

Social Studies/History Plans 6th/7th/8th Grade

Month	Topic	ASOL (Aligned Standards of Learning)	SOL
Quarter 1 (August 23rd - November 2nd)			
August	<i>History</i>	HS-H 17 The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events;	VS. 5
	<i>Geography</i>	HS-G 12 The student will use maps, globes, photographs, pictures, or tables to a) locate the seven continents and five oceans	USI. 2
September	<i>Geography</i>	HS-G 12 The student will use maps, globes, photographs, pictures, or tables to d) recognize key geographic features on maps, diagrams, and/or photographs.	USI. 2
	<i>Civics</i>	HS-C 14 The student will demonstrate knowledge of government, geography, and economics by a) identifying the three branches of Virginia government and the function of each.	VS. 10
October	<i>History</i>	HS-H 16 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;	VS. 7
	<i>Geography</i>	HS-G 14 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by c) identifying on a map the states that seceded from the Union and those that remained in the Union.	USI. 9
Quarter 2 (November 2nd - January 17th)			
November	<i>History</i>	HS-H 16 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;	VS. 7
	<i>Civics</i>	HS-C 12 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians.	VS. 8
December	<i>History</i>	HS-H 26 The student will demonstrate knowledge of how life changed after the Civil War by c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African	USII. 4

		Americans and other groups in the post-Reconstruction South;	
	<i>Economics</i>	HS-E 16 The student will demonstrate knowledge of the effects of Reconstruction on American life by a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States.	USII. 3
January	<i>Economics</i>	HS-E 18 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by e) describing how international trade and globalization have impacted American life.	USII. 8
Quarter 3 (January 17th- March 28th)			
February	<i>History</i>	HS-H 14 The student will demonstrate knowledge of the role of Virginia in the American Revolution by b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;	VS. 5
March	<i>History</i>	HS-H 14 The student will demonstrate knowledge of the role of Virginia in the American Revolution by c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.	VS. 5
Quarter 4 (March 28th-June 7th)			
April	<i>Economics</i>	HS-E 20 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.	WG. 8
May/June	<i>Review: History, Geography, Economics, and Civics</i>	Review what we learned throughout the year	