Social Studies Curriculum
History Strand
Grades 6-8

SIXTH GRADE

6.H.1: Use historical thinking to understand the emergence, expansion, and decline of civilizations, societies, and regions over time.
  • 6.H.1.1: Construct charts, graphs, and historical narratives to explain particular events or issues over time.
  • 6.H.1.2: Summarize the literal meaning of historical documents in order to establish context.
  • 6.H.1.3: Use primary and secondary sources to interpret various historical perspectives.

6.H.2: Understand the political, economic, and/or social significance of historical events, issues, individuals, and cultural groups.
  • 6.H.2.1: Explain how invasions, conquests, and migrations affected various civilizations, societies, and regions (e.g., Mongol invasion, The Crusades, the Peopling of the Americas, and Alexander the Great).
  • 6.H.2.2: Compare historical and contemporary events and issues to understand continuity and change.
  • 6.H.2.3: Explain how innovation and/or technology transformed civilizations, societies, and regions over time (e.g., agricultural technology, weaponry, transportation, and communication).
  • 6.H.2.4: Explain the role that key historical figures and cultural groups had in transforming society (e.g., Mansa Musa, Confucius, Charlemagne, and Qin Shi Huangdi).

SEVENTH GRADE

7.H.1: Use historical thinking to analyze various modern societies.
  • 7.H.1.1: Construct charts, graphs, and historical narratives to explain particular events or issues over time.
  • 7.H.1.2: Summarize the literal meaning of historical documents in order to establish context.
  • 7.H.1.3: Use primary and secondary sources to interpret various historical perspectives.

  • 7.H.2.1: Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups (e.g., war, genocide, imperialism, and colonization).
  • 7.H.2.2: Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g., Humanitarian efforts, United Nations, World Health Organization, Non-Governmental Organizations, European Union, and Organization of American States).
  • 7.H.2.3: Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g., advancements in transportation, communication networks, and business practices).
  • 7.H.2.4: Analyze the economic, political, and social impacts of disease (e.g., smallpox, malaria, bubonic plague, AIDS, and avian flu) in modern societies.
EIGHTH GRADE

8.H.1: Apply historical thinking to understand the creation and development of North Carolina and the United States.
- 8.H.1.1: Construct charts, graphs, and historical narratives to explain particular events or issues.
- 8.H.1.2: Summarize the literal meaning of historical documents in order to establish context.
- 8.H.1.4: Use historical inquiry to evaluate the validity of sources used to construct historical narrative (e.g., formulate historical questions, gather data from a variety of sources, evaluate and interpret data, and support interpretations with historical evidence).
- 8.H.1.5: Analyze the relationship between historical context and decision-making.

8.H.2: Understand the ways in which conflict, compromise, and negotiation have shaped North Carolina and the United States.
- 8.H.2.1: Explain the impact of economic, political, social, and military conflicts (e.g., war, slavery, states’ rights and citizenship, and immigration policies) on the development of North Carolina and the United States.
- 8.H.2.2: Summarize how leadership and citizen actions (e.g., the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots) influenced the outcome of key conflicts in North Carolina, and the United States.
- 8.H.2.3: Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.

8.H.3: Understand the factors that contribute to change and continuity in North Carolina and the United States.
- 8.H.3.1: Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g., westward movement, African slavery, Trail of Tears, the Great Migration, and Ellis and Angel Islands).
- 8.H.3.2: Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g., advancements in transportation, communication networks, and business practices).
- 8.H.3.3: Explain how individuals and groups have influenced economic, political, and social change in North Carolina and the United States.
- 8.H.3.4: Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.