

Independent School District of Boise City

613 Sixth Grade Social Studies

Course Description

The sixth grade curriculum is the beginning of a three-course sequence of World Studies. In collaboration with seventh and eighth grade teachers, the sixth grade was designed to introduce the World Studies in the Western Hemisphere excluding the U.S. As such, the course will concentrate on Canadian and Latin American history, geography and culture. During the first semester, students will focus on geography skills, a World Studies Model (designed by teachers in grades six, seven and eight to examine cultures), a study of Ancient Cultures and Exploration, and the geography, history and cultures of Mexico. The second semester includes the study of Central America/Caribbean, South America and Canada. State Standards are imbedded throughout the course and guide its instructional objectives. Activities are provided to add clarity to the performance and instructional objectives.

A Note on Standards

The sixth grade curriculum includes both Boise School District and State of Idaho standards. State standards include content knowledge and skills in the following areas: critical thinking, map skills, geography, adaptation to physical environments and systems, economics, technological advancements of various societies, migration and diffusion, the cultural and social development of Canada & Latin America, and the interdependence of diverse societies. While each standard is expressed through specific, associated instructional objectives, instructors should seek opportunities to apply the standards throughout the course.

Adopted Materials

Latin America and Canada: Adventures in Time and Place, Banks, Dr. James Banks, et al. New York: Macmillan/McGraw-Hill School Publishing Company, 1998.

First Semester Timeline

Unit 1	Map Skills	3 weeks
Unit 2	Physical Geography	3 weeks
Unit 3	World Studies Model	4 weeks
Unit 4	Ancient Cultures and Exploration	3 weeks
Unit 5	Mexico	5 weeks

Second Semester Timeline

Unit 6	Central America and the Caribbean	4 weeks
Unit 7	South America	7 weeks
Unit 8	Canada	7 weeks

Social Studies 6		District Reference 613
Unit 1	Map Skills	Semester 1, 3 weeks

Instructional Objective		Standard Reference	
613.01 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).		6-9.GWH.2.1.2	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Use symbols and cardinal directions to locate positions on a grid.	<i>Latin America and Canada: Adventures in Time</i> , pp. 4-11	EOC
Instructional Objective 613.02 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.		Standard Reference 6-9.WHC.2.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify the four hemispheres, major bodies of water, and continents.	<i>Latin America and Canada: Adventures in Time</i> , pp. 6-8	EOC
02	Identify geographical features of the Western Hemisphere.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 1, Lessons 1 & 2	EOC
Instructional Objective 613.03 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.		Standard Reference 6-9.GWH.2.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Review map essentials (key, compass rose, symbols, kinds of maps, scale, and grid system).	<i>Latin America and Canada: Adventures in Time</i> , pp. 9-13	EOC
02	Identify the purpose for different kinds of maps, models, and globes.	<i>Latin America and Canada: Adventures in Time</i> , pp. 9-13 & 70-71	TMA
Instructional Objective 613.04 Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.		Standard Reference 6-9.GWH.2.1.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Understand that mental maps are formed based on knowledge of geography.	See activity list	EOC
Instructional Objective 613.05 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.		Standard Reference 6-9.GWH.2.1.4	
Associated Instructional Objective:			
Locate and map the climate regions of the Western Hemisphere. Describe the characteristics of each and explain how they differ.		6-9.GWH.2.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Interpret data from a given map, globe, chart, database, and model.	<i>Latin America and Canada: Adventures</i>	EOC TMA

		<i>in Time</i> , pp. 6-13	
02	Develop, use and explain thematic maps (population, climatic, and vegetation).	<i>Latin America and Canada: Adventures in Time</i> , pp. 12-13, & 70-71	TMA

Social Studies 6		District Reference 613
Unit 2	Physical Geography	Semester 1, 3 weeks

Instructional Objective	Standard Reference
613.06 Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate.	6-9.GWH.2.2.3

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify how latitude, longitude, and altitude affect a region's climate.	<i>Latin America and Canada: Adventures in Time</i> , pp. 26-27; Ch. 1, Lesson 3	EOC
02	Compare and contrast the impact of climatic conditions on cultures both past and present.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 1, Lesson 3; Ch. 2, Lesson 1	TMA
03	Analyze climate graphs for selected places and suggest reasons for similarities and differences in climates.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 1, Lesson 3	TMA

Instructional Objective	Standard Reference
613.07 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion).	6-9.GEH.2.2.4

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify the major natural events that cause the earth to change.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 1, Lesson 1	EOC

Instructional Objective	Standard Reference
613.08 Describe major physical characteristics of regions in the Western Hemisphere.	6-9.GWH.2.3.2

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify major landforms in the Western	<i>Latin America and</i>	EOC

	Hemisphere and how natural events cause their formation.	<i>Canada: Adventures in Time</i> , Ch. 1, Lessons 1 & 2	
Instructional Objective		Standard Reference	
613.09 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.		6-9.GWH.2.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Use diagrams and maps to describe ways in which the sun's position, with respect to the tilt of the earth, affects seasons.	<i>Latin America and Canada: Adventures in Time</i> , pp. 73; 192-193; 271	TMA
02	Explain the patterns of daylight and darkness in the far reaches of the Western Hemisphere.	<i>Latin America and Canada: Adventures in Time</i> , p. 80	EOC

Social Studies 6		District Reference
		613
Unit 3	World Studies Model	Semester 1, 4 weeks

Instructional Objective		Standard Reference	
613.10 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.		6-9.GWH.2.4.2	
Associated Instructional Objectives:			
Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		6-9.WHC.1.8.1	
Identify the origins and characteristics of different social classes.		6-9.WHC.1.8.2	
Describe major cultural characteristics of regions in the Western Hemisphere.		6-9.GWH.2.3.3	
Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time.		6-9.GWH.2.4.1	
Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.		6-9.GWH.2.5.4	
Discuss how social institutions influence behavior in different societies in the Western Hemisphere.		6-9.GWH.5.1.1	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.		6-9.GWH.5.1.2	
Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.		6-9.GWH.5.1.3	
Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.		6-9.GWH.5.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Interpret political, physical and types of	<i>Latin America and</i>	TMA

	distribution maps (i.e., climate, resource, vegetation and population maps).	<i>Canada: Adventures in Time</i> , pp. 12-13 & pp. x-xi	
02	Identify key historical events that have occurred in the past that have shaped cultures.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 5, 9, 13, 16, 19, & 22	TMA
03	List and define the elements of a culture using the following terminology: communication, education, government, economics, religion, creativity, military and technology (see attached definitions of terms).	<i>Latin America and Canada: Adventures in Time</i> , Ch. 2, Lesson 2	EOC
Instructional Objective		Standard Reference	
613.11 Explain how man adapted the environment for civilization to develop.		6-9.WHC.1.7.1	
Associated Instructional Objectives:			
Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.		6-9.GWH.2.5.2	
Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere.		6-9.GWH.2.5.3	
Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.		6-9.GWH.2.5.5	
Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.)		6-9.GWH.2.5.6	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define wants and needs.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 1, Lesson 4: and Lesson 2 in chapters: 14, 20 & 23-26	EOC
02	List appropriate needs and wants of a society/culture.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 1, Lesson 4: and Lesson 2 in chapters: 14, 20, & 23-26	TMA
03	Brainstorm and list at least three ways early civilizations adapted their environment to meet their needs.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 2	EOC
04	Demonstrate understanding that regional differences affect cultural adaptations.	<i>Latin America and Canada: Adventures</i>	EOC

		<i>in Time</i> , Ch. 2	
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Social Studies 6		District Reference 613
Unit 4	Ancient Cultures and Exploration	Semester 1, 3 weeks

Instructional Objective	Standard Reference
613.12 Describe the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.	6-9.GWH.1.8.1

Associated Instructional Objectives:	
Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.	6-9.WHC.2.1.2

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Locate cultural centers of Ancient Latin America (Copan, Tikal, Tenochitlan, Cuzco, Machu Picchu).	<i>Latin America and Canada: Adventures in Time</i> , Ch. 9	EOC
02	Understand the historic importance of natural resources in terms of exploration, conquest, and settlement.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 10	TMA
03	List the technological advances intrinsic to Ancient Latin American cultures.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 9	EOC
04	Investigate tools and resources to advance a society.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 9	TMA

Instructional Objective	Standard Reference
613.13 Explain how historically people have relied on their natural resources to meet their needs.	6-9.WHC.3.1.1

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize natural resources available to the region and how they used those resources for advancement within their culture.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 9	TMA
02	Explore needs and the adaptations of natural resources people make to meet those basic needs.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 9	EOC

Social Studies 6		District Reference 613
Unit 5	Mexico	Semester 1, 5 weeks

Instructional Objective 613.14 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time.		Standard Reference 6-9.GWH.2.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze distribution maps to discover why people live where they do(i.e. climate, physical elevation, annual rainfall maps.)	<i>Latin America and Canada: Adventures in Time</i> , Ch. 12, Lessons 1 & 2	TMA
02	Describe how people adapt and respond to a specific physical environment.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 12, Lessons 1 & 2	EOC
Instructional Objective 613.15 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.		Standard Reference 6-9.GWH.1.8.2	
Associated Instructional Objective:			
Identify main reasons for major migrations of people.		6-9.WHC.2.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Trace the spread of language, religion, disease, and customs from one culture to another.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 14, Lesson 3	EOC
Instructional Objective 613.16 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.		Standard Reference 6-9.WHC.3.1.2	
Associated Instructional Objectives:			
Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.		6-9.GWH.2.4.3	
Analyze the distribution of natural resources in the Western Hemisphere.		6-9.GWH.2.5.1	
Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.		6-9.GWH.3.2.1	
Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.		6-9.GWH.3.2.2	
Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.		6-9.GWH.3.2.3	
Identify economic connections between a local community and the countries of the Western Hemisphere		6-9.GWH.3.2.4	
No.	Performance Objective	Resource Reference	Assessment Correlation

01	Develop a list of natural resources and manufactured goods located in Mexico that the world depends upon.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 12, Lesson 2 & Ch. 14, Lesson 2	EOC
02	Identify and discuss factors that attract people to move to and settle in a given city, state, or region.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 14, Lesson 2	TMA
03	Explain why people move from a rural to an urban society.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 14, Lesson 2	EOC

Social Studies 6		District Reference 613
Unit 6	Central American & Caribbean	Semester 2, 4 weeks

Instructional Objective		Standard Reference	
613.17 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.		6-9.WHC.2.1.2	
Associated Instructional Objective:			
Analyze the distribution of natural resources in the Western Hemisphere.		6-9.GWH.2.5.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Locate the cultural centers of Central America and Caribbean.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 15 & 18	EOC
Instructional Objective		Standard Reference	
613.18 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time.		6-9.GWH.2.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze distribution maps to discover why people live where they do (i.e. Climate, physical elevation, annual rainfall maps).	<i>Latin America and Canada: Adventures in Time</i> , Ch. 15, 17, 18, & 20	TMA EOC
02	Describe how people adapt and respond to a specific physical environment.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 17, Lesson 2; Ch. 20, Lesson 2	EOC

Instructional Objective 613.19 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.			Standard Reference 6-9.GWH.1.8.2
Associated Instructional Objective:			
Identify main reasons for major migrations of people.			6-9.WHC.2.3.1
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Trace the spread of language, religion, disease, and customs from one culture to another.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 17 & 20	EOC
Instructional Objective 613.20 Explain how historically people have relied on their natural resources to meet their needs.			Standard Reference 6-9.WHC.3.1.1
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize natural resources available to the region and how those resources are used.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 18, Lesson 2 & Ch. 15, Lesson 1	EOC
02	Develop a list of natural resources and manufactured goods located in Central America/Caribbean that the world depends upon.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 15, Lesson 2; Ch. 17, Lesson 2; Ch. 18, Lesson 2	EOC
Instructional Objective 613.21 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.			Standard Reference 6-9.WHC.3.1.2
Associated Instructional Objectives:			
Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.			6-9.GWH.2.4.3
Analyze the distribution of natural resources in the Western Hemisphere.			6-9.GWH.2.5.1
Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.			6-9.GWH.3.2.1
Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.			6-9.GWH.3.2.2
Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.			6-9.GWH.3.2.3
Identify economic connections between a local community and the countries of the Western Hemisphere			6-9.GWH.3.2.4
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Identify and discuss factors that attract people to move to and settle in a given city, state, or region.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 15, 17, 18, & 20	EOC

Social Studies 6		District Reference 613
Unit 7	South America	Semester 2, 7 weeks

Instructional Objective		Standard Reference
613.22 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.		6-9.WHC.2.1.2
Associated Instructional Objective:		
Analyze the distribution of natural resources in the Western Hemisphere.		6-9.GWH.2.5.1

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Locate cultural centers of South America.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 23, 24, 25, & 26, Lessons 1 & 2	EOC

Instructional Objective		Standard Reference
613.23 Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate.		6-9.GWH.2.2.3

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify characteristics of the rainforest.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 21, Lessons 1 & 2, pp. 190-191	EOC
02	Study the pros and cons of deforestation in South America.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 21, Lesson 2, pp. 232 & 450-451	TMA

Instructional Objective		Standard Reference
613.24 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time.		6-9.GWH.2.4.1

No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze distribution maps to discover why people	<i>Latin America and</i>	TMA

	live where they do (i.e. climate, physical, elevation, annual rainfall maps).	<i>Canada: Adventures in Time</i> , Ch. 23 & 24; p. 448	
02	Describe how people adapt and respond to a specific physical environment.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 21, Lesson 2; Ch. 23, Lesson 1; Ch. 24, Lesson 1-3; Ch. 25, Lessons 1 & 2; Ch. 26, Lessons 1-3	EOC
Instructional Objective 613.25 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.		Standard Reference 6-9.GWH.1.8.2	
Associated Instructional Objective:			
Identify main reasons for major migrations of people.		6-9.WHC.2.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Trace the spread of language, religion, disease, and customs from one culture to another.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 8, Lesson 2; Ch. 11, Lesson 1	EOC
02	Examine the effects of slavery in South America.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 8, Lesson 2; Ch. 11, Lessons 2 & 3	TMA
Instructional Objective 613.26 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.		Standard Reference 6-9.GWH.2.4.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze the consequences of urban expansion on rural communities.	<i>Latin America and Canada: Adventures in Time</i> , pp. 480, 495, 504, 547	EOC
Instructional Objective 613.27 Explain how historically people have relied on their natural resources to meet their needs.		Standard Reference 6-9.WHC.3.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize natural resources available to the region.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 21, Lesson 2; Ch. 9,	EOC

		Lesson 3	
02	Explore needs and the adaptations of natural resources to meet those basic needs of South America.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 9, Lesson 3; Ch. 21, Lesson 2	TMA
03	Develop a list of places on natural resources and manufactured goods the world depends upon located in South America.	<i>Latin America and Canada: Adventures in Time</i> , pp. 467; 478; 479; 481-482; 487; 500; 514-515	EOC
Instructional Objective		Standard Reference	
613.28 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.		6-9.GWH.2.5.2	
Associated Instructional Objectives:			
Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere.		6-9.GWH.2.5.3	
Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.		6-9.GWH.2.5.4	
Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.		6-9.GWH.2.5.5	
Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.)		6-9.GWH.2.5.6	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify changes in ecosystems resulting from human intervention.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 24, Lesson 3; pp. 450-451	EOC
Instructional Objective		Standard Reference	
613.29 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.		6-9.WHC.3.1.2	
Associated Instructional Objectives:			
Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.		6-9.GWH.3.2.1	
Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.		6-9.GWH.3.2.2	

Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.		6-9.GWH.3.2.3	
Identify economic connections between a local community and the countries of the Western Hemisphere		6-9.GWH.3.2.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain why people move from a rural to an urban society.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 22, Lesson 3; Ch. 24, Lesson 3	TMA
02	Identify and discuss factors that attract people to move to and settle in a given city/state/region.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 26 Lessons 2 & 3; Ch. 23, Lesson 3, p. 547	EOC TMA

Social Studies 6		District Reference 613
Unit 8	Canada	Semester 2, 7 weeks

Instructional Objective		Standard Reference	
613.30 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.		6-9.WHC.2.1.2	
Associated Instructional Objective:			
Analyze the distribution of natural resources in the Western Hemisphere.		6-9.GWH.2.5.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Locate cultural centers of Canada.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 3, 4, 5, & 6	EOC
Instructional Objective		Standard Reference	
613.31 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time.		6-9.GWH.2.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze distribution maps to discover why people live where they do (i.e. climate, physical elevation, annual rainfall maps).	<i>Latin America and Canada: Adventures in Time</i> , Ch. 7; pp. 70-73	TMA
02	Describe how people adapt and respond to a specific physical environment.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 4	EOC

Instructional Objective 613.32 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.		Standard Reference 6-9.WHC.3.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	List the technological advances intrinsic to the native cultures of Canada.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 4, Lessons 1-3	EOC
02	Investigate tools and resources to advance the Inuit society.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 4, Lesson 1	TMA
Instructional Objective 613.33 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.		Standard Reference 6-9.GWH.1.8.2	
Associated Instructional Objective:			
Identify main reasons for major migrations of people.		6-9.WHC.2.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Trace the spread of language, religion, disease, and customs from one culture to another.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 7, Lesson 1	EOC
02	Trace global migration patterns of plants, animals, and cultural traits from point of origin to destination (speed, direction of, and why).	<i>Latin America and Canada: Adventures in Time</i> , Ch. 5, Lesson 1; Ch. 4, Lesson 1	TMA
Instructional Objective 613.34 Explain how historically people have relied on their natural resources to meet their needs.		Standard Reference 6-9.WHC.3.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize natural resources available to the region.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 4	EOC
02	Explore the needs and the adaptations of natural resources to meet basic needs.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 4; Ch. 7	TMA
03	Develop a list of natural resources and manufactured goods in Canada that the U.S. depends upon.	<i>Latin America and Canada: Adventures in Time</i> , Ch. 7, Lessons 2 & 3	EOC

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-9
GEOGRAPHY-WESTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Geography–Western Hemisphere

Goal 1.6: Explain the rise of human civilization.

No objectives in Geography–Western Hemisphere

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Geography–Western Hemisphere

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.1.8.1 Describe the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.
- 6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.
- 6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.
- 6-9.GWH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography–Western Hemisphere

Standard 2: Geography

Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
- 6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- 6-9.GWH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.
- 6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.
- 6-9.GWH.2.2.2 Locate and map the climate regions of the Western Hemisphere. Describe the characteristics of each and explain how they differ.
- 6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate.

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere.

- 6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere.
- 6-9.GWH.2.3.3 Describe major cultural characteristics of regions in the Western Hemisphere.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.4.1 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time.
- 6-9.GWH.2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.
- 6-9.GWH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere.
- 6-9.GWH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.
- 6-9.GWH.2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere.
- 6-9.GWH.2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.
- 6-9.GWH.2.5.5 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.
- 6-9.GWH.2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.)

Standard 3: Economics

Students in Geography-Western Hemisphere identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

No objectives in Geography–Western Hemisphere

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

- 6-9.GWH.3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
- 6-9.GWH.3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.
- 6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in Geography–Western Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

No objectives in Geography–Western Hemisphere

Standard 4: Civics and Government

Students in Geography-Western Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography–Western Hemisphere

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography–Western Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Western Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography–Western Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.

Standard 5: Global Perspectives

Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Geography-Western Hemisphere, the student will be able to:

6-9.GWH.5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere.

6-9.GWH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.

6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.

6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-9
GEOGRAPHY-EASTERN HEMISPHERE**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in Geography–Eastern Hemisphere

Goal 1.6: Explain the rise of human civilization.

No objectives in Geography–Eastern Hemisphere

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

No objectives in Geography–Eastern Hemisphere

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.1.8.1 Describe the civilizations of the Eastern Hemisphere prior to European contact, such as Muslim civilization, China, Japan, and sub-Sahara Africa.
- 6-9.GEH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.
- 6-9.GEH.1.8.3 Identify various colonial powers in the Eastern Hemisphere.
- 6-9.GEH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.
- 6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- 6-9.GEH.1.8.6 Examine multiple points of view by analyzing a current event relating to Africa or Asia.

Goal 1.9: Identify the role of religion in the development of human civilization.

No objectives in Geography–Eastern Hemisphere

Standard 2: Geography

Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.1.1 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.
- 6-9.GEH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- 6-9.GEH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.
- 6-9.GEH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.
- 6-9.GEH.2.2.2 Locate and map the climate regions of the Eastern Hemisphere. Describe the characteristics of each and explain how they differ.
- 6-9.GEH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate.
- 6-9.GEH.2.2.4 Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion).

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.3.1 Identify the names and locations of countries and major cities in the Eastern Hemisphere.
- 6-9.GEH.2.3.2 Describe major physical characteristics of regions in the Eastern Hemisphere.
- 6-9.GEH.2.3.3 Compare major cultural characteristics of regions in the Eastern Hemisphere.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.4.1 Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.
- 6-9.GEH.2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.
- 6-9.GEH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.2.5.1 Analyze the distribution of natural resources in the Eastern Hemisphere.
- 6-9.GEH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment.
- 6-9.GEH.2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere.
- 6-9.GEH.2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere.
- 6-9.GEH.2.5.5 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.
- 6-9.GEH.2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.

Standard 3: Economics

Students in Geography-Eastern Hemisphere identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

No objectives in Geography–Eastern Hemisphere

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.3.2.1 Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.
- 6-9.GEH.3.2.2 Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.
- 6-9.GEH.3.2.3 Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.
- 6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere.
- 6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits.
- 6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in Geography–Eastern Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

No objectives in Geography–Eastern Hemisphere

Standard 4: Civics and Government

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in Geography–Eastern Hemisphere

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in Geography–Eastern Hemisphere

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in Geography–Eastern Hemisphere

Goal 4.4: Build an understanding of the evolution of democracy.

No objectives in Geography–Eastern Hemisphere

Goal 4.5: Build an understanding of comparative government.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
- 6-9.GEH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries.

Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of Geography-Eastern Hemisphere, the student will be able to:

- 6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.
- 6-9.GEH.5.1.2 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.
- 6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
- 6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.
- 6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.
- 6-9.GEH.5.1.6 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 speculate possible responses by various individuals, groups, and nations.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-9
WORLD HISTORY AND CIVILIZATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

No objectives in World History and Civilization

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

No objectives in World History and Civilization

Goal 1.3: Identify the role of American Indians in the development of the United States.

No objectives in World History and Civilization

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives in World History and Civilization

Goal 1.5: Trace the role of exploration and expansion in the development of the United States.

No objectives in World History and Civilization

Goal 1.6: Explain the rise of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- | | |
|---------------|---|
| 6-9.WHC.1.6.1 | Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. |
| 6-9.WHC.1.6.2 | Using archaeological evidence, describe the characteristics of early hunter-gatherer communities. |
| 6-9.WHC.1.6.3 | Analyze the characteristics of early civilizations. |

Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop.
- 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations.

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.
- 6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.
- 6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.

Goal 1.9: Identify the role of religion in the development of human civilization.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world.
- 6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization.
- 6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order.
- 6-9.WHC.1.9.4 Describe how different religious beliefs were sources of conflict.

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.1.1 Locate places on maps using latitude and longitude systems and compass directions.
- 6-9.WHC.2.1.2 Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives in World History and Civilization

Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.3.1 Identify main reasons for major migrations of people.
- 6-9.WHC.2.3.2 Explain how climate affects human migration and settlement.
- 6-9.WHC.2.3.3 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.

6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.4.1 Compare and contrast physical features on the planet.
- 6-9.WHC.2.4.2 Explain the impact of waterways on civilizations.
- 6-9.WHC.2.4.3 Identify the characteristics of significant early civilization.

Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups.
- 6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources.
- 6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems.
- 6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.3.1.1 Explain how historically people have relied on their natural resources to meet their needs.
- 6-9.WHC.3.1.2 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.
- 6-9.WHC.3.1.3 Analyze the role of money as a means of exchange.
- 6-9.WHC.3.1.4 Describe alternative means of exchange.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.3.2.1 Analyze the impact of economic growth on European society.
- 6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.
- 6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.
- 6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth.

Goal 3.3: Analyze the different types of economic institutions.

No objectives in World History and Civilization

Goal 3.4: Explain the concepts of good personal finance.

No objectives in World History and Civilization

Standard 4: Civics and Government

Students in World History and Civilization build an understanding of the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

No objectives in World History and Civilization

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

No objectives in World History and Civilization

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

No objectives in World History and Civilization

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization.
- 6-9.WHC.4.4.2 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.
- 6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.

Goal 4.5: Build an understanding of comparative government.

No objectives in World History and Civilization

Standard 5: Global Perspectives

Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objective(s): By the end of World History and Civilization, the student will be able to:

- 6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.
- 6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II, including the Holocaust; and the Cold War.