8th Grade, World History



Chestrolished

The treacher who wrote this Strutiest Growth Objective trackes \$¹⁴-grade Marid Alexany or a treatment out-life school.

Strengths: a) the polaritiding strengthness in a throughly's way, the teacher is while to focus instruction and consistent this SSO on oriendonals printed for shadout success, b). The teacher has used a warlety of responses to determine shadout spectra points.

Improvements: of The scoring plan relight for too contrictive in the ranges provided. All indicating how to surroup a student who does not relativish once of the propertyless provide would improve this SCO.

| Maree | School | Sirvade | Course/Nations | Mumber of Students | Interval of Instruction |
|-------|--------|---------|----------------|-----------------------|-------------------------|
| | | . 8 | World History | 1477347 | Outsides 15 April 20 |

The inother elegity states her intent to capture a significant person of the school year in this SOC. This interval allows the reacher to use the first 6 weeks of school to accuruation also to help determine rower preposedness and set volid starting points. This SOC includes all of her students.

Standards, Kationale, and Assessment Method

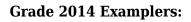
Name the content clarate it covered, state the extension for how these positions are established for next level of the subject, other academic disciplines, and/or the/college/support. Have perficielly describe the bornus of the supported mathems.

NJCCCS: 8.2 World History/Global Studies: "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 invovinge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century/[NECCCS, 2009]. The course content and habits of mind will improve students, understanding of major historical events and build the skills recessary for future courses in high school and college. The standards selected repeat in strands throughout the course.

| 63 RA4A | Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations. | | |
|-------------|---|--|--|
| 62BA4c | Determine the influence of medieval English legal and constitutional practices (i.e., the Magno Corta, parliament, and the development of habeas corpus and an independent tasketary) on medien democratic throught and metitutions. | | |
| 6.2.RR4.4 | Explain how geography influenced the development of the political, economic, and cult centers of each empire and well as the empires' relationships with other parts of the world. | | |
| e 2 RRAb | Assets how reanitine and overland trade routes (i.e., the African caravan and Silk Road), impacted urbanization, transportation, communication, and the development of international trade centers. | | |
| 62 RRAG | Analyze the motivations for civil actions to modify the environment, determine the past and negative consequences of cavironmental changes made during this time period, an relate these changes to current environmental challenges. | | |
| 62.B.C.4.b | Analyse how trade, technology, the availability of natural resources, and contact with other designations of lected the development of empires in Europia and the American. | | |
| 6.3.R.C.4ve | Determine the extent to which interaction between the foliantic world and medieval Eur incressed trade, enhanced technology innovation, and impacted scientific thought and tarts. | | |
| 6380044 | Analyze the causes and automore of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Phushao, and traders. | | |
| 6.2.8.0.4.1 | Determine which events led to the rise and eventual decime of European fendation. | | |

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