



Writing and History/Social Science

**Aligned Standards
of Learning**

Virginia Alternate Assessment Program

Teachers may use the *Writing ASOL Summary Matrix* during the initial development of the student's instruction and assessment plan to track the learning progression of the student throughout the year and for planning units and lessons.

NOTE: An ASOL from the grade level of enrollment must be selected for each reporting category for inclusion in the Collection of Evidence. The level of performance that is appropriate for the student must be selected for each ASOL using the performance levels indicated below:

- **Level I** — The ASOL is demonstrated with significant support and modification.
- **Level II** — The ASOL is partially demonstrated.
- **Level III** — The ASOL is fully demonstrated.

Writing ASOL Summary Matrix **Based on the 2010 *English Standards of Learning***

Reporting Category	Grade 8
Research, plan, compose, and revise for a variety of purposes (E-WP)	8E-WP 1 8E-WP 2 8E-WP 3 8E-WP 4 8E-WP 5 8E-WP 6
Edit for correct use of language capitalization punctuation and spelling (E-WE)	8E-WE 1 8E-WE 2 8E-WE 3

WRITING ALIGNED STANDARDS OF LEARNING

GRADE 8

Reporting Category: Research, plan, compose, and revise for a variety of purposes

- 8E-WP 1
(SOL 6.7) The student will
- a) write to convey ideas and information including facts, details, and other information;
 - b) write about an event or personal experience by introducing the event or experience, at least one character, and two or more events in sequence;
 - c) plan by brainstorming and revise own writing by adding more information;
 - d) use content specific vocabulary when writing about a topic.
- 8E-WP 2
(SOL 6.9) The student will
- a) write a research report to answer a question based on two or more sources of information;
 - b) identify quotes from print or digital sources that provide information about a topic.
- 8E-WP 3
(SOL 7.7) The student will
- a) write a persuasive report and support it with reasons or other relevant evidence;
 - b) write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed;
 - c) write routinely for a variety of tasks, purposes, and audiences.
- 8E-WP 4
(SOL 7.9) The student will
- a) use technology, including the Internet, to produce written work or research report;
 - b) research to answer a question based on multiple sources of information;
 - c) use information from literary and informational text to support writing (e.g., “Recognize the difference between fictional characters and nonfictional characters.” “Delineate the specific claims in a text.”);
 - d) use information from literary or informational text to support writing by using specific claims in a text.
- 8E-WP 5
(SOL 8.7) The student will
- a) write an argument to support a claim with one clear reason or piece of evidence;
 - b) write to convey ideas and information clearly including facts, details, and other information;
 - c) produce writing that is appropriate for the task, purpose, or audience.
- 8E-WP 6
(SOL 8.9) The student will
- a) write a short research report to pose and answer questions based on one source of information;
 - b) select quotes from multiple print or digital sources that provide important information about a topic;
 - c) use information from literary and informational text to support writing (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.” “Determine whether claims in a text are fact or opinion.”).

Reporting Category: Edit for correct use of language, capitalization, punctuation, and spelling

- 8E-WE 1
(SOL 6.8) The student will
a) use standard English rules when writing by using question marks at the end of written questions.
- 8E-WE 2
(SOL 7.8) The student will
a) use standard English rules when writing by using ending punctuation when writing a sentence or question;
b) spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- 8E-WE 3
(SOL 8.8) The student will
a) use standard English rules when writing by using ending punctuation and capitalization when writing a sentence or question.

History/Social Science ASOL Summary Matrix
Based on the 2008 History/Social Science Standards of Learning

Reporting Category	Elementary School Grades 4 or 5		Middle School Grades 6, 7, or 8	
History (HS-H)	HS-H 1	HS-H 6	HS-H 12	HS-H 21
	HS-H 2	HS-H 7	HS-H 13	HS-H 22
	HS-H 3	HS-H 8	HS-H 14	HS-H 23
	HS-H 4	HS-H 9	HS-H 15	HS-H 24
	HS-H 5	HS-H 10	HS-H 16	HS-H 25
		HS-H 11	HS-H 17	HS-H 26
			HS-H 18	HS-H 27
			HS-H 19	HS-H 28
			HS-H 20	HS-H 29
Geography (HS-G)	HS-G 1	HS-G 5	HS-G 10	HS-G 13
	HS-G 2	HS-G 6	HS-G 11	HS-G 14
	HS-G 3	HS-G 7	HS-G 12	HS-G 15
	HS-G 4	HS-G 8		
		HS-G 9		
Economics (HS-E)	HS-E 1	HS-E 6	HS-E 12	HS-E 16
	HS-E 2	HS-E 7	HS-E 13	HS-E 17
	HS-E 3	HS-E 8	HS-E 14	HS-E 18
	HS-E 4	HS-E 9	HS-E 15	HS-E 19
	HS-E 5	HS-E 10		HS-E 20
		HS-E 11		
Civics (HS-C)	HS-C 1	HS-C 6	HS-C 12	HS-C 15
	HS-C 2	HS-C 7	HS-C 13	HS-C 16
	HS-C 3	HS-C 8	HS-C 14	HS-C 17
	HS-C 4	HS-C 9		HS-C 18
	HS-C 5	HS-C 10		
		HS-C 11		

**HISTORY/
SOCIAL SCIENCE**

HISTORY/SOCIAL SCIENCE ALIGNED STANDARDS OF LEARNING

Reporting Category: *History*

Elementary School

- HS-H 1
(SOL K.1) The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
 - b) identifying the people and events honored by the holidays of Thanksgiving Day; Martin Luther King, Jr., Day; Presidents' Day; and Independence Day (Fourth of July).
- HS-H 2
(SOL 1.1) The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
- HS-H 3
(SOL 1.2) The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
- HS-H 4
(SOL 1.3) The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).
- HS-H 5
(SOL 2.1) The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- HS-H 6
(SOL 2.2) The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.
- HS-H 7
(SOL 2.3) The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.
- HS-H 8
(SOL 3.1) The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- HS-H 9
(SOL 3.2) The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).
- HS-H 10
(SOL 3.3) The student will study the exploration of the Americas by
- a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
 - b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.
- HS-H 11
(SOL VS.2) The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
- f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.

Reporting Category: *History*

Middle School

- HS-H 12 (SOL VS.3) The student will demonstrate knowledge of the first permanent English settlement in America by
- a) explaining the reasons for English colonization;
 - e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement;
 - f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
 - g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.
- HS-H 13 (SOL VS.4) The student will demonstrate knowledge of life in the Virginia colony by
- b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians.
- HS-H 14 (SOL VS.5) 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;
 - c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.
- HS-H 15 (SOL VS.6) The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution.”
- HS-H 16 (SOL VS.7) 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;
 - b) describing Virginia’s role in the war, including identifying major battles that took place in Virginia;
 - c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
- HS-H 17 (SOL VS.9) 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;
 - c) identifying the political, social, and/or economic contributions made by Maggie L. Walker; Harry F. Byrd, Sr.; Oliver W. Hill; Arthur R. Ashe, Jr.; A. Linwood Holton, Jr.; and L. Douglas Wilder.
- HS-H 18 (SOL USI.3) The student will demonstrate knowledge of how early cultures developed in North America by
- a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.

- HS-H 19
(SOL USI.4) The student will demonstrate knowledge of European exploration in North America and West Africa by
- a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land.
- HS-H 20
(SOL USI.5) The student will demonstrate knowledge of the factors that shaped colonial America by
- a) describing the religious and economic events and conditions that led to the colonization of America;
 - c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
 - d) identifying the political and economic relationships between the colonies and Great Britain.
- HS-H 21
(SOL USI.6) The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution;
 - c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
 - d) explaining reasons why the colonies were able to defeat Great Britain.
- HS-H 22
(SOL USI.7) The student will demonstrate knowledge of the challenges faced by the new nation by
- b) describing the historical development of the Constitution of the United States;
 - c) describing the major accomplishments of the first five presidents of the United States.
- HS-H 23
(SOL USI.8) The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
 - c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
 - d) identifying the main ideas of the abolitionist and women's suffrage movements.
- HS-H 24
(SOL USI.9) The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- a) describing the cultural, economic, and constitutional issues that divided the nation;
 - b) explaining how the issues of states' rights and slavery increased sectional tensions;
 - d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
 - f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.
- HS-H 25
(SOL USII.3) The student will demonstrate knowledge of the effects of Reconstruction on American life by
- b) describing the impact of Reconstruction policies on the South and North;
 - c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

- HS-H 26
(SOL USII.4)
- The student will demonstrate knowledge of how life changed after the Civil War by
- b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;
 - c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
 - d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
 - e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.
- HS-H 27
(SOL USII.5)
- The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
- a) explaining the reasons for and results of the Spanish American War;
 - b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;
 - c) explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.
- HS-H 28
(SOL USII.6)
- The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
 - c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.
- HS-H 29
(SOL USII.7)
- The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
- a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
 - b) locating and describing the major events and turning points of the war in Europe and the Pacific;
 - c) describing the impact of the war on the home front.

Reporting Category: Geography

Elementary School

- HS-G 1
(SOL 1.4) The student will develop map skills by
- a) recognizing basic map symbols, including references to land, water, cities, and roads;
 - b) using cardinal directions on maps;
 - c) identifying the shapes of the United States and Virginia on maps and globes;
 - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- HS-G 2
(SOL 1.6) The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- HS-G 3
(SOL 2.4) The student will develop map skills by
- a) locating the United States, China, and Egypt on world maps;
 - b) understanding the relationship between the environment and the culture of ancient China and Egypt;
 - c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
 - d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.
- HS-G 4
(SOL 2.5) The student will develop map skills by
- a) locating the equator, the seven continents, and the five oceans on maps and globes;
 - b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.
- HS-G 5
(SOL 3.4) The student will develop map skills by
- a) locating Greece, Rome, and West Africa;
 - b) describing the physical and human characteristics of Greece, Rome, and West Africa;
 - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.
- HS-G 6
(SOL 3.5) The student will develop map skills by
- a) positioning and labeling the seven continents and five oceans to create a world map;
 - b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
 - c) locating the countries of Spain, England, and France;
 - d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
 - e) locating specific places, using a simple letter-number grid system.
- HS-G 7
(SOL 3.6) The student will read and construct maps, tables, graphs, and/or charts.

- HS-G 8
(SOL VS.2) The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by
- a) locating Virginia and its bordering states on maps of the United States;
 - b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
 - c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp);
 - d) locating three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
 - e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter;
 - g) identifying and locating the current state-recognized tribes.

- HS-G 9
(SOL VS.3) The student will demonstrate knowledge of the first permanent English settlement in America by
- b) describing how geography influenced the decision to settle at Jamestown.

Reporting Category: Geography

Middle School

- HS-G 10
(SOL VS.4) The student will demonstrate knowledge of life in the Virginia colony by
- c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond.
- HS-G 11
(SOL VS.6) The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
- c) explaining the influence of geography on the migration of Virginians into western territories.
- HS-G 12
(SOL USI.2) The student will use maps, globes, photographs, pictures, or tables to
- a) locate the seven continents and five oceans;
 - b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
 - c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
 - d) recognize key geographic features on maps, diagrams, and/or photographs.
- HS-G 13
(SOL USI.3) The student will demonstrate knowledge of how early cultures developed in North America by
- b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois).
- HS-G 14
(SOL USI.9) 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.
- HS-G 15
(SOL USII.2) The student will use maps, globes, photographs, pictures, or tables for
- c) locating the 50 states and the cities most significant to the historical development of the United States.

Reporting Category: *Economics***Elementary School**

- HS-E 1 (SOL K.6) The student will match simple descriptions of work that people do with the names of those jobs.
- HS-E 2 (SOL K.7) The student will
b) explain that people work to earn money to buy the things they want.
- HS-E 3 (SOL 1.8) The student will explain that people make choices because they cannot have everything they want.
- HS-E 4 (SOL 1.9) The student will recognize that people save money for the future to purchase goods and services.
- HS-E 5 (SOL 2.8) The student will distinguish between the use of barter and the use of money in the exchange for goods and services.
- HS-E 6 (SOL 2.9) The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.
- HS-E 7 (SOL 3.7) The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.
- HS-E 8 (SOL 3.8) The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- HS-E 9 (SOL 3.9) The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).
- HS-E 10 (SOL VS.4) The student will demonstrate knowledge of life in the Virginia colony by
a) explaining the importance of agriculture and its influence on the institution of slavery;
d) describing how money, barter, and credit were used;
e) describing everyday life in colonial Virginia.
- HS-E 11 (SOL VS.8) The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by
a) identifying the effects of Reconstruction on life in Virginia;
c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

Reporting Category: *Economics***Middle School**

- HS-E 12 (SOL VS.9) The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries.
- HS-E 13 (SOL VS.10) The student will demonstrate knowledge of government, geography, and economics by
b) describing the major products and industries of Virginia's five geographic regions;
c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

- HS-E 14
(SOL USI.4) The student will demonstrate knowledge of European exploration in North America and West Africa by
 c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- HS-E 15
(SOL USI.8) The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
 b) identifying the geographic and economic factors that influenced the westward movement of settlers.
- HS-E 16
(SOL USII.3) 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.
- HS-E 17
(SOL USII.6) The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
 a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
 d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.
- HS-E 18
(SOL USII.8) 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
 b) describing the conversion from a wartime to a peacetime economy;
 e) describing how international trade and globalization have impacted American life.
- HS-E 19
(SOL WG.7) The student will identify types of natural, human, and capital resources and explain their significance by
 a) showing their influence on patterns of economic activity and land use.
- HS-E 20
(SOL WG.8) 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.

Reporting Category: Civics

Elementary School

- HS-C 1 (SOL 1.10) The student will apply the traits of a good citizen by
 f) participating in classroom decision making through voting.
- HS-C 2 (SOL 1.11) The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
 a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
 b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.
- HS-C 3 (SOL 1.12) The student will recognize that communities in Virginia
 a) have local governments;
 b) benefit from people who volunteer in their communities;
 c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.
- HS-C 4 (SOL 2.11) The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.
- HS-C 5 (SOL 2.12) The student will understand that the people of Virginia
 a) have state and local government officials who are elected by voters;
 b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.
- HS-C 6 (SOL 3.10) The student will recognize the importance of government in the community, Virginia, and the United States of America by
 a) explaining the purpose of rules and laws;
 b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
 c) explaining that government protects the rights and property of individuals.
- HS-C 7 (SOL 3.11) The student will explain the importance of the basic principles that form the foundation of a republican form of government by
 a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
 b) identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez;
 c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
 d) describing how people can serve the community, state, and nation.

- HS-C 8
(SOL 3.12) The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.
- HS-C 9
(SOL VS.3) The student will demonstrate knowledge of the first permanent English settlement in America by
 c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
 d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America.
- HS-C 10
(SOL VS.5) The student will demonstrate knowledge of the role of Virginia in the American Revolution by
 a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence.
- HS-C 11
(SOL VS.6) The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by
 b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.

Reporting Category: Civics

Middle School

- HS-C 12
(SOL VS.8) 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.
- HS-C 13
(SOL VS.9) The student will demonstrate knowledge of twentieth- and twenty-first-century Virginia by
 c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history.
- HS-C 14
(SOL VS.10) The student will demonstrate knowledge of government, geography, and economics by
 a) identifying the three branches of Virginia government and the function of each.
- HS-C 15
(SOL USI.3) The student will demonstrate knowledge of how early cultures developed in North America by
 c) describing how the American Indians used the resources in their environment.
- HS-C 16
(SOL USI.5) The student will demonstrate knowledge of the factors that shaped colonial America by
 b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.
- HS-C 17
(SOL USI.6) The student will demonstrate knowledge of the causes and results of the American Revolution by
 b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence.
- HS-C 18
(SOL USI.7) The student will demonstrate knowledge of the challenges faced by the new nation by
 a) identifying the weaknesses of the government established by the Articles of Confederation.