

## 8<sup>th</sup> Grade, World History



### Overview

The teacher who wrote this Student Growth Objective teaches 8<sup>th</sup>-grade World History in a traditional public school.

**Strengths:** a) By prioritizing standards in a thoughtful way, the teacher is able to focus instruction and assessment for this SOG on students' critical thinking skills. b) The teacher has used a variety of measures to determine student learning gains.

**Improvements:** a) The scoring plan might be too restrictive in the ratings provided. b) Indicating how to group a student who does not neatly fall into one of the predetermined groups would improve this SOG.

Name	School	Grade	Course/Subject	Number of Students	Interval of Instruction
		8	World History	140/341	October 15–April 20
The teacher clearly states her intent to capture a significant portion of the school year in this SOG. This interval allows the teacher to use the first 6 weeks of school to disseminate data to help determine course preponderant and set solid starting points. This SOG includes all of her students.					
<b>Standards, Rationale, and Assessment Method</b> Name the content standards covered, state the rationale for how these standards are critical for the next level of the subject, other academic disciplines, and/or life/career/transfer. Name and briefly describe the format of the assessment method.					
<b>NGCCCS: 8.2 World History/Global Studies:</b> "Students should acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century" (NGCCCS, 2000). The course content and habits of mind will improve students' understanding of major historical events and build the skills necessary for future courses in high school and college. The standards selected repeat in strands throughout the course.					
6.2.B.A.8.a	Analyze the role of religion and other sacred rules used to unify and centrally govern expanding territories with diverse populations.				
6.2.B.A.8.c	Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.				
6.2.B.B.8.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.				
6.2.B.B.8.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.				
6.2.B.B.8.c	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate those changes to current environmental challenges.				
6.2.B.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.				
6.2.B.C.4.c	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.				
6.2.B.D.4.d	Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.				
6.2.B.D.4.f	Determine which events led to the rise and eventual decline of European feudalism.				

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**Judith A. Hayn, Jeffrey S.  
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Olvey**

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### **Table of Contents Grade 2014 Exemplars**

1. Understanding the eBook Grade 2014 Exemplars
  - The Rise of Digital Reading Grade 2014 Exemplars
  - Advantages of eBooks Over Traditional Books
2. Identifying Grade 2014 Exemplars
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Grade 2014 Exemplars
  - User-Friendly Interface
4. Exploring eBook Recommendations from Grade 2014 Exemplars
  - Personalized Recommendations

- Grade 2014 Exemplars User Reviews and Ratings
- Grade 2014 Exemplars and Bestseller Lists
- 5. Accessing Grade 2014 Exemplars Free and Paid eBooks
  - Grade 2014 Exemplars Public Domain eBooks
  - Grade 2014 Exemplars eBook Subscription Services
  - Grade 2014 Exemplars Budget-Friendly Options
- 6. Navigating Grade 2014 Exemplars eBook Formats
  - ePub, PDF, MOBI, and More
  - Grade 2014 Exemplars Compatibility with Devices
  - Grade 2014 Exemplars Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Grade 2014 Exemplars
  - Highlighting and Note-Taking Grade 2014 Exemplars
  - Interactive Elements Grade 2014 Exemplars
- 8. Staying Engaged with Grade 2014 Exemplars
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Grade 2014 Exemplars
- 9. Balancing eBooks and Physical Books Grade 2014 Exemplars
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Grade 2014 Exemplars
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Grade 2014 Exemplars
  - Setting Reading Goals Grade 2014 Exemplars
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Grade 2014 Exemplars
  - Fact-Checking eBook Content of Grade 2014 Exemplars

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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