

**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-Saharan 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.