



Sparta Area School District

Good people, great schools.

Course Outcome Summary

Course Information: History 8

Description: This course is about how people live, what they believe and how they organize themselves. Students will investigate issues involving the Middle East, understand the development of cities and their problems today, and examine why environmental issues are so important. We will study different areas of the world, using the different parts of social studies, like geography (maps) and anthropology (culture) to develop our understanding. We will also be interpreting and evaluating a variety of primary and secondary evidence.

Instruction Level: Grade 8

Total Credits: 1.0

Prerequisites: None

Textbooks: None

Course Standards:

Wisconsin State Content Standards:

- Explain how language, art, music, beliefs, and other components of culture may influence everyday life and can further global understanding or cause misunderstanding.
- Describe and analyze the ways in which people in different regions of the world interact with their physical environments through their culture.
- Identify regions of the earth – North America, Europe, Asia, Africa and Australia. Identify and be able to use different types of maps. Use the different parts and symbols. Interpret maps accurately.
- Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services
- Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people
- Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society
- Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history
- Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

- Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

Essential Learning Standards in History:

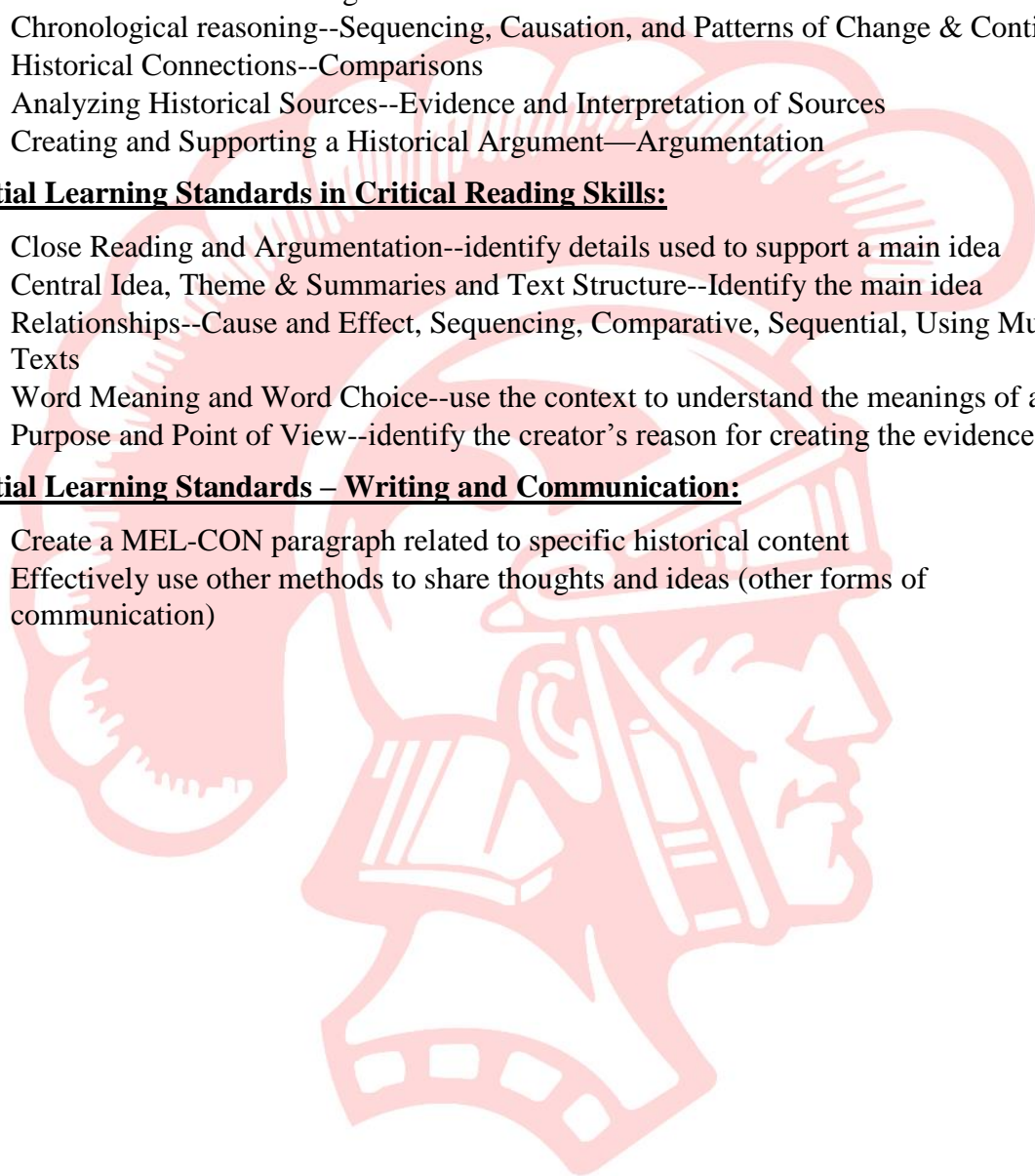
- Historical/Critical Thinking Skills
- Chronological reasoning--Sequencing, Causation, and Patterns of Change & Continuity
- Historical Connections--Comparisons
- Analyzing Historical Sources--Evidence and Interpretation of Sources
- Creating and Supporting a Historical Argument—Argumentation

Essential Learning Standards in Critical Reading Skills:

- Close Reading and Argumentation--identify details used to support a main idea
- Central Idea, Theme & Summaries and Text Structure--Identify the main idea
- Relationships--Cause and Effect, Sequencing, Comparative, Sequential, Using Multiple Texts
- Word Meaning and Word Choice--use the context to understand the meanings of a word
- Purpose and Point of View--identify the creator's reason for creating the evidence

Essential Learning Standards – Writing and Communication:

- Create a MEL-CON paragraph related to specific historical content
- Effectively use other methods to share thoughts and ideas (other forms of communication)



Unit

1. Culture
2. Political Organizations
3. Modern Conflict
4. Agriculture
5. Industrial Development
6. Urbanization

Unit Outlines

1. Culture

Standards:

- Historical Connections—Make comparisons between historic ideas or events.
- Analyze Historical Sources-- identify fact, bias, frame of reference, reliability, prejudice, stereotypes Central Idea, Theme & Summaries and Text Structure--Identify the main idea
- Close Reading and Argumentation--identify details used to support a main idea
- Word Meaning and Word Choice--use the context to understand the meanings of a word

Essential Question:

Students will be able to answer the question(s):

- What is culture?
- Is culture a source of conflict or community?
- Should Quebec separate from Canada?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Popular culture v. folk culture
- Values & Taboos
- Language
- Canada Specific landforms features
- Vocabulary: Enculturation, Ethnocentrism, Acculturation, culture, dynamic, material culture, nonmaterial culture, norms, taboos, bias, stereotype, frame of reference.

2. Political Organization

Standards:

- Create and Support a Historical Argument-- use appropriate evidence and with accurate linking explanation to main idea/question.
- Analyze Historical Sources-- identify fact, bias, frame of reference, reliability, prejudice, stereotypes
- Reading Relationships—Identify cause and effect relationships, sequence events, compare ideas, use multiple texts
- Word Meaning and Word Choice--use the context to understand the meanings of a word
- Purpose and Point of View--identify the creator's reason for creating the evidence
- Create a MEL-CON paragraph related to specific historical content

Essential Question:

Students will be able to answer the question(s):

- How does political organization create cooperation or conflict?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Types of government
- Citizenship
- Voting
- Political ideologies
- Borders & Boundaries
- Supranational Organizations
- Terrorism
- U.S Map Specific Land form features

3. Modern Conflict

Standards:

- Chronological reasoning-- Sequence events, identify cause and effect, and find patterns of change & continuity
- Analyze Historical Sources-- identify fact, bias, frame of reference, reliability, prejudice, stereotypes
- Reading Relationships-- Identify cause and effect relationships, sequence events, compare ideas,
- Create a MEL-CON paragraph related to specific historical content
- Effectively use other methods to share thoughts and ideas (other forms of communication)

Essential Question:

Students will be able to answer the question(s):

- Why do humans wage war?
- Why does what happens in the Middle East matter to America?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Israel Palestine
- Syria
- ISIS
- Kurds
- Iraq
- Middle East Map Specific Landforms

4. Agriculture**Standards:**

- Chronological reasoning-- Sequence events, identify cause and effect, and find patterns of change & continuity
- Historical Connections—Make comparisons between historic ideas or events.
- Create and Support a Historical Argument-- use appropriate evidence and with accurate linking explanation to main idea/question.
- Close Reading and Argumentation--identify details used to support a main idea
- Create a MEL-CON paragraph related to specific historical content

Essential Question:

Students will be able to answer the question(s):

- Can we feed ourselves?
- How has each agricultural revolution impacted, positively or negatively, human life?
- How should we get our food in the future?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- History of agriculture-3 revolutions
- Modern Ag issues
- Organic Movement
- GMO's
- Factory farms
- Water Usage
- Africa Map Specific landforms features

5. Industrial Development

Standards:

- Analyze Historical Sources-- identify fact, bias, frame of reference, reliability, prejudice, stereotypes
- Chronological reasoning-- Sequence events, identify cause and effect, and find patterns of change & continuity
- Historical Connections—Make Comparisons between ideas or concepts
- Purpose and Point of View--identify the creator's reason for creating the evidence
- Close Reading and Argumentation--identify details used to support a main idea
- Word Meaning and Word Choice--use the context to understand the meanings of a word
- Create a MEL-CON paragraph related to specific historical content

Essential Question:

Students will be able to answer the question(s):

- How does industrialization affect people economically, culturally, environmentally?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Industrialization
- Industrial Revolution
- Globalization
- MDC/LDC
- Impact on Environment
- Neocolonialism
- Europe landforms

6. Urbanization

Standards:

- Analyze Historical Sources-- Identify fact, bias, frame of reference, reliability, prejudice, stereotypes
- Chronological reasoning—Sequence events, identify cause and effect, and find patterns of change & continuity
- Historical Connections—Make comparisons between historic ideas or events.
- Purpose and Point of View--identify the creator's reason for creating the evidence.
- Close Reading and Argumentation--identify details used to support a main idea.
- Word Meaning and Word Choice--use the context to understand the meanings of a word
- Create a MEL-CON paragraph related to specific historical content.

Essential Question:

Students will be able to answer the question(s):

- Why are people moving to cities? Evaluate the impact of urbanization socially, economically, environmentally.

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Urbanization
- Early cities
- City growth
- City problems
- Slums
- Impact on Environment
- Asia Map Specific landform feature

