

SOCIAL STUDIES CURRICULUM  
EIGHTH GRADE WORLD HISTORY

**Introduction**

Social Studies is an interdisciplinary curriculum, incorporating close reading, critical thinking, effective writing, and the use of technology, both as a means of research and communication, and to further our knowledge of the past, present and future of our society and world community.

To this end, the Hinsdale School District Social Studies curriculum represents a wide range of subjects – civics, economics, geography, and history – mastery of which define an educated citizen. It is the belief of the Hinsdale School District that a deep and personal understanding of and engagement with civics and governments, geography and the environment, world and American history and economics, will allow each student to enter adulthood as an informed, responsible and participating citizen in our democracy and world.

This curriculum is aligned with the New Hampshire K-12 Social Studies Curriculum Framework and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

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**Strand: Civics and Governments**

**Standard CV:1: The Nature and Purpose of Government**

**Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights.</p> <p>CV:8:1.2: Analyze the major arguments for and against representative government as distinguished from direct democracy, and discuss how, in a representative democracy, minority rights are protected.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Civics and Governments**

**Standard CV:2: Structure and Function of United States and New Hampshire Government**

**Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:8:2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments.</p> <p>CV:8:2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Civics and Governments**

**Standard CV:2: Structure and Function of United States and New Hampshire Government (cont.)**

**Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:8:2.3: Describe ways in which particular events and documents contributed to the evolution of American government.</p> <p>CV:8:2.4: Explain the legislative and political processes by which a bill becomes a law or government policy is established at the local, state, and federal levels.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Civics and Governments**

**Standard CV:3: The World and the United States' Place In It**

**Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:8:3.1: Illustrate the importance of countries working together to resolve problems.</p> <p>CV:8:3.2: Analyze environmental, economic, and technological developments and their impact on society.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Civics and Governments**

**Standard CV:4: Rights and Responsibilities**

**Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
CV:8:4.1: Describe and analyze ways Americans can effectively participate in civic and political life at the local, state, and federal levels, e.g., problem solving, public engagement, or voting.	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Economics**

**Standard EC:1: Economics and the Individual**

**Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
EC:8:1.1: Identify how events in the business cycle impact individuals' lives, e.g., recession or depression.	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Economics**

**Standard EC:2: Basic Economic Concepts**

**Students will learn about the pillars of a free market economy and the market mechanism.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
EC:8:2.2: Explain the elements of entrepreneurship, e.g., idea development, risk-taking, or management skills.	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>



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**Strand: Economics**

**Standard EC:3: Cycles in the Economy**

**Students will be able to explain the business cycle and trends in economic activity over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:8:3.1: Identify and explain the different phases of the business cycle, e.g., recession or depression.</p> <p>EC:8:3.2: Understand how the stock market works, the buying and selling of stocks, and how it affects the economy.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Economics**

**Standard EC:4: Financial Institutions and the Government**

**Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:8:4.1: Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money.</p> <p>EC:8:4.2: Identify the different ways in which income can be redistributed, e.g., taxes, welfare, or government loans.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Economics**

**Standard EC:5: International Economics and Trade**

**Students will recognize the importance of international trade and how economies are affected by it.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:8:5.1: Distinguish among the different methods of allocating resources, e.g., traditional, free market, or command economies.</p> <p>EC:8:5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.</p> <p>EC:8:5.3: Recognize the role of economics in international diplomacy and war, e.g., the United States Civil War, foreign aid, or conflict over natural resources.</p> <p>EC:8:5.4: Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence.</p>	<p>*Note-taking from written, visual, or oral sources</p> <p>*Reading for information</p> <p>*Gaining information from videos</p> <p>*Participating in class discussions</p> <p>*Guided &amp; independent research</p> <p>*Writing and presenting information</p>	<p>*HSD ELA Curriculum</p> <p>*“<i>Jr. Scholastic</i>” classroom magazine</p> <p>*World History textbooks</p> <p>*Maps and posters</p> <p>*Internet connection</p> <p>*Photocopied reproducible materials</p> <p>*Videos &amp; DVD’s</p>	<p>*Homework assignments</p> <p>*Writing assignments (to include the various types of the Collin’s Writing Program)</p> <p>*Quizzes &amp; tests</p> <p>*Classroom projects (individual or group)</p> <p>*Visual &amp; oral presentations</p> <p>*Class participation</p> <p>*Summative Exams: Mid-Year and Final</p>

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**Strand: Geography**

**Standard GE:2: Places and Regions**

**Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:8.2.1: Identify the types of regions.</p> <p>GE:8.2.2: Illustrate the connections among regions, e.g., world trade or regional alliances.</p> <p>GE:8.2.3: Describe how culture, technology, and experience affect perception of places and regions.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: Geography**

**Standard GE:4: Human Systems**

**Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations.</p> <p>GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*"Jr. Scholastic" classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD's</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin's Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: US/NH History**

**Standard HI:1: Political Foundations and Development**

**Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:8:1.1: Examine how suffrage expanded to various groups of citizens.</p> <p>HI:8:1.2: Describe the role New Hampshire voters have played in our nation's presidential primaries and elections.</p> <p>HI:8:1.3: Examine how religion has influenced the political life of the nation.</p> <p>HI:8:1.4: Analyze the tension between states' rights and national authority.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: US/NH History**

**Standard HI:2: Contacts, Exchanges & International Relations**

**Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:8:2.1: Explain major attempts to force European powers to recognize and respect the sovereignty of the United States as a new nation.</p> <p>HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere.</p> <p>HI:8:2.3: Compare and contrast the rationales for entering into war with other nations.</p> <p>HI:8:2.4: Analyze the extent to which democratic ideals, economic motives and empire building have influenced United States foreign policy in events and policies.</p> <p>HI:8:2.5: Investigate the impact of foreign policy on domestic affairs as illustrated in historical events.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

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**Strand: US/NH History**

**Standard HI:3: World Views and Value systems and their Intellectual and Artistic Expressions**

**Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods.	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> <li>*HSD Art and Music Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>



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**Strand: US/NH History**

**Standard HI:4: Economic Systems & Technology**

**Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:8:4.1: Explore how economic interactions have occurred on an increasingly global scale.</p> <p>HI:8:4.2: Examine the causes of conflict between management and labor.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

SOCIAL STUDIES CURRICULUM  
EIGHTH GRADE WORLD HISTORY

**Strand: US/NH History**

**Standard HI:5: Social/Cultural**

**Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
HI:8:5.1: Analyze how societal changes have influenced the family	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

SOCIAL STUDIES CURRICULUM  
EIGHTH GRADE WORLD HISTORY

**Strand: World History**

**Standard WH:1: Political Foundations and Developments**

**Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections.</p> <p>WH:8:1.2: Analyze the influence of religious groups on political systems.</p> <p>WH:8:1.3: Explore the use and abuse of power that results in mass murder and genocide.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

SOCIAL STUDIES CURRICULUM  
EIGHTH GRADE WORLD HISTORY

**Strand: World History**

**Standard WH:2: Contacts, Exchanges & International Relations**

**Students will demonstrate their understanding of the interactions of peoples and governments over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
WH:8:2.1: Analyze the demographic impact of diseases and their treatment.	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>

SOCIAL STUDIES CURRICULUM  
EIGHTH GRADE WORLD HISTORY

**Strand: World History**

**Standard WH:3: World Views and Value systems and their Intellectual and Artistic Expressions**

**Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.</p> <p>WH:8:3.2: Analyze how architecture has symbolized the values of various societies.</p>	<ul style="list-style-type: none"> <li>*Note-taking from written, visual, or oral sources</li> <li>*Reading for information</li> <li>*Gaining information from videos</li> <li>*Participating in class discussions</li> <li>*Guided &amp; independent research</li> <li>*Writing and presenting information</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*“<i>Jr. Scholastic</i>” classroom magazine</li> <li>*World History textbooks</li> <li>*Maps and posters</li> <li>*Internet connection</li> <li>*Photocopied reproducible materials</li> <li>*Videos &amp; DVD’s</li> </ul>	<ul style="list-style-type: none"> <li>*Homework assignments</li> <li>*Writing assignments (to include the various types of the Collin’s Writing Program)</li> <li>*Quizzes &amp; tests</li> <li>*Classroom projects (individual or group)</li> <li>*Visual &amp; oral presentations</li> <li>*Class participation</li> <li>*Summative Exams: Mid-Year and Final</li> </ul>