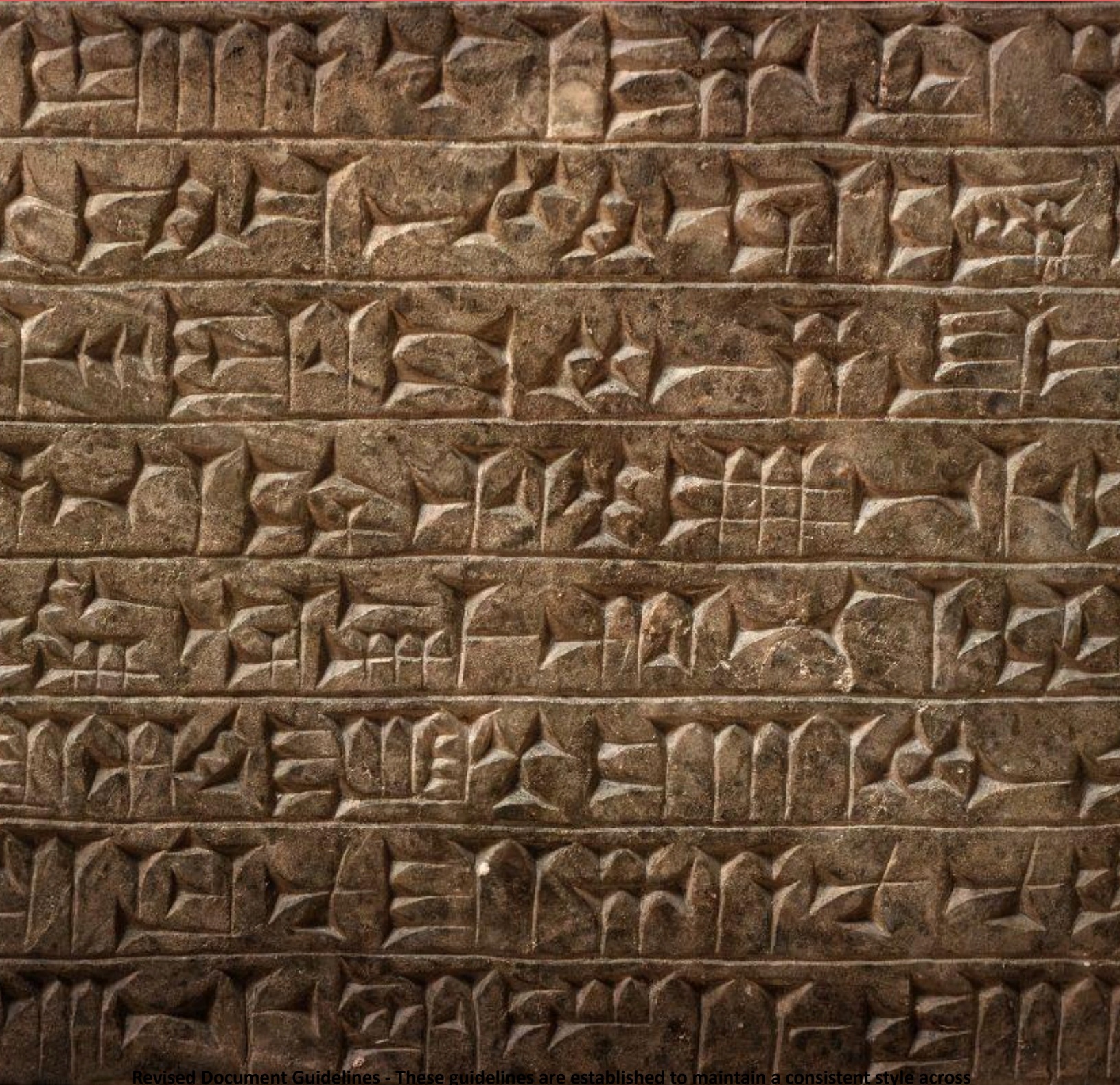


# World History 8

## Course Overview



Revised Document Guidelines - These guidelines are established to maintain a consistent style across

### 1ST - 9 WEEKS

Unit 1-Prehistory  
Unit 2-River Valley Civilizations  
Unit 3-World Religions

### 2ND - 9 WEEKS

Unit 4-Ancient Greece and the Hellenistic World  
Unit 5-Ancient Rome and Roman Republic and Empire  
Unit 6-Classical and Post-Classical Asia

### 3RD - 9 WEEKS

Unit 7-Byzantine Empire and Early Russia  
Unit 8-Rise of Islamic Civilizations

### 4TH - 9 WEEKS

Unit 9-Early American Civilizations  
Unit 10-Medieval Europe

### STANDARDS CHECKLIST

ALCOS	1ST - 9 WEEKS	2ND - 9 WEEKS	3RD - 9 WEEKS	4TH - 9 WEEKS
1	X			
2	X			
3	X			
4		X		
5		X		
		X		
7		X		
8		X		
9			X	
10			X	
11			X	
12		X		
13			X	
14			X	
15				X
16				X
17				X

	UNIT 1-Prehistory	UNIT 2-River Valley Civilizations	UNIT 3*-World Religions		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	(1)Prehistory	(1)Prehistory	(2)Calendar Systems	(2)Calendar Systems	(3)Paleolithic and Neolithic Life
WEEK 2	(3)Paleolithic and Neolithic Life	(3)Paleolithic and Neolithic Life	(4)Artifacts (Inquiry-Based Lesson)	(4)Artifacts (Inquiry-Based Lesson)	Review/ Assessment
WEEK 3	Review/ Assessment	(1)Tigris-Euphrates River Valley Civilization	(1)Tigris-Euphrates River Valley Civilization	(2)Nile River Valley Civilization	(2)Nile River Valley Civilization
WEEK 4	(3)Indus River Valley Civilizations	(3)Indus River Valley Civilizations	(4)Huang He River Valley Civilization	(4)Huang He River Valley Civilization	(5)Comparing River Valley Civilizations
WEEK 5	(5)Comparing River Valley Civilizations	(6)Impact of Writing in First Civilizations (Inquiry Based Lesson)	(6)Impact of Writing in First Civilizations (Inquiry Based Lesson)	(6)Impact of Writing in First Civilizations (Inquiry Based Lesson)	(7)Monumental Architecture
WEEK 6	Review/ Assessment	Review/ Assessment	(1)Judaism	(2)Hinduism	(3) Confucianism vs. Taoism
WEEK 7	(4)Christianity	(5)Buddhism	(6)Islam	(7)Greek and Roman gods (Inquiry Based)	(7)Greek and Roman gods (Inquiry Based)
WEEK 8	(8)Afterlife Ideologies	(8) Afterlife Ideologies	(9)Celebrations within Religions	(10)Religious Architecture	(10)Religious Architecture
WEEK 9	(11)Spread and Dominance of Religions	Review/ Assessment	Review/ Assessment		

- This unit may be dispersed throughout other units.

<b>UNIT 4-Ancient Greece and the Hellenistic World</b>	<b>UNIT 5-ancient Rome and Roman Republic and Empire</b>	<b>UNIT 6-Classical and Post-Classical Asia</b>
--	--	---

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	(1)Government and War in Ancient Greece	(1)Government and War in Ancient Greece	(2)Cultural Contributions of Classical Greece	(2)Cultural Contributions of Classical Greece	(2)Cultural Contributions of Classical Greece
<b>WEEK 2</b>	(2)Cultural Contributions of Classical Greece	(3)Alexander the Great	(3)Alexander the Great	(4)The Olympics (Inquiry Based Learning)	(4)The Olympics (Inquiry Based Learning)
<b>WEEK 3</b>	(4)The Olympics (Inquiry Based Learning)	(4)The Olympics (Inquiry Based Learning)	(4)The Olympics (Inquiry Based Learning)	Review/ Assessment	Review/ Assessment
<b>WEEK 4</b>	(1)Roman Republic	(1)Roman Republic	(2)Roman Law	(2)Roman Law	(3) Life in Rome
<b>WEEK 5</b>	(3)Life in Rome	(4)Roman Engineering	(5)Roman Emperors (Inquiry Based)	(5)Roman Emperors (Inquiry Based)	(5)Roman Emperors (Inquiry Based)
<b>WEEK 6</b>	(5)Roman Emperors (Inquiry Based)	(6)Roman Engineering	(6)Roman Engineering	(6)Roman Engineering	(7)Fall of the Roman Empire
<b>WEEK 7</b>	(7)Fall of the Roman Empire	(7)Fall of the Roman Empire	Review/ Assessment	Review/ Assessment	(1)Classical Civilization in India
<b>WEEK 8</b>	(1)Classical Civilization in India	(2)Classical Civilization in China	(2)Classical Civilization in China	(3)Feudalism in Japan	(3)Feudalism in Japan
<b>WEEK 9</b>	(4)Chinese Influence	(4)Chinese Influence	(5)Civil Service Examination	(6)Inventions of China	(7)The Silk Road

	UNIT 6-Classical and Post-Classical Asia	UNIT 7-Byzantine Empire and Early Russia	UNIT 8-Rise of Islamic Civilizations		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
WEEK 1	(7)The Silk Road (Inquiry Based Learning)	(7)The Silk Road (Inquiry Based Learning)	(7)The Silk Road (Inquiry Based Learning)	(8)Classical and Post-Classical Asia	Review/ Assessment
WEEK 2	Review/ Assessment	(1)Byzantine Empire	(1)Byzantine Empire	(2)Emperor Constantine	(2)Emperor Constantine
WEEK 3	(3)Emperor Justinian	(3)Emperor Justinian	(4)Early Russia	(4)Early Russia	(4)Early Russia
WEEK 4	(4)Early Russia	(5)Inquiry Based Lesson	(5)Inquiry Based Lesson	(5)Inquiry Based Lesson	(5)Inquiry Based Lesson
WEEK 5	Suggested: Review/ Assessment	Suggested: Review/ Assessment	Lesson 1: Islamic Civilization in the Middle East	Lesson 1: Islamic Civilization in the Middle East	Lesson 2: Islamic Civilization in North Africa
WEEK 6	(2)Islamic Civilization in North Africa	(3)Islamic Civilization in Western Europe	(3)Islamic Civilization in Western Europe	(4)African Civilizations	(4)African Civilizations
WEEK 7	(5)Inquiry Based Lesson	(5)Inquiry Based Lesson	(5)Inquiry Based Lesson	(5)Inquiry Based Lesson	Suggested: Review/ Assessment
WEEK 8	Suggested: Review/ Assessment				
WEEK 9					

UNIT 9-Early American Civilizations			UNIT 10-Medieval Europe		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>WEEK 1</b>	(1)Central and South American Tribes of the Southeast	(1)Central and South American Tribes of the Southeast	(1)Central and South American Tribes of the Southeast	(2)North American Early Civilizations	(2)North American Early Civilizations
<b>WEEK 2</b>	(3)Tribes of the Southeast	(3)Tribes of the Southeast	(4)Aztec Empire	(4) Aztec Empire	(4) Aztec Empire
<b>WEEK 3</b>	(5)Art and Architecture of Mesoamerica (Inquiry Based)	(5)Art and Architecture of Mesoamerica (Inquiry Based)	(5)Art and Architecture of Mesoamerica (Inquiry Based)	Assessment/ Review	Assessment/ Review
<b>WEEK 4</b>	(1)The Medieval Church	(1)The Medieval Church	(2)The Holy Roman Empire	(2)The Holy Roman Empire	(2)The Holy Roman Empire
<b>WEEK 5</b>	(3)Manorialism	(3)Manorialism	(4)Feudalism	(5)Manorialism vs. Feudalism	(6)France
<b>WEEK 6</b>	(6)France	(7)England	(7)England	(8)Magna Carta	(9)Hundred Year's War
<b>WEEK 7</b>	(9)Hundred Year's War	(9)Hundred Year's War	(10)The Crusades	(10)The Crusades	(11)The Black Death
<b>WEEK 8</b>	(11)The Black Death	(12)Origins of the Renaissance	(12)Origins of the Renaissance	(13)Inquiry Based Lesson	(13)Inquiry Based Lesson
<b>WEEK 9</b>	Review/ Assessment	Review/ Assessment			

### UNIT 1: Prehistory

**RECOMMENDED TIME FRAME:**  
15 days

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an understanding of the origins of man in regards to the archaeological process. Students will develop a working knowledge of the importance of the study of archaeology. Additionally, students will be able to explain the progression of early man from Paleolithic life to Neolithic life, including the complexities of society that began to develop because of this progression. Students will develop an understanding of the division of time in a modern world history context

### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

1) Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

Examples: cave paintings, Ice Man, Lucy, fossils, pottery

- Identifying the founding of Rome as the basis of the calendar established by Julius Caesar and used in early Western civilization for over a thousand years
- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by B.C. and A.D.
- Using vocabulary terms other than B.C. and A.D. to describe time. o Examples: B.C.E. and C.E.

- Identifying terms used to describe characteristics of early societies and family structures

Examples: monogamous, polygamous, nomadic



### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 2: River Valley Civilizations

**RECOMMENDED TIME FRAME:**  
15 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students a further understanding of the complexities of societies as Neolithic man settled, began to farm, and began to piece together elements of civilization. The emergence of river valley civilizations around the world, including the Tigris and Euphrates River Valley, the Nile River Valley, the Indus River Valley, and the Huang He River Valley will be the focus. The pieces of civilization that will be focused on include, but are not limited to, the development of technology, specialization of labor, organized government, and a writing system.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

2)Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

- Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River Valleys

Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief systems, government and military institutions, economic systems

- Identifying on a map locations of cultural hearths of early civilizations

Examples: Mesopotamia, Nile River Valley

#### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 3: World Religions

**RECOMMENDED TIME FRAME:**  
15 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students with a deeper understanding of the world’s diverse religions. A study of the history of the religion as well as key beliefs, customs and traditions, as well as art and architecture will be the focus. Additionally, students will work to compare and contrast the major beliefs and tenets of the world’s major religions. This unit is intended to provide students with a historical picture of how religion has shaped the world in which we live today.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

3)Compare the development of early world religions and philosophies and their key tenets.

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods

- Identifying cultural contributions of early world religions and philosophies

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenician

#### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 4: Ancient Greece and the Hellenistic World

### RECOMMENDED TIME FRAME:

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students the opportunity to dive into the world of Classical Greece. Students will take time to understand the cultural contributions of Ancient Greece – including the ideas of democracy, philosophy and oration, art and architecture, literature, and science. Additionally, students will study and embark on a journey through the life of Alexander the Great from his beginnings in Macedonia as a student of Aristotle to the expansion of the Greek empire and the spread of Greek culture throughout the Mediterranean, central, and southwest Asia.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

4)Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.

5)Describe the role of Alexander the Great in the Hellenistic world.

Examples: serving as political and military leader, encouraging cultural interaction, allowing religious diversity

- Defining boundaries of Alexander the Great's empire and its economic impact
- Identifying reasons for the separation of Alexander the Great's empire into successor kingdoms
- Evaluating major contributions of Hellenistic art, philosophy, science, and political thought

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

**UNIT 5: Ancient Rome-Republic and Empire**

**RECOMMENDED TIME FRAME:  
15 days**

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an opportunity to trace the rise and fall of the mighty Roman Empire. Students will begin looking at the Roman Republic and its importance in ancient history as well as how the republic transformed into the Roman Empire. Additionally, students will study elements of life in ancient Rome as well as the diffusion of Christianity into the empire. Students will also take time to examine the interaction the Roman Empire had with the great empires of Asia and how elements of culture spread through trade.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

6) Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.

Examples: expansion—illustrating the spread of Roman influence with charts, graphs, timelines, or maps

transformation—noting reforms of Augustus, listing effects of Pax Romana

- Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies

7) Describe the widespread impact of the Roman Empire.

Example: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religions, sculptures and paintings, literature, and the Latin language

- Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine
- Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

UNIT 6: Classical and Post-Classical Asia

RECOMMENDED TIME FRAME:  
15 days

### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an opportunity to view the vast and important accomplishments of classical and post-classical Asia. Students will focus on the development of both Indian and Chinese civilizations as well as the importance of religion and philosophy in Asia. Additionally, students will learn the importance of tradition and family in Asian culture and how trade along the Silk Road will allow Asian civilizations to interact with civilizations as far west as the Mediterranean.

### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

8) Describe the development of a classical civilization in India and China.

Examples: India—religions, arts and literature, philosophies, empires, caste system

China—religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions

- Identifying the effect of monsoons on India
- Identifying landforms and climate regions of China

Example: marking landforms and climate regions of China on a map

12) Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.

Examples: culture—describing the influence on art, architecture, language, and religion

politics—describing changes in civil service

economics—introducing patterns of trade



### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 7: Byzantine Empire and Early Russia

**RECOMMENDED TIME FRAME:**  
15 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students the opportunity to look at the impact of the fall of the western Roman Empire in 476 and how the Byzantine Empire was impacted with the fall of its western counterpart. This unit focuses on the rise and influence of the Byzantine Empire and the influence of its most famous emperors – Constantine and Justinian. Additionally, students will gain an understanding of the rise of the Russian Empire and the influence of the Byzantines and the Mongols on Russia. Students will also dive into lessons detailing the split within Christianity that occurred in 1054 and how the Eastern Orthodox church was similar yet differed from the Catholic Church.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

9) Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian and the effect of the Byzantine Empire on art, religion, architecture, and law.

- Identifying factors leading to the establishment of the Eastern Orthodox Church

Trace the development of the early Russian state and the expansion of its trade systems.

- Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars

10) Trace the development of the early Russian state and the expansion of its trade systems.

- Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 8: Rise of Islamic Civilizations

**RECOMMENDED TIME FRAME:**  
15 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students an overview of the West African civilizations of Ghana, Mali, and Songhay. Students will discover the impact and influence of Islam on the people and the culture of West Africa. Students will also understand the diffusion of Islam from southwest Asia into Africa via trade. This unit seeks to focus on the impact that religion has on history.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

11) Describe early Islamic civilizations, including the development of religious, social, and political systems.

- Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe

13) Compare the African civilizations of Ghana, Mali, and Songhai to include geography, religions, slave trade, economic systems, empires, and cultures.

- Tracing the spread of language, religion, and customs from one African civilization to another
- Illustrating the impact of trade among Ghana, Mali, and Songhai

Examples: using map symbols, interpreting distribution maps, creating a timeline

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 9: Early American Civilizations

**RECOMMENDED TIME FRAME:**  
10 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students a look into the major civilizations that developed in the Americas, including the Maya, Aztec, and Inca of Central and South America and the Inuit, Creek, Cherokee, and Iroquois of North America. Students will analyze similarities and differences between these American civilizations and the civilizations of Europe, Africa, and Asia.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

14) Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayas, Aztecs, Incas, and North American tribes.

Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy

- Locating on a map sites of pre-Columbian cultures
- Examples: Maya, Inca, Inuit, Creek, Cherokee

#### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)

### UNIT 9: Medieval Europe

**RECOMMENDED TIME FRAME:**  
15 days

#### UNIT OVERVIEW

Brief narrative description of the unit

- This unit provides students the opportunity to analyze the changes that occurred within Europe during the Middle Ages. Students will spend time discussing the role of the church as well as how manorialism and feudalism impacted the people of the Medieval Age. Students will compare political changes that occurred in Europe as well as discuss the Crusades and the Black Death. Students will analyze how the events of Medieval Europe gave rise to the Renaissance in the early 1300s.

#### STANDARDS

ALCOS standards reference: Alabama Course of Study 8

15) Describe military and governmental events that shaped Europe in the early Middle Ages (600 – 1000 A.D.)

Examples: invasions, military leaders

- Describing the role of the early medieval church
- Describing the impact of new agricultural methods on manorialism and feudalism

16) Describe major cultural changes in Western Europe in the High Middle Ages (1000 – 1300A.D.).

Examples: the Church, scholasticism, the Crusades

- Describing changing roles of church and governmental leadership
- Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta
- Describing the growth of trade and towns resulting in the rise of the middle class

17) Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance. Examples: the Crusades, Hundred Years' War, Black Death, rise of the middle class, commercial prosperity Identifying changes in the arts, architecture, literature, and science in the late Middle Ages (1300 – 1400 A.D.)

### RESOURCES

Student Unit Progress Monitoring Document

Proficiency Scale(s)

Sample Summative Assessment(s)