | HS-E 19 (SOL WG.7) | Natural materials become resources if and when they become useful to humans. The value of resources has changed over time. Natural, human, and capital resources influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. Resources are not distributed equally. The location of resources influences economic activity and patterns of land use. |
| | HS-E 20 (SOL WG.8) | Levels of economic development vary from country to country and from place to place within countries. Many criteria are used to assess the standard of living and quality of life. Availability of resources and technology influence economic development and quality of life. |
| | HS-C 12 (SOL VS.8) | The freedoms and rights that had been promised to African Americans were slowly taken away after Reconstruction, and it would take years to win them back. |
| | HS-C 13 (SOL VS.9) | After World War II, African Americans demanded equal treatment and the recognition of their rights as American citizens. As a result of the Civil Rights Movement, laws were passed that made racial discrimination illegal. |
| | HS-C 14 (SOL VS.10) | Virginia state government is made up of three parts (branches) that ensure Virginia laws agree with the state constitution. |

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| Civics | HS-C 15 (SOL USI.3) | Geography and climate affected how the various American Indian groups met their basic needs. Resources influenced what was produced and how it was produced. |
| | HS-C 16 (SOL USI.5) | Life in the colonies was shaped by the geographical features of the settlements. Economic specialization and interdependence existed among the colonies in the production of goods and services. |
| | HS-C 17 (SOL USI.6) | New political ideas led to a desire for independence and a democratic government in the American colonies. The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. |
| | HS-C 18 (SOL USI.7) | The Articles of Confederation was a constitution written during the American Revolution to establish the powers of the new national government. |