

*The focus of this course is to address New Mexico History Standards for 8<sup>th</sup> grade. This is a survey course of United States History to the period of Reconstruction. P-AP students should be required to demonstrate significantly greater skills in analysis and application.*

## 8<sup>th</sup> Grade Social Studies (SS8)(SS8PAP)\*

### 8.1.1 (1st 9 Weeks – 1st 4-1/2 weeks)

Date		Hobbs Standards	NM Standards & Benchmarks	Resources
		<b>Students will be able to:</b>		<b>Textbook and Supplemental Materials.</b> <b>Additional resources may be found at</b> <b><a href="http://hobbsschools.net">hobbsschools.net</a></b>
_____ _____ _____ _____ _____ _____	<b>A</b>	Identify early settlements 1. Describe patterns and processes of migration and diffusion a. Trace migration routes of early people b. Discuss reasons for migration c. Examine the culture of migrants  2. Examine the patterns and population expansion into the west by many diverse groups of people a. Native Americans b. European Americans  3. Analyze and map settlement and trade routes in settlement areas	II: A.1, 2 II: D.1	
_____	<b>B</b>	Describe political, population, and economic regions that result from patterns of human activity, using New Mexico as an example	II: B.1, 2	
_____ _____	<b>C</b>	Discuss the changing world (1400-1625) 1. Discuss and trace the voyages of early European explorers a. Using a map, trace the routes of major explorers	I: B.2 I: C.1, 2 I: D.1 IV: A.3	

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>b. Outline the causes for exploration</p> <p>c. Examine and chart the results of early travels</p> <p>d. Define the Line of Demarcation, straight, and circumnavigate</p> <p>2. Explain Portugal leadership roles in exploration</p> <p>3. Define Spain's role in exploration</p> <p>a. Evaluate Columbus' plan for sailing to Asia</p> <p>1. Identify the purpose of the journey</p> <p>2. Map and trace the route of Columbus</p> <p>4. Evaluate the decline of Aztec and Inca empires in the Americas</p> <p>a. Compare and contrast the Inca and Aztec empires</p> <p>5. Identify North American exploration</p> <p>a. Map and trace the explorers and their routes in and around North America</p> <p>b. Evaluate the role of trade in exploration—</p> <ul style="list-style-type: none"> <li>• Discuss supply and demand</li> <li>• Economic interdependence</li> <li>• Trade makes every one better off</li> <li>• Improve standard of living</li> </ul>		<p><a href="http://www.econedlink.org/interactives/economic-interactive-search.php?type=educator&amp;gid=3">http://www.econedlink.org/interactives/economic-interactive-search.php?type=educator&amp;gid=3</a></p> <p><a href="http://www.brighthubeducation.com/middle-school-social-studies-lessons/126676-eleven-great-economics-lessons/">http://www.brighthubeducation.com/middle-school-social-studies-lessons/126676-eleven-great-economics-lessons/</a></p> <p><i>Civics in America</i></p>
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