

8th Grade World History

Mr. Carbonell – 2019-2020 Syllabus



“The very concept of objective truth is fading out of the world. Lies will pass into history.” – George Orwell

To be objective means to be without bias (prejudice in favor or against something). Truth refers to a statement that matches reality. Objective truth, therefore, means an unbiased statement that matches reality. George Orwell, an author from the early 1900’s, noticed an alarming shift in society’s way of thinking, possibly due in large part to propaganda campaigns of the world wars. Today, Orwell’s words sound almost prophetic. It’s not that society has simply dismissed the need for objective truth, it is almost as if society has completely abandoned the notion that objective truth even exists. If there is such a thing as reality, that means some statements can describe this reality while others may not.

Humanity has a tendency to lie for their own ends and so history is full of lies, deception, and misinformation. We do this in our own lives too – how often have we lied about the things we’ve done and experienced? The question then becomes how can we filter out fact from fiction? How can we be sure of what is true about ourselves and the world we live in?

History is too often regarded as a sprint through what a bunch of dead people did. This year you’ll learn to look at the actions of our ancestors with a little more skepticism. Were the failures of past generations beneficial for us? Have we truly advanced as a species? What can our past reveal about our present? We’re going to tackle all of these questions this year.

Teaching Philosophy

In an age that is saturated in knowledge it is now more important than ever to understand humanity as a collective and as individuals. One of the best tools available to accomplish this is through the study and learning of history. Effective understanding of history allows one to accomplish the following:

1. Discover the origins of modern society
2. Analyze the human condition
3. Pursue truth – not confirmation
4. Identify bias in yourself and others
5. Appreciate human progress

Learning Outcomes

Students will have a firm understanding of the covered topics. As students are introduced to content, they will also practice a set of skills that will enhance their thinking and argumentative abilities in and out of the classroom. By the end of the year, students will have established a strong foundation for the skills of discussion, analysis, and critical thinking with which they may build their own unique perspectives on society, global affairs, and history.

Course Overview

This course will satisfy and exceed all state standards for 8th grade world history but will also introduce students to higher level skills that will prepare them for advanced courses offered in high school such as Advanced Placement (AP) classes.

Unit 1: Bronze Age Civilizations

Unit 4: Trade and the Far East

Unit 2: Iron Age Civilizations

Unit 5: Classical Antiquity (The West)

Unit 3: Classical Antiquity (The East)

Unit 6: Post-Classical Era

Sample Topics

- | | | |
|------------------------------|------------------------------|--------------------------|
| ▪ Agricultural Revolution | ▪ The Roman Empire | ▪ Feudal Japan |
| ▪ River Valley Civilizations | ▪ Origins of Christianity | ▪ Mongol Empire |
| ▪ Greek city-states | ▪ Bantu Migrations in Africa | ▪ Mesoamerica |
| ▪ Judaism and the Israelites | ▪ Rise and spread of Islam | ▪ China's many dynasties |

AP Historical Thinking Skills

History is about more than simple memorization. History is about analysis, critical thinking, and – of course – debate. Imbedded in this course are the history skills that are a focal point in all AP history classes known as ‘AP Historical Thinking Skills.’

Skill 1: Development and Processes

Identify and explain historical developments and processes.

Skill 2: Sourcing and Situation

Analyze sourcing and situation of primary and secondary sources.

Skill 3: Claims and Evidence in Sources

Analyze arguments in primary and secondary sources.

Skill 4: Contextualization

Analyze the context of historical events, developments, or processes.

Skill 5: Making Connections

Using historical reasoning processes (comparisons, causation, continuity and change) analyze patterns and connections between and among historical developments and processes.

Skill 6: Argumentation

Develop an argument.

*Taken from:
AP World History Modern Course and Exam Description, Effective Fall 2019*

Grading

In accordance with school policy, grades will be divided as follows:

Category	Percentage	Example Grades
Homework	15%	Notes, reading questions, homework quizzes, assignments.
Classwork	25%	Review questions, worksheets, journals, assignments.
Quizzes	25%	Summative assessments (quizzes), class participation, free response questions (FRQ; essays)
Tests	35%	Summative assessments (tests), document-based questions (DBQ; advanced argumentative essays), Diligence and Responsibility (D&R; an average of final classwork and homework grades)

Summative assessments (quizzes and tests) will consist of standard multiple-choice questions as well as a variety of written response questions (i.e. fill in the blank, true or false, short response).

Schedule of Assessment

Please note that scheduled assessments and individual dates are subject to change.

1st grading period

3 test grades (2 assessment, D&R), 5 quiz grades (3 assessments, participation, 1 FRQ)

2nd grading period

4 test grades (2 assessment, D&R, 1 DBQ), 6 quiz grades (4 assessments, participation, 1 FRQ)

3rd grading period

4 test grades (2 assessment, D&R, 1 DBQ), 6 quiz grades (4 assessments, participation, 1 FRQ)

4th grading period

3 test grades (1 assessment, D&R, 1 DBQ), 4 quiz grades (2 assessments, participation, 1 FRQ)

Late Work and Gradebook Errors

Per school policy, students will have two additional classes to turn in late work with a penalty of 1-2 letter grades. Any work turned in past this deadline will not be graded.

Errors are an unavoidable aspect of humanity. I will do everything in my power to help resolve grading issues, but it is the students' responsibility to detect any grading issues and errors each grading period. Students should attempt to resolve these issues as early as possible. Be proactive: do not expect a resolution in the final days of the grading period.

Attendance

Falling behind in any history course can snowball into an overwhelming load.

1. You must have an excused absence or tardy in order to receive full credit for any missed assignments. Assessments can only be made up **AFTER** the scheduled assessment day, never before.
2. You have as many days as you missed in order to make up work. After this period is up you will be given an Z in the gradebook for any missed work.
3. Per district policy: Excessive tardiness and/or unexcused absences may result in loss of class credit!

It is your responsibility to check Archie for any missed homework assignments and to check in with your peers to catchup on any notes and classwork that you may have missed. Feel free to email me!

Classroom Procedures

"Discipline is the bridge between goals and accomplishment." – Jim Rohn

1. Be prepared at the start of class by having materials ready and turning in your completed homework to the bin before class begins.
2. Respect diverse points of views and beliefs. *Respectfully disagreeing with and challenging ideas that you do not agree with is not only acceptable, it is encouraged.*
3. Raise your hand for permission to speak or leave your seat.
4. Do not disrupt any ongoing class activities.
5. No chewing gum or eating in class. Drinks in personal containers and plastic water bottles are acceptable but must remain on the floor.
6. Respect school and personal property.
7. At the end of each class: Clean up your area by picking up trash, fixing and wiping desks, and pushing in chairs.

Rules and Consequences

Please refer to the student handbook and student code of conduct for detailed explanations of proper school behavior. All class, school, and district policies will be strictly upheld. Violations of these policies will be addressed in line with school disciplinary policy.

Students who violate any rules, procedures, or school/district policies will receive one verbal warning. Repeat violations will result in conduct cuts in addition to school and district disciplinary measures. Receiving a conduct cut means your conduct grade drops a full letter grade.

Note: Consistently good and exemplary behavior can help repair your conduct grade back to an A as long as conduct did not drop below a B. *Do not make the mistake of believing you are entitled to an opportunity to repair a bad conduct grade, the best way to have an A in conduct is to follow procedure and school rules at all times.*

Getting in Contact

The best method to contact me outside of class is via email. Feel free to email me any questions, comments, concerns, or even interesting resources you may find throughout the year. I will also be available before and after school, briefly between blocks, and during planning periods. I can't promise I will be able to give you the time you need unless a meeting is prearranged.

mrcarbonellamc@gmail.com

I will do my best to respond to all emails within 24 hours.

Please email responsibly by being professional. Be sure to include your name and section in the subject line. If you email me beforehand, I will be much more receptive to your circumstances or issues. Life happens but there are few excuses for you not being able to communicate with your teachers!

Required Reading

A Little History of the World by E. H. Gombrich – All students will be required to own a copy of the book. This will supplement class content throughout the school year and students will be given a variety of assignments on it. The book is to remain at home unless announced in class or posted in Archie.

Additional Resources

While there is no textbook assigned to this class, all notes and outlines will be provided by the instructor. Several resources are available and are listed below as optional texts and resources to be read and/or consulted with throughout the school year. They are not required.

1. **Khan Academy**

Online resource that offers great summaries, videos, and review material. Some assignments will be assigned using this free resource. Its free and students will be required to work with it at certain times of the year.

(Link: <https://www.khanacademy.org/humanities/ap-world-history>)

2. **Discovering Our Past, A History of the World, Early Ages** – McGraw Hill

Miami-Dade County Public Schools' preferred textbook. The only version that is relevant to an 8th grade classroom is a first edition, which means it is quite expensive unless it is purchased used.

3. **World History Patterns of Interaction** – McDougal Littell

Another physical textbook of considerable weight, it covers a large timeline of world history and provides students with a wealth of reviews and practice questions to check their knowledge. It could be a little expensive depending on the edition and if you buy it used or not, but it would help students for a solid two years.

4. **The Earth and Its Peoples** – AP Edition – Houghton Mifflin

A college-level text that also covers a large timeline of world history. This one is a little more difficult to track down and can be expensive. This is definitely recommended for advanced students who would like a more in-depth look into the larger scope of world history and is a personal favorite.

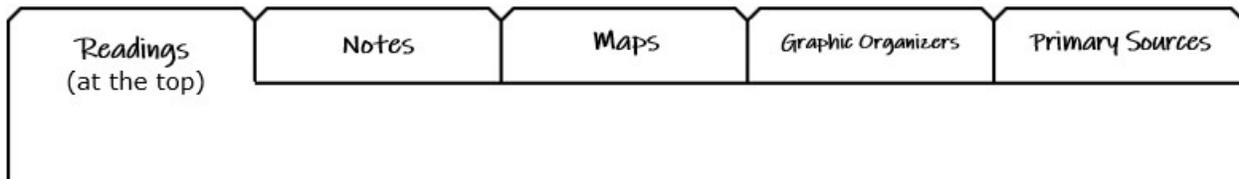
Materials

With the exception of *A Little History of the World*, the following list of materials will be required on a daily basis.

- *A Little History of the World* by E. H. Gombrich
- Composition Notebook
- 1-inch, 3-ring binder
- 5 dividers
- College-ruled paper
- Blue/Black ink pen(s)
- Red ink pen
- Highlighters
- #2 pencil (mechanical recommended)
- Whiteout/liquid paper (*optional*)

Organization

Binders will be (mostly) cleared out at the start of each unit. It is recommended that all printed material be individually stored through the end of the year and assignments be stored through the end of each grading period. Only maps and select handouts stay all year.



Professionalism

Please hold yourself to a high standard and ensure that all work is turned in with excellent quality. Heading (name, date, and section) must be written as show below for all assignments. Handwriting must be readable! Work that has no heading, was not completed on appropriate paper, has poor handwriting, or is damaged beyond normal wear and tear will be deemed low quality and will be rejected/given a Z.

*When emailing assignments, make sure to include your name, section, **and** name of the assignment in the **subject line** of your email.

	Assignment Title	Name
●		Date
		Section

Lesson Delivery

As with any history course, a large component of class will be dedicated to discussion and notetaking. This can occur in a variety of forms ranging from lectures, to peer-to-peer instruction, and at-home notetaking assignments. Overall the following list describe what the major assignment types will be aside from the various in-class activities that students will engage in throughout the school year.

1. Notes/Summaries – I will be posting readings and articles to Archie for students to summarize or take notes on. *Not individually graded.*
2. Journals/Participation – To encourage open and productive discussion, students will receive bi-weekly participation grades.
3. Free Response Questions – Essays following the same requirements as AP History courses.
4. Document Based Questions – Essays built around source analysis.

Student Contract

Students – Please sign and turn in only this page before the end of the first week of school. Place the syllabus in the ‘Reading’ tab of your binders. Your signature indicates that you have read and understand what will be expected of you in this class. Your signature also shows that you are aware of the consequences of failing to adhere by the policy, procedures, rules, and expectations described in the syllabus, student handbook, and student code of conduct.

Print student name: _____

Section: ____

Student signature: _____

Date: _____

Parent/Guardian – Your signature indicates that you have reviewed the syllabus with your child and are aware of what is expected of them this school year. It also demonstrates your willingness to support your child throughout the school year as necessary.

Feel free to reach me at any time at benjamin.carbonell@archimedean.org (per school policy)

Print parent/guardian name: _____

Parent/Guardian signature: _____

Date: _____