



Kutztown Area School District Curriculum (Unit Map)

Grade 8 Global History

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UNDER CONSTRUCTION

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Unit #/Title	1/Foundations for Understanding	Time Frame	4 Weeks
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Standards

Geography

7.1.8.B: Explain and locate **places** and **regions** as defined by **physical** and **human features**.

7.3.8.A: Explain the human characteristics of **places** and **regions** using the following criteria: Population, Culture, Settlement, Economic activities, Political activities

7.4.8.B: Interpret the effects of people on the **physical systems** within **regions**.

History

8.1.8.A: Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B: Compare and contrast a historical event, using multiple points of view from **primary and secondary sources**.

8.4.8.B: Illustrate how historical **documents, artifacts,** and sites are critical to world history.

8.4.W.B: Evaluate the importance of historical **documents, artifacts,** and sites which are critical to world history.

8.4.8.A: Compare the role groups and individuals played in the **social, political,** cultural, and **economic** development throughout world history.

8.4.8.C: Illustrate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organizations

8.4.8.D: Compare **conflict** and cooperation among groups and organizations which have impacted the history and development of the world.

Civics and Government

5.1.8.A: Identify the sources of the **rule of law**.

5.1.8.C: Analyze the principles and ideas that shaped local, Pennsylvania, and **national** governments. Liberty / Freedom, Democracy, Justice, Equality

5.4.8.C: Explain how common problems (e.g., natural disasters, ethnic conflict, environmental concerns) are addressed by organizations and governments.

Economics

6.4.8.D: Explain how the level of transportation, communication networks, and technology affect **economic interdependence**.

CC.8.5.6-8.A: Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.6.6-8.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.F: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

CC.8.5.6-8.G: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.5.6-8.H: Distinguish among fact, opinion, and reasoned judgment in a text.

CC.8.5.6-8.I: Analyze the relationship between a primary and secondary source on the same topic.

CC.8.6.6-8.H: Draw evidence from informational texts to support analysis reflection, and research.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today. ● Historical interpretation involves an analysis of cause and result. ● No civilization rises or declines from a single event. ● The Middle Ages were not a time of lost culture, but redefinition. ● Disease plays an integral role in the development of societies 	<ul style="list-style-type: none"> ● What factors contribute to a rebirth or destruction of a civilization? ● To what extent have the contributions of ancient Rome influenced modern society? ● What were the political, social and economic results of the Black Death ● How influential was the Roman Catholic Church in medieval Europe? ● What role do multiple causations play in describing a historic event? ● How did events in Europe contribute to the decline of feudalism and the rise of democratic thought? ● How well did feudalism establish order in Europe in the Middle Ages?
Content	Skills
<ul style="list-style-type: none"> ● Reasons for the fall of the Roman Empire and how they are interconnected. ● Importance of feudalism in establishing order in Europe in the Middle Age. ● The importance of the Roman Catholic Church in medieval Europe and in the birth of the Holy Roman Empire. ● Innovations and adaptations of medieval Europeans. ● What is the Magna Carta and which aspects influence us today. ● The impact of the plague on medieval society, economy and politics 	<ul style="list-style-type: none"> ● Articulate the context of the development of Feudalism. ● Evaluate the cause-and-result relationships of the fall of Rome bearing in mind multiple causations. ● Read and analyze the <i>Rule of St. Benedict</i>, <i>Magna Carta</i>, and <i>The Decameron</i>. ● Connect the context of <i>Rule of St. Benedict</i>, <i>Magna Carta</i>, and <i>The Decameron</i> documents to cause-and-result relationships. ● Identify connections between the fall of Rome, the Catholic Church and the development of Feudalism..

Unit #/Title	2/Islam	Time Frame	4 Weeks
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Stage 1 - Identify Desired Results

Standards

CC.8.5.6-8.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.

8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.

8.4.8.A - Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B - Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C - Illustrate how continuity and change have impacted world history.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics

8.4.8.D - Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

Geography

7.1.8.B - Explain and locate places and regions as defined by physical and human features.

7.4.8.A - Illustrate the effects of the physical systems on people within regions.

7.3.8.A - Explain the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

Economics

6.4.8.B - Compare the standard of living in different times and places.

6.1.8.A: Explain how limited resources and unlimited wants cause scarcity.

6.2.8.G: Examine how various economic systems address the three basic questions: What to produce? How? For whom?

6.4.8.D: Explain how the level of transportation, communication networks, and technology affect economic interdependence.

Civics

5.1.8.A - Identify the sources of the rule of law.

5.1.8.B - Outline how different systems of government function.

5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries.

Big Ideas

- Relations between cultures can mean both conflict and cooperation.
- All cultures are unique; cultures share similarities and differences
- Geography influences the movement and interaction of different cultural groups

Essential Questions

- How did Islam originate and spread?
- How do the beliefs and practices of Islam shape Muslims' lives?
- How did the Crusades affect the lives of Christians, Muslims, and Jews?

Content	Skills
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Unit #/Title	3/Renaissance and Reformation	Time Frame	4 Weeks
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Standards

Geography

7.1.8.B Explain and locate places and regions as defined by physical and human features.

7.3.8.A Explain the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities

7.4.8.B Interpret the effects of people on the physical systems within regions.

History

8.1.8.B Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

8.1.W.B Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.3.8.A Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.

8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.8.B Illustrate how historical documents, artifacts, and sites are critical to world history.

8.4.8.C Illustrate how continuity and change have impacted world history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

Civic and Government

5.1.W.B Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world. (Reference History Standards 8.3.9.D.) Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.

5.2.W.B Analyze strategies used to resolve conflicts in society and government.

5.4.8.B Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.

Economic

6.2.8.E Compare the state of the current economy with the economy in a different time or place.

6.2.W.A Evaluate the flow of goods and services in an international economy.

6.4.8.B Compare the standard of living in different times and places.

6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence.

6.4.W.B Explain how trade contributes to economic interdependence.

6.4.W.C Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history. (Reference History Standards 8.3.9.A.)

Common Core

CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CC.8.5.6-8.C Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.8.6.6-8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific

vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CC.8.6.6-8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.8.6.6-8.H Draw evidence from informational texts to support analysis reflection, and research.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> ● The concepts of the Reformation shaped more than just religion. ● The Renaissance and Reformation were notable events of great impact on our modern world. The expansion of knowledge, technological innovation and interconnectedness set in motion changes that still resonate today. ● The worldview of Europe moved from one based on ecclesiastical and classical authority to one based on inquiry of the natural world. 	<ul style="list-style-type: none"> ● What changes in Europe led to the Renaissance? ● In what ways have various leading figures of the Renaissance affected modern society? ● What factors led to the weakening of the Catholic Church and the beginning of the Reformation? ● What were the effects of the Reformation? ● What ideas initiated the transformation of Europe toward the early modern era?
Content	Skills
<ul style="list-style-type: none"> ● how the “rebirth” of European culture during the Renaissance led to the Reformation ● the transformation of cultures during the Renaissance and Reformation and the impact of this transformation on modern times. ● the importance of religion in the Middle Ages, Renaissance and Reformation Europe and its relevance to modern times. ● the key events and ideas of the Protestant Reformation, the Counter Reformation 	<ul style="list-style-type: none"> ● Read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. ● Write persuasively. ● Make connections between seemingly isolated events. ● Read and understand primary source documents. ● Evaluate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (e.g. moveable type, telescope, microscope). ● Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (e.g. Machiavelli, Michelangelo, Leonardo da Vinci, Shakespeare). ● Explain and define Mercantilism. ● Explain the impact the Reformation had on European politics, economics, society and religion.

Standards**Geography**

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Economic

6.2.8.E Compare the state of the current economy with the economy in a different time or place.

6.4.8.B Compare the standard of living in different times and places.

6.4.8.D Explain how the level of transportation, communication networks, and technology affect economic interdependence.

6.4.W.B Explain how trade contributes to economic interdependence.

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CC.8.6.6-8.H Draw evidence from informational texts to support analysis reflection, and research.

Big Ideas	Essential Questions
Students will understand that.. <ul style="list-style-type: none">• Women and children played a much larger role historically than most people realize.• History is full of unintended consequences.• A person's decisions and actions can change a nation's direction.	<ul style="list-style-type: none">• What assumptions do different groups hold about power, authority, governance, and law?• How does a shift in values cause changes in society?• How do disenfranchised groups exert power for change?
Content	Skills
	<ul style="list-style-type: none">• Explain the role of sex and gender in Elizabethan and Tudor England.• Explain the role of religion in political stability.

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