

**8<sup>TH</sup> GRADE SOCIAL STUDIES CURRICULUM**  
**WORLD GEOGRAPHY**

|   | <b>Suggested Time Line</b><br><i>How much time will be spent of this learning?</i> | <b>Essential Questions and Content</b><br><i>What will be taught? (broken down by chapter/section)</i> | <b>NJCCC Standards</b><br><i>What state standards will be met by these objectives?</i> | <b>Instructional Objectives</b><br><i>The students will be able to...</i>  | <b>Assessment</b><br><i>What evidence will I collect that demonstrates that the students have achieved the objective?</i>   | <b>Instructional Domain</b><br><i>How will the learning be structured</i>  | <b>Instructional Activities</b><br><i>What will the students do to achieve the objective?</i>   |
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| <b>Unit 1- Introduction to Geography:</b> | 3 weeks  |  |  |  |   |  |   |
| Chapter 1                                 |  | How has the study of geography and its tools helped people better understand the world around them?    |  |  | <ul style="list-style-type: none"> <li>• Review and assess questions</li> <li>• Close Up Activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Higher level thinking skills</li> <li>• Chapter Reviews</li> <li>• Standardized test practices</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Journal writing</li> <li>• Essay writing</li> <li>• Teacher observation</li> <li>• Homework</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> <li>• Guided and independent research</li> </ul> | <ul style="list-style-type: none"> <li>• Exploring Maps and Pictures</li> <li>• Focus on Reading, Writing, Speaking, Viewing Activities</li> <li>• Bell Ringers and PODs</li> <li>• Main Idea Questions</li> <li>• Case Studies</li> <li>• Close Up Activities</li> <li>• Focus on Culture Activities</li> <li>• Social Studies Skills Activities</li> <li>• Writing Workshop Activities</li> <li>• Interactive Map Activities</li> <li>• Direct Teach Activities</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Structured Writing Prompts</li> <li>• Respond to Pictures</li> <li>• Persuasive Writing</li> </ul> |
|   |  | Section 1- Studying Geography  | A1   | <ol style="list-style-type: none"> <li>1. <b>Define</b> Geography</li> <li>2. <b>Explain</b> how Geographers look at the world</li> <li>3. <b>List</b> the tools that help geographers study the planet.</li> </ol>                |   |  |   |
|   |  | Section 2- Geography Themes and Essential Elements   | A3, A5, A10 B3, B7   | <ol style="list-style-type: none"> <li>1. <b>List and describe</b> the five themes of geography</li> <li>2. <b>List and describe</b> the six essential elements of geography</li> </ol>  |   |  |   |
|   |  | Section 3- The Branches of Geography   | A1, A5, A10, B6  | <ol style="list-style-type: none"> <li>1. <b>Explain</b> what physical geography is</li> <li>2. <b>Explain</b> what Human geography is</li> <li>3. <b>Identify</b> other branches of geography and explain what they do</li> </ol> |   |  |   |

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|           |  |  |                        |   |   |  | <ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> <li>• Research</li> <li>• Note taking</li> <li>• Research</li> </ul>  |
| Chapter 2 |  | What is the relationship between the Earth and the Sun and how has the sun affected the Earth's structure? |                        |   | <ul style="list-style-type: none"> <li>• Review and assess questions</li> <li>• Close Up Activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Higher level thinking skills</li> <li>• Chapter Reviews</li> <li>• Standardized test practices</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Journal writing</li> <li>• Essay writing</li> <li>• Teacher observation</li> <li>• Homework</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> <li>• Guided and independent research</li> </ul> | <ul style="list-style-type: none"> <li>• Exploring Maps and Pictures</li> <li>• Focus on Reading, Writing, Speaking, Viewing Activities</li> <li>• Bell Ringers and PODs</li> <li>• Main Idea Questions</li> <li>• Case Studies</li> <li>• Close Up Activities</li> <li>• Focus on Culture Activities</li> <li>• Social Studies Skills Activities</li> <li>• Writing Workshop Activities</li> <li>• Interactive Map Activities</li> <li>• Direct Teach Activities</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Structured Writing Prompts</li> <li>• Respond to Pictures</li> <li>• Persuasive Writing</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> <li>• Research</li> <li>• Note taking</li> <li>• Research</li> </ul> |
|           |  | Section 1- Earth and the Sun's Energy  | C3                     | <ol style="list-style-type: none"> <li>1. <b>Describe</b> the relationship between the Earth's movement and the amount of energy we receive from the sun.</li> <li>2. <b>Explain</b> what causes the Earth's seasons</li> </ol>   |   |  |  |
|           |  | Section 2- Water on Earth  | B5, C4, E2, E6         | <ol style="list-style-type: none"> <li>1. <b>List</b> the two sources that make up the Earth's water supply.</li> <li>2. <b>Explain</b> the water cycle</li> <li>3. <b>Describe</b> the role water plays in people's lives.</li> </ol>  |   |  |  |
|           |  | Section 3- The Land  | A1, A3, A4, A5, A6, C3 | <ol style="list-style-type: none"> <li>1. <b>List and describe</b> the different landforms that cover the Earth</li> <li>2. <b>Identify the cause</b> of the Earth's landforms</li> <li>3. <b>Explain</b> what shapes the Earth's surface</li> <li>4. <b>Discuss</b> the relationship between landforms and the people around them</li> </ol> |   |  |  |
| Chapter 3 |  | How are life and   |                        |   | <ul style="list-style-type: none"> <li>• Review and assess</li> </ul>   | <ul style="list-style-type: none"> <li>• Differentiated</li> </ul>   | <ul style="list-style-type: none"> <li>• Exploring Maps</li> </ul>   |

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|           |                                    | environment connected?   |  |  |   |   |   |
|           |                                    | Section 1-<br>Weather and Climate  |  | <ol style="list-style-type: none"> <li>1. <b>Differentiate</b> between weather and climate</li> <li>2. <b>Explain</b> what affects the amount of sun at a given location</li> <li>3. <b>List</b> factors that affect how warm or wet a place is.</li> <li>4. <b>Explain</b> the role mountains plays with a region's temperature and precipitation.</li> </ol> | <ul style="list-style-type: none"> <li>• questions</li> <li>• Close Up Activities</li> <li>• Open ended questions</li> <li>• Critical thinking questions</li> <li>• Higher level thinking skills</li> <li>• Chapter Reviews</li> <li>• Standardized test practices</li> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Journal writing</li> <li>• Essay writing</li> <li>• Teacher observation</li> <li>• Homework</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul> | <ul style="list-style-type: none"> <li>• instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> <li>• Guided and independent research</li> </ul> | <ul style="list-style-type: none"> <li>• and Pictures</li> <li>• Focus on Reading, Writing, Speaking, Viewing Activities</li> <li>• Bell Ringers and PODs</li> <li>• Main Idea Questions</li> <li>• Case Studies</li> <li>• Close Up Activities</li> <li>• Focus on Culture Activities</li> <li>• Social Studies Skills Activities</li> <li>• Writing Workshop Activities</li> <li>• Interactive Map Activities</li> <li>• Direct Teach Activities</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Structured Writing Prompts</li> <li>• Respond to Pictures</li> <li>• Persuasive Writing</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> <li>• Research</li> <li>• Note taking</li> <li>• Research</li> </ul> |
|           | Section 2-<br>World Climates       | A7, A8, B7, C1   | <ol style="list-style-type: none"> <li>1. <b>List</b> the factors geographers use to identify climate zones.</li> <li>2. <b>Differentiate</b> between tropical climates and dry climates</li> <li>3. <b>Explain</b> which climates have the most seasonal variation.</li> <li>4. <b>Differentiate</b> between Polar climates and highland climates</li> </ol>              |  |   |   |   |
|           | Section 3-<br>Natural Environments | A5, C1, C2, C3, C4, D8, E2, E4   | <ol style="list-style-type: none"> <li>1. <b>Describe</b> the relationship between the environment and life</li> <li>2. <b>Describe</b> the role soils play in an environment.</li> </ol>  |  |   |   |   |
|           | Section 4-<br>Natural Resources    | A1, A5, C2, C3, C4, D1, E1, E2, E3, E4, E5                                 | <ol style="list-style-type: none"> <li>1. <b>Explain</b> in what ways the Earth provides valuable resources for our use.</li> <li>2. <b>Discuss</b> the importance of energy resources</li> <li>3. <b>Identify</b> the different types of Mineral resources</li> <li>4. <b>Explain</b> the role resources play in shaping people's lives and countries' wealth.</li> </ol> |  |   |   |   |
| Chapter 4 |                                    | Are all cultures the same?<br>How does global connection affect the world? |  |  | <ul style="list-style-type: none"> <li>• Review and assess questions</li> <li>• Close Up Activities</li> <li>• Open ended questions</li> <li>• Critical thinking</li> </ul>   | <ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible Grouping</li> <li>• Overhead</li> <li>• Graphic Organizers</li> <li>• Teacher modeling</li> </ul>   | <ul style="list-style-type: none"> <li>• Exploring Maps and Pictures</li> <li>• Focus on Reading, Writing, Speaking, Viewing Activities</li> <li>• Bell Ringers and</li> </ul>  |
|           | Section 1-                         | B2, B3, B4,  | 1. <b>Describe</b> Culture   |  |   |   |   |

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|  |  | Culture                           | B7                 | <p>2. <b>Discuss</b> how the world includes many different culture groups.</p> <p>3. <b>Describe</b> how new ideas and events lead to changes in culture.</p>   | <p>questions</p> <ul style="list-style-type: none"> <li>• Higher level thinking skills</li> <li>• Chapter Reviews</li> <li>• Standardized test practices</li> </ul>   | <ul style="list-style-type: none"> <li>• Guided and independent reading</li> <li>• Guided and independent writing</li> <li>• Conferencing</li> <li>• Technology</li> <li>• Direct Instruction</li> <li>• Guided and independent research</li> </ul> | <p>PODs</p> <ul style="list-style-type: none"> <li>• Main Idea Questions</li> <li>• Case Studies</li> <li>• Close Up Activities</li> <li>• Focus on Culture Activities</li> <li>• Social Studies Skills Activities</li> <li>• Writing Workshop Activities</li> <li>• Interactive Map Activities</li> <li>• Direct Teach Activities</li> <li>• Discussions</li> <li>• Cooperative Learning Activities</li> <li>• Word Wall Vocabulary</li> <li>• Structured Writing Prompts</li> <li>• Respond to Pictures</li> <li>• Persuasive Writing</li> <li>• Graphic Organizers</li> <li>• Critical Viewing and Listening</li> <li>• Research</li> <li>• Note taking</li> <li>• Research</li> </ul> |
|  |  | Section 2- Population             | A7, A8, B2, D2, D6 | <p>1. <b>Explain</b> how the study of population patterns helps geographers learn about the world.</p> <p>2. <b>Describe</b> how population statistics and trends are important measures of population change.</p>                                      | <ul style="list-style-type: none"> <li>• Group discussion</li> <li>• Written and oral tests and quizzes</li> <li>• Projects</li> <li>• Journal writing</li> <li>• Essay writing</li> <li>• Teacher observation</li> </ul> |   |   |
|  |  | Section 3- Government and Economy | B2, D1, E5         | <p>1. <b>List and describe</b> the different governments of the world</p> <p>2. <b>Explain</b> how different economic activities and systems exist throughout the world.</p> <p>3. <b>Describe</b> how geographers group the countries of the world</p> | <ul style="list-style-type: none"> <li>• Homework</li> <li>• Self Assessment</li> <li>• Presentations</li> <li>• Rubrics</li> </ul>   |   |   |
|  |  | Section 4- Global Connections     | B2, B4, D3, D7     | <p>1. <b>Discuss</b> how globalization links the world's countries together</p> <p>2. <b>Describe</b> how the world community works together to solve global conflicts and crises</p>   |   |   |   |
|  |  |                                   |                    |   |   |   |   |