

8th Grade, World History



Overview

The teacher who wrote this Student Growth Objective teaches 8th-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 for student success. b) The teacher has used a variety of measures to determine student starting points.

Improvements: a) The scoring plan might be too restrictive in the ranges 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.					
Standards, Rationale, and Assessment Method 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.					
NGCCCS: 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 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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