Course Name: Grade 8 World History/Cultures

Course Description:

This course was designed using the framework from the Big History Project, which encompasses the history of the world starting with the origins of planet earth through modern times. This framework not only engages students in the study of historical events, themes and phenomena, but also helps students develop the critical thinking skills necessary to be successful in the world today. Through the study of historical eras, the course works to seek out common themes and patterns that can help us better understand people, civilizations, and the world we live in. By teaching students to explore these connections, and to effectively question, analyze and postulate, it provides a foundation for thinking not only about the past, but also the future and the changes that are reshaping our world. Students will study world history from a chronological perspective, looking at the major changes that take place across civilizations and in each era by analyzing the conditions that make such change possible and the consequences of those changes. Students begin to recognize that once the conditions spark a change, the collective knowledge of human societies grows and thus prompts more change in the future. These ways of thinking and the themes and connections that students explore during the year are then utilized to understand the present and to consider the possibilities of the future.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

Utilize various disciplinary and interdisciplinary tools to evaluate claims about the past. (6.2.8.HistorySE.1.a)
Define collective learning as the human ability to share, preserve, and build knowledge over time, and provide examples of what that collective learning has been, including developments in agriculture and innovations in transportation, communication and technology. (6.2.8.HistoryCC.1.c, 6.2.8.GeoGE.2.a, 6.2.8.HistoryCC.2.c)
Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence. (6.2.8.HistorySE.1.a, 6.3.8.CivicsPD.3, 6.3.8.CivicsPR.5)
Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats. (6.3.8.CivicsPD.3, 6.3.8.CivicsPR.3, 6.3.8.CivicsPR.5)

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Demonstrate an understanding of multiple causes and how they complicate the relationship between causes, consequences, and their interaction with one another (6.2.8.HistoryCC.4.d, 6.2.8.HistoryCC.4.d, 6.2.8.HistoryCC.4.b, 6.2.8.HistoryCC.3.a, 6.2.8.GeoHE.4.c)

Describe the significance of the agricultural revolution, the conditions which made it possible, and the ways that the agricultural revolution, including the technologies developed during this time, changed human societies. (6.2.8.GeoPP.1.a, 6.2.8.GeoPP.1.b, 6.2.8.HistoryCC.1.a, 6.2.8.HistoryCC.1.b, 6.2.8.HistoryCC.1.d)

Analyze the conditions that led to written and unwritten languages and the impact that such language had on the development of human societies. (6.2.8.HistoryCC.1.c, 6.2.8.HistoryCC.2.c)

Draw conclusions about why human societies developed varied forms of government and how those forms of government were influenced by other factors and how those forms of government affected the society. (6.2.8.CivicsPI.2.a, 6.2.8.GeoSV.2.a, 6.2.8.CivicsPI.3.a, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsPI.4.a, 6.2.8.CivicsDP.4.a, 6.2.8.GeoGI.4.a, 6.3.8.CivicsPI.2)

Explain how geography and the availability of natural resources led to the development of diverse human societies but also led to the decline of some societies. (6.2.8.GeoSV.2.a, 6.2.8.GeoHE.2.a, 6.2.8.GeoPP.3.a, 6.2.8.GeoPP.3.b, 6.2.8.GeoHE.4.c)

Describe the way that the developments and achievements of past societies in the areas of science and technology, arts and culture, religion, government and economy, impacted each other and the way that we live today. (6.2.8.HistoryCC.2.a, 6.2.8.HistoryCC.2.b, 6.2.8.CivicsDP.3.a, 6.2.8.CivicsDP.3.b, 6.2.8.EconGE.3.a, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryCA.3.a, 6.2.8.CivicsDP.4.a, 6.2.8.HistoryCC.4.e, 6.2.8.HistoryCC.4.g)

Compare and contrast diverse human societies in different historical eras and geographic regions to recognize what makes them similar and different. (6.2.8.HistoryCC.2.b, 6.2.8.HistoryCA.2.a, 6.2.8.HistoryCC.3.a, 6.2.8.EconNE.4.a)

Analyze the ways that political, social, economic, cultural and geographic characteristics of a society can promote its success or lead to its decline. (6.2.8.HistoryCC.2.a, 6.2.8.HistoryCA.2.a, 6.2.8.GeoPP.3.b, 6.2.8.HistoryCA.3.b, 6.2.8.GeoHE.4.a, 6.2.8.GeoHP.4.b, 6.2.8.GeoSV.4.a, 6.2.8.HistoryCC.4.a)

Evaluate the impact of oceanic travel and the development of global networks on the changing characteristics of societies. (6.2.8.EconEM.3.a, 6.2.8.GeoHE.4.a, 6.2.8.GeoHP.4.a, 6.2.8.GeoHP.4.b, 6.2.8.GeoHP.4.c, 6.2.8.GeoSV.4.a)

Investigate the implications of interconnected societies and regions by looking at how commerce has spread. (6.2.8.EconGE.3.a, 6.2.8.GeoHE.4.a, 6.2.8.GeoHP.4.a, 6.2.8.GeoHP.4.b, 6.2.8.HistoryCC.4.b)

Describe the acceleration in world population, technology, science, communication, and transportation and the effects that these changes had on human societies. (6.2.8.GeoGE.2.a, 6.2.8.GeoHE.4.a, 6.2.8.GeoHP.4.a, 6.2.8.GeoHP.4.c, 6.2.8.HistoryCC.4.b)

Explain how changes in world population, technology, science, communication, and transportation have both benefited and threatened humanity, especially through human-caused environmental modifications. (6.2.8.GeoHE.4.b, 6.2.8.HistoryCC.4.c)

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Analyze, discuss, and present information about the core beliefs and practices of the major religions of the world, making connections between each religion and secular events over the course of history. (6.2.8.HistoryCC.2.b, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryUP.3.c, 6.2.8.CivicsPI.4.a, 6.2.8.HistoryCC.4.f)

Recognize the early development of human rights, especially in the context of human rights violations that occurred as a result of rigid social hierarchies, forced labor, slavery, forced migration, conquest and genocide in various places throughout history. (6.2.8.CivicsHR.2.a, 6.2.8.CivicsHR.3.a, 6.2.8.HistoryCC.3.a, 6.2.8.HistoryUP.3.a, 6.2.8.HistoryUP.3.b, 6.2.8.HistoryCC.4.f)

Utilize technology, the Internet, and multimedia applications to research, analyze, and develop multidimensional expository essays related to world history. (RH6-8.1-10; WHST6-8.1-10)

Utilize a variety of strategies to critically read and interpret a variety of non-fiction and fictional texts to explore course content and themes. (RH6-8.1-10)

Apply developmentally-appropriate strategies and techniques in the creation of a variety of written products including argument-based essays that utilize relevant evidence and support (WHST6-8.1-10)

Participate in discussions about global issues appropriately, utilizing evidence to support an argument, listening to understand other perspectives, and integrating new ideas into one's understanding of a topic or issue. (SL8.1, SL8.2, SL8.3)

Assessments:

     1. Tests/quizzes
     2. Individual and group projects
     3. Multimedia presentations
     4. Interpretation of maps, databases, and primary and secondary sources
     5. Classroom discussion
     6. Research projects and essays
     7. Performance assessments
     8. Participation in simulations, role play activities, and general classroom assignments

Board Adopted Materials:

     Text:

     <u>World History</u>
     Ellis, Elisabeth Gaynor and Esler, Anthony
     Prentice-Hall: 2007

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