

# Independent School District of Boise City

## 1301 World Studies 7

### Course Description

This course is the second in a three-course sequence of world studies. World Studies 7 focuses on the history, geography, and culture of Asia and Africa. First semester includes units on physical geography, prehistory, the ancient history of early civilizations, and the physical and cultural studies of North Africa, the Middle East, and South Asia. Second semester includes the history, physical geography, and cultural features of Southeast Asia, China, Japan, the Koreans, and Sub-Saharan Africa. Teachers have designed a World Studies Model for examining the cultures studied in grades six, seven, and eight.

### A Note on the Standards

The seventh 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 environment and systems, economics, technological advancements of various societies, migration and diffusion, the cultural and social development of Asia and Africa, 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

*World Cultures and Geography: Eastern Hemisphere*, McDougal-Little, 2005

*World History*, Glencoe, 2005 (supplement)

### First Semester Timeline

Unit 1	Five Themes of Geography	4 weeks
Unit 2	Prehistory Overview	1 week
Unit 3	Early Civilization: Fertile Crescent	2 weeks
Unit 4	Early Civilization: Egypt	2 weeks
Unit 5	North Africa & Middle East: Physical Geography	1 week
Unit 6	North Africa & Middle East: History and Culture	3 weeks
Unit 7	South Asia: Early History	1 week
Unit 8	South Asia: Physical Geography	1 week
Unit 9	South Asia: History and Culture	2 weeks

### Second Semester Timeline

Unit 10	Southeast Asia: Physical Geography	1 week
Unit 11	Southeast Asia: History and Culture (Includes optional country report)	3 weeks
Unit 12	China: Early History	1-1½ weeks
Unit 13	China: Physical Geography	1 week
Unit 14	China: History and Culture	2½ weeks
Unit 15	Japan and the Koreans: Physical Geography	1 week
Unit 16	Japan and the Koreans: History and Culture	3 weeks
Unit 17	Sub-Saharan Africa: Physical Geography	1 week

<b>World Studies 7</b>		<b>District Reference</b> 1301
<b>Unit 1</b>	<b>Five Themes of Geography</b>	<b>Semester 1, 4 weeks</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.01 Locate places on maps using latitude and longitude systems and compass directions.		6-9.WHC.2.1.1	
Associated Instructional Objectives:			
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.2.1.2	
Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.		6-9.GEH.2.1.1	
<b>No.</b>	<b>Performance Objectives.</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Differentiate between absolute and relative location.	<i>World Cultures and Geography</i> , p. 36	EOC
02	Find exact locations using coordinates.	<i>World Cultures and Geography</i> , p. 36	EOC
03	Identify the five themes of geography.	<i>World Cultures and Geography</i> , p. 36	EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.02 Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
Associated Instructional Objectives:			
Compare and contrast physical features on the planet.		6-9.WHC.2.4.1	
Locate and map the climate regions of the Eastern Hemisphere. Describe the characteristics of each and explain how they differ.		6-9.GEH.2.2.2	
Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.		6-9.GEH.2.2.1	
Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate.		6-9.GEH.2.2.3	
Identify specific areas of the Eastern Hemisphere with important natural resource deposits.		6-9.GEH.3.2.5	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Review types of major landforms and bodies of water.	<i>World Cultures and Geography</i> , p. 12	TMA EOC
02	Differentiate between weather and climate.	Teacher Resources	TMA EOC
03	Distinguish between physical and human characteristics of a place.	<i>World Cultures and Geography</i> , p. 37	TMA EOC

<b>Instructional Objective</b> 1301.03 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.			<b>Standard Reference</b> 6-9.GEH.2.4.2
Associated Instructional Objectives:			
Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.			6-9.GEH.2.4.1
Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.			6-9.GEH.2.1.3
Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.			6-9.GEH.3.2.6
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>culture</i> and the elements that make culture unique.	<i>World Cultures and Geography</i> , p. 21	TMA EOC
02	Understand how population is measured by distribution and density.	Teacher Resources	TMA EOC
<b>Instructional Objective</b> 1301.04 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.			<b>Standard Reference</b> 6-9.GEH.2.5.2
Associated Instructional Objectives:			
Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.			6-9.GEH.2.4.3
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.2.5.3
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.2.5.4
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define and provide examples of <i>human environmental interaction</i> .	<i>World Cultures and Geography</i> , p. 39	EOC
02	Explain how people use resources to make a living.	<i>World Cultures and Geography</i> , p. 20	TMA
03	Describe how the use of resources affects the environment.	<i>World Cultures and Geography</i> , p. 20	TMA
<b>Instructional Objective</b> 1301.05 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.			<b>Standard Reference</b> 6-9.GEH.2.5.6
Associated Instructional Objective:			
Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.			6-9.GEH.2.5.5
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment</b>

			<b>Correlation</b>
01	Identify the causes and effects of pollution such as and acid rain.	Teacher Resources	TMA
02	Define <i>fossil fuels</i> and differentiate between renewable and nonrenewable resources.	<i>World Cultures and Geography</i> , pp. 20, 295	TMA EOC
<b>Instructional Objective</b> 1301.06 Describe major physical characteristics of regions in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.2.3.2
Associated Instructional Objective:			
Compare major cultural characteristics of regions in the Eastern Hemisphere.			6-9.GEH.2.3.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>region</i> and provide examples of region types.	<i>World Cultures and Geography</i> , p. 37	EOC
02	Summarize regional divisions.	<i>World Cultures and Geography</i> , pp. 25, 37	TMA
<b>Instructional Objective</b> 1301.07 Analyze the distribution of natural resources in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.2.5.1
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define and provide examples of <i>movement</i> .	<i>World Cultures and Geography</i> , p. 38	TMA EOC
02	Define and give examples of cultural exchange and interdependence.	<i>World Cultures and Geography</i> , p. 26	TMA EOC

<b>Unit 2</b>	<b>Prehistory Overview</b>	<b>Semester 1, 1 week</b>
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<b>Instructional Objective</b> 1301.08 Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.			<b>Standard Reference</b> 6-9.WHC.1.6.1
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>archaeology</i> and differentiate between archeology and anthropology.	<i>World History</i> , p. 19	TMA EOC
02	Differentiate between B.C. and A.D.	Teacher Resources	TMA EOC
03	Characterize the Paleolithic Age (Old Stone Age).	<i>World History</i> , p. 22	TMA EOC

<b>Instructional Objective</b>			<b>Standard Reference</b>
1301.09 Using archaeological evidence, describe the characteristics of early hunter-gatherer communities.			6-9.WHC.1.6.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Characterize the Neolithic (New Stone Age).	<i>World History</i> , p. 27	TMA EOC
02	Examine the culture of ancient civilizations.	<i>World History</i> , p. 31 <i>World Cultures and Geography</i> , p. 218	TMA EOC
03	Describe how early people acquired food and resources.	<i>World History</i> , pp. 22, 27	TMA EOC
04	Explain the effects of the Neolithic revolution.	<i>World History</i> , pp. 27-30	TMA EOC

<b>Unit 3</b>	<b>Early Civilization: Fertile Crescent</b>	<b>Semester1, 2 weeks</b>
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<b>Instructional Objective</b>			<b>Standard Reference</b>
1301.10 Identify the characteristics of significant early civilization.			6-9.WHC.2.4.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define the term <i>domestication</i> .	<i>World History</i> , p. 28	TMA EOC
02	Describe food-collecting techniques used by pre-historic people.	<i>World History</i> , p. 22	TMA
<b>Instructional Objective</b>			<b>Standard Reference</b>
1301.11 Describe the civilizations of the Eastern Hemisphere prior to European contact, such as Muslim civilization, China, Japan, and sub-Saharan Africa.			6-9.WHC.1.8.1
Associated Instructional Objective:			
Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.			6-9.GEH.2.3.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Locate centers of ancient civilizations on a political map.	<i>World History</i> , p. 38	EOC
02	Describe geographic features of the Fertile Crescent region.	<i>World History</i> , p. 37	TMA
<b>Instructional Objective</b>			<b>Standard Reference</b>
1301.12 Analyze the various political philosophies which shaped western civilization including the city-state, monarchy, republic, nation-state, and democracy.			6-9.WHC.4.4.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>civilization</i> and <i>city-state</i> .	<i>World History</i> , pp. 30, 39	TMA EOC

02	Trace the rise of cities in the Fertile Crescent, i.e., Sumerian city-states.	<i>World History</i> , pp. 38-39	TMA EOC
03	Describe ideal conditions for human settlement.	<i>World Cultures and Geography</i> , p. 214 <i>World History</i> , pp. 37-38	TMA EOC
<b>Instructional Objective</b> 1301.13 Explain how religion shaped the development of western civilization.			<b>Standard Reference</b> 6-9.WHC.1.9.2
Associated Instructional Objective:			
Explain the relationship between religion and the peoples understanding of the natural world.			6-9.WHC.1.9.1
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe how religion influenced the development of government and technology.	<i>World History</i> , pp. 39-42	TMA
02	Trace how religion shaped the cultures of the Fertile Crescent.	<i>World History</i> , pp. 39-42	TMA EOC
<b>Instructional Objective</b> 1301.14 Discuss how religion influenced social behavior and created social order.			<b>Standard Reference</b> 6-9.WHC.1.9.3
Associated Instructional Objective:			
Describe how different religious beliefs were sources of conflict.			6-9.WHC.1.9.4
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>religion, polytheism, and monotheism</i> .	<i>World History</i> , pp. 42, 59	TMA EOC
02	Explain the role of gods in Fertile Crescent civilizations.	<i>World History</i> , pp. 39-42	TMA EOC
<b>Instructional Objective</b> 1301.15 Describe major physical characteristics of regions in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.2.3.2
Associated Instructional Objective:			
Explain the impact of waterways on civilizations.			6-9.WHC.2.4.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe how river valleys influenced human activity in the Fertile Crescent.	<i>World History</i> , pp. 37-38 <i>World Cultures and Geography</i> , pp. 213-219	TMA EOC
02	Relate land use to the types of the natural vegetation in the region.	Teacher Resources	TMA
<b>Instructional Objective</b> 1301.16 Analyze the characteristics of early civilizations.			<b>Standard Reference</b> 6-9.WHC.1.6.3
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	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.		6-9.WHC.4.4.2	
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.3.2.1	
Explain how historically people have relied on their natural resources to meet their needs.		6-9.WHC.3.1.1	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Examine the origin of written languages.	<i>World History</i> , p. 42 <i>World Cultures and Geography</i> , p. 220	TMA EOC
02	Discuss the significant contributions of Hammurabi's Code.	<i>World History</i> , pp. 41, 44 <i>World Cultures and Geography</i> , p. 217	TMA EOC
03	Identify major religions and their fundamental beliefs.	<i>World History</i> , Ch. 2	TMA
04	Explain the significant ways the Fertile Crescent people made their living.	<i>World History</i> , p. 40	TMA

<b>Unit 4</b>	<b>Early Civilization: Egypt</b>	<b>Semester 1, 2 weeks</b>
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<b>Instructional Objective</b> 1301.17 Identify the characteristics of significant early civilization.		<b>Standard Reference</b> 6-9.WHC.2.4.3	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Review <i>domestication</i> .	<i>World History</i> , p. 28	TMA
02	Describe food-growing techniques used by people in ancient Egypt.	<i>World History</i> , pp. 45-46	TMA EOC
<b>Instructional Objective</b> 1301.18 Explain how man adapted the environment for civilization to develop.		<b>Standard Reference</b> 6-9.WHC.1.7.1	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Review early civilizations in North America and compare them to early Egyptian civilization.	Teacher Resources	TMA
02	Compare and contrast hunting and gathering techniques of people in North America with the people of ancient Egypt.	Teacher Resources	TMA
03	Examine the role of women in ancient Egypt.	<i>World History</i> , p. 52	EOC

<b>Instructional Objective</b> 1301.19 Explain how religion shaped the development of western civilization.			<b>Standard Reference</b> 6-9.WHC.1.9.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe how religion influenced government and technology in ancient Egypt.	<i>World History</i> , pp. 46, 51 <i>World Cultures and Geography</i> , pp. 225-226	TMA EOC
02	Trace how religion shaped the culture of ancient Egypt.	<i>World History</i> , pp. 46-48 <i>World Cultures and Geography</i> , p. 227	TMA EOC
03	Explain why the pyramids were built.	<i>World History</i> , pp. 48-49 <i>World Cultures and Geography</i> , p. 225	EOC
<b>Instructional Objective</b> 1301.20 Discuss how religion influenced social behavior and created social order.			<b>Standard Reference</b> 6-9.WHC.1.9.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain the role of gods in ancient Egypt.	<i>World History</i> , pp. 42-59	TMA EOC
<b>Instructional Objective</b> 1301.21 Explain the relationship between religion and the people's understanding of the natural world.			<b>Standard Reference</b> 6-9.WHC.1.9.1
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Cite examples of how religion is used to understand natural events in the ancient Egypt.	<i>World History</i> , pp. 52-53	EOC
<b>Instructional Objective</b> 1301.22 Describe major physical characteristics of regions in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.2.3.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain how the Nile influences human activity in Egypt.	<i>World Cultures and Geography</i> , pp. 223-224	TMA EOC
02	Relate land use to the types of natural vegetation in ancient Egypt.	Teacher Resources	TMA

<b>Unit 5</b>	<b>North Africa &amp; Middle East: Physical Geography</b>	<b>Semester 1, 1 week</b>
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<b>Instructional Objective</b>			<b>Standard Reference</b>
1301.23 Describe major physical characteristics of regions in the Eastern Hemisphere.			6-9.GEH.2.3.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe and locate major and minor landforms and adjacent bodies of water in the region.	Atlas	TMA EOC
02	Describe how the major landforms of the region affect types of climate.	<i>World Cultures and Geography</i> , pp. 214-216	TMA
03	Review the importance of the major rivers in the region.	<i>World History</i> , p. 37	TMA
04	Describe the climate of the region.	Atlas	TMA EOC
05	Analyze the distribution of petroleum and the effects of OPEC.	<i>World Cultures and Geography</i> , pp. 249-251	TMA EOC

<b>Unit 6</b>	<b>North Africa &amp; Middle East: History and Culture</b>	<b>Semester 1, 3 weeks</b>
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<b>Instructional Objective</b>			<b>Standard Reference</b>
1301.24 Explain how religion shaped the development of western civilization.			6-9.WHC.1.9.2
Associated Instructional Objectives:			
Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.			6-9.GEH.1.8.5
Describe the civilizations of the Eastern Hemisphere prior to European contact, such as Muslim civilization, China, Japan, and sub-Saharan Africa.			6-9.GEH.1.8.1
Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.			6-9.GEH.5.1.1
Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.			6-9.GEH.5.1.3
Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.			6-9.GEH.5.1.4
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain the origins and identify the founders of Judaism, Christianity, and Islam (e.g., discuss the common ancestry of Semitic people; identify religious figures such as Abraham, Moses, Jesus, and Muhammad).	<i>World History</i> , pp. 170-174, 216-219 <i>World Cultures and Geography</i> , pp.229-232	TMA EOC
02	Describe the fundamental beliefs of Judaism, Christianity, and Islam.	<i>World History</i> , pp. 191-194, 216-219	TMA EOC

		<i>World Cultures and Geography</i> , pp. 232, 251	
03	Recognize the holy books and religious symbols of Judaism, Christianity, and Islam.	<i>World History</i> , pp. 216-217 <i>World Cultures and Geography</i> , pp.229-232, 252, 267-268	TMA EOC
04	Explain how Judaism, Christianity, and Islam influence families and governments of the Middle East.	Teacher Resources	TMA
05	Discuss regional conflicts that are related to religious differences (e.g. Palestinians/Israelis).	<i>World History</i> , pp. 929-934 <i>World Cultures and Geography</i> , pp.229-232, 251, 267-268	TMA EOC
06	Identify religious places of worship.	<i>World History</i> , p. 202	TMA EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.25 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.		6-9.WHC.4.4.3	
Associated Instructional Objectives:			
Identify the names and locations of countries and major cities in the Eastern Hemisphere.		6-9.GEH.2.3.1	
Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		6-9.GEH.4.5.1	
Identify the names and locations of countries and major cities in the Eastern Hemisphere.		6-9.GEH.2.3.1	
Give examples of the different routes to independence from colonial rule taken by countries.		6-9.GEH.4.5.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	On a political map, label the countries and capitals in the region.	Atlas <i>World Cultures and Geography</i> , pp. A19, A22	TMA EOC
02	Name the major types of governments in the region.	Teacher Resources	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.26 Describe alternative means of [economic] exchange.		6-9.WHC.3.1.4	
Associated Instructional Objectives:			
Analyze the role of money as a means of exchange.		6-9.WHC.3.1.3	
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.3.2.2	

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.5.1.5	
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.		6-9.GEH.5.1.6	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Identify the ways people make their living in the region.	<i>World Cultures and Geography</i> , pp. 250, 253, 259, 265	TMA EOC
02	Explore the contemporary economies and trade arrangements in the region.	<i>World Cultures and Geography</i> , pp. 250, 253, 259, 265	TMA EOC
Instructional Objective		Standard Reference	
1301.27 Identify the characteristics of significant early civilization.		6-9.WHC.2.4.3	
Associated Instructional Objectives:			
Analyze the characteristics of early civilizations.		6-9.WHC.1.6.3	
Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.		6-9.GEH.5.1.1	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.		6-9.GEH.5.1.3	
Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.		6-9.GEH.5.1.4	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Recognize significant historic and present day events related to the region (e.g. Arab-Israeli conflict).	<i>World History</i> , pp. 781-785, 929-934 <i>World Cultures and Geography</i> , pp.243-247, 258	TMA EOC
02	Locate historic sites, (e.g. Jerusalem, Mecca, West Bank, Gaza).	<i>World Cultures and Geography</i> , pp. 229-232, 233, 245	TMA EOC

<b>Unit 7</b>	<b>South Asia: Early History</b>	<b>Semester 1, 1 week</b>
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<b>Instructional Objective</b> 1301.28 Identify the characteristics of significant early civilization.			<b>Standard Reference</b> 6-9.WHC.2.4.3
Associated Instructional Objective:			
Explain the impact of waterways on civilizations.			6-9.WHC.2.4.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Discuss the development of civilization in the Indus River Valley.	<i>World History</i> , pp. 72-73 <i>World Cultures and Geography</i> , pp. 377-378	TMA EOC
02	Discuss the physical site and location of Mohenjo Daro.	<i>World History</i> , p. 73 <i>World Cultures and Geography</i> , pp. 386-387	TMA EOC
<b>Instructional Objective</b> 1301.29 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.			<b>Standard Reference</b> 6-9.GEH.1.8.5
Associated Instructional Objective:			
Explain how man adapted the environment for civilization to develop.			6-9.WHC.1.7.1
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recognize the significance of the Aryan Migration as it influenced South Asia.	<i>World History</i> , p 74. <i>World Cultures and Geography</i> , pp. 386-387	TMA
02	Describe the roots and significance of Hinduism and the caste system.	<i>World History</i> , pp. 75-77 <i>World Cultures and Geography</i> , pp. 386-388	TMA EOC
03	Relate the origin and significance of Buddhism.	<i>World History</i> , pp. 78-79 <i>World Cultures and Geography</i> , pp. 394-395	TMA EOC
<b>Instructional Objective</b> 1301.30 Analyze the characteristics of early civilizations.			<b>Standard Reference</b> 6-9.WHC.1.6.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain the rise and significance of the Mauryan Empire.	<i>World History</i> , pp. 81-82 <i>World Cultures and Geography</i> , pp. 389-390	TMA EOC
02	Define the term <i>Golden Age</i> .	<i>World Cultures and</i>	TMA

		<i>Geography</i> , pp. 389-390	
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<b>Unit 8</b>	<b>South Asia: Physical Geography</b>	<b>Semester 1, 1 week</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.31 Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe and locate major and minor landforms and adjacent bodies of water in the region.	<i>World Cultures and Geography</i> , p. 384	TMA EOC
02	Explain the meaning of sub-continent and describe the effects of the Himalayan Mountains on South Asia.	<i>World Cultures and Geography</i> , pp. 378-379	TMA EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.32 Explain how climate affects human migration and settlement.		6-9.WHC.2.3.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe the climate regions and types of vegetation in South Asia.	Atlas	TMA
02	Define <i>monsoon</i> and explain how monsoons affect human activity in the region.	<i>World Cultures and Geography</i> , pp. 382-383	TMA EOC
03	Relate land use to climate type in the region.	Teacher Resources	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.33 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.2.5.4	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain the value of land and water as resources in the area.	<i>World Cultures and Geography</i> , p. 383	TMA EOC
02	Explore the life of Himalayan farmers.	Teacher Resources	TMA

<b>Unit 9</b>	<b>South Asia: History and Culture</b>	<b>Semester 1, 2 weeks</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.34 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Associated Instructional Objective:			
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the major languages of South Asia.	<i>World Cultures and</i>	TMA

		<i>Geography</i> , pp. 421-422, 428	EOC
02	Show the relationship of these languages of South Asia	<i>World Cultures and Geography</i> , pp. 421-422, 428	TMA
<b>Instructional Objective</b> 1301.35 Describe how different religious beliefs were sources of conflict.		<b>Standard Reference</b> 6-9.WHC.1.9.4	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Review the origin and fundamental beliefs of South Asia's important religious groups.	<i>World Cultures and Geography</i> , pp. 229-232, 387-388	TMA
02	Discuss conflicts that surface due to religious differences in the region (e.g. Kashmir, India/Pakistan).	<i>World History</i> , pp. 952-954 <i>World Cultures and Geography</i> , pp. 425-427, 429	TMA EOC
<b>Instructional Objective</b> 1301.36 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.		<b>Standard Reference</b> 6-9.WHC.3.2.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify inventions/discoveries that have origins in ancient South Asia.	<i>World Cultures and Geography</i> , p. 387	TMA EOC
<b>Instructional Objective</b> 1301.37 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		<b>Standard Reference</b> 6-9.GEH.4.5.1	
Associated Instructional Objectives:			
Identify the names and locations of countries and major cities in the Eastern Hemisphere.		6-9.GEH.2.3.1	
Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.		6-9.WHC.4.4.3	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Determine the countries that comprise the regions of South Asia and label a political map.	Atlas	TMA EOC
02	Name the type of governmental systems used in South Asia.	<i>World Cultures and Geography</i> , pp. 409-412	TMA EOC
03	Discuss conflicts with regards to differing national policies and goals in South Asia.	<i>World History</i> , pp. 952-954 <i>World Cultures and Geography</i> , pp. 422-427, 429	TMA

<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.38 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.3.2.1	
Associated Instructional Objectives:			
Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.		6-9.GEH.1.8.2	
Identify various colonial powers in the Eastern Hemisphere.		6-9.GEH.1.8.3	
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.3.2.2	
Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.		6-9.GEH.3.2.3	
Identify economic connections between a local community and the countries of the Eastern Hemisphere.		6-9.GEH.3.2.4	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain the main economic activities in the region, e.g., cottage industry, textile production.	<i>World Cultures and Geography</i> , pp. 416-419	TMA EOC
02	Describe the problems and successes related to economic growth in the region (e.g. explain the effect of British colonization on Indian textile production).	<i>World Cultures and Geography</i> , pp. 416-419	TMA EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.39 Give examples of the different routes to independence from colonial rule taken by countries.		6-9.GEH.4.5.2	
Associated Instructional Objectives:			
Recognize historical perspective by identifying the context in which events occurred.		6-9.GEH.1.8.4	
Examine multiple points of view by analyzing a current event relating to Africa or Asia.		6-9.GEH.1.8.6	
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.5.1.5	
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.		6-9.GEH.5.1.6	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recognize significant historic situations, individuals, and events of the region (e.g. Gandhi,	<i>World History</i> , pp. 952-954, 788-789	TMA EOC

	Indian Independence).	<i>World Cultures and Geography</i> , pp. 406-407	
02	Explain the political partition of the subcontinent.	<i>World History</i> , pp. 952-954 <i>World Cultures and Geography</i> , p. 407	TMA EOC
03	Analyze the current events of the region.	Teacher Resources	TMA

<b>Unit 10</b>	<b>Southeast Asia: Physical Geography</b>	<b>Semester 2, 1 week</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.40 Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe and locate major and minor landforms and adjacent bodies of water.	Atlas	TMA EOC
02	Review term <i>archipelago</i> .	<i>World Cultures and Geography</i> , p. 381 Atlas	TMA EOC
03	Review the climates of Southeast Asia.	Atlas	TMA

<b>Unit 11</b>	<b>Southeast Asia: History and Culture</b>	<b>Semester 2, 3 weeks</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.41 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Associated Instructional Objective:			
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Examine the influences of Chinese, French, English, and American cultures on Southeast Asia.	<i>World Cultures and Geography</i> , pp. 437-441	TMA EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.42 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.		6-9.GEH.1.8.5	
Associated Instructional Objectives:			
Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.		6-9.GEH.5.1.1	

Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.			6-9.GEH.5.1.2
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Review the origin and core beliefs of Buddhism and Islam.	<i>World History</i> , pp. 194-195, 217 <i>World Cultures and Geography</i> , pp. 394-395	TMA EOC
02	Explain how Buddhism, Islam, and Christianity influence family and governments.	Teacher Resources	TMA
<b>Instructional Objective</b> 1301.43 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.		<b>Standard Reference</b> 6-9.GEH.2.5.2	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Describe the rise of industrialization in the region (e.g. sweatshops, high tech industries).	<i>World Cultures and Geography</i> , pp. 444-447	TMA EOC
<b>Instructional Objective</b> 1301.44 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		<b>Standard Reference</b> 6-9.GEH.4.5.1	
Associated Instructional Objectives:			
Identify the names and locations of countries and major cities in the Eastern Hemisphere.		6-9.GEH.2.3.1	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Identify the countries and capitals of the region.	Atlas	TMA
02	Name the major types of government of the region.	Teacher Resources	TMA EOC
<b>Instructional Objective</b> 1301.45 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.		<b>Standard Reference</b> 6-9.GEH.3.2.1	
Associated Instructional Objectives:			
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.3.2.2	
Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.		6-9.GEH.3.2.3	
Identify economic connections between a local community and the countries of the Eastern Hemisphere.		6-9.GEH.3.2.4	
No.	Performance Objectives	Resource Reference	Assessment Correlation

01	Explain the significant ways people make their living in Southeast Asia.	<i>World Cultures and Geography</i> , pp. 444-447	TMA EOC
02	List the major products of Southeast Asia.	Teacher Resources	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.46 Give examples of the different routes to independence from colonial rule taken by countries.		6-9.GEH.4.5.2	
Associated Instructional Objectives:			
Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.		6-9.GEH.1.8.2	
Identify various colonial powers in the Eastern Hemisphere.		6-9.GEH.1.8.3	
Recognize historical perspective by identifying the context in which events occurred.		6-9.GEH.1.8.4	
Examine multiple points of view by analyzing a current event relating to Africa or Asia.		6-9.GEH.1.8.6	
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.5.1.5	
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.		6-9.GEH.5.1.6	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recognize the significant historic events of Southeast Asia (e.g. identify the colonial powers, and analyze the impact of the spice trade and war).	<i>World History</i> , p. 651 <i>World Cultures and Geography</i> , pp. 440, 449-453	TMA EOC
02	Identify and note the contributions of key historical figures (e.g. Ho Chi Minh, Pol Pot).	<i>World Cultures and Geography</i> , pp. 449-453	TMA
03	Analyze current events in the region.	Teacher Resources	TMA

<b>Unit 12</b>	<b>China: Early History</b>	<b>Semester 2, 1-1½ weeks</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>
1301.47 Describe the civilizations of the Eastern Hemisphere prior to European contact, such as Muslim civilization, China, Japan, and sub-Saharan Africa.		6-9.WHC.1.8.1
Associated Instructional Objective:		
Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.		6-9.GEH.2.3.3

Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.			6-9.GEH.5.1.1
Describe how the structure of family changes in relation to socioeconomic conditions.			6-9.WHC.1.8.3
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Identify the first known civilizations in China	<i>World History</i> , p. 88 <i>World Cultures and Geography</i> , pp. 475-480	TMA EOC
02	List the accomplishments of the Shang people.	<i>World History</i> , pp. 88-90	TMA EOC
03	Define <i>extended family</i> .	Teacher Resources	TMA EOC
04	Explain China's early isolation.	Teacher Resources	TMA EOC

<b>Unit 13</b>	<b>China: Physical Geography</b>	<b>Semester 2, 1 week</b>
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<b>Instructional Objective</b> 1301.48 Describe major physical characteristics of regions in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.2.3.2
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Describe and locate major and minor landforms and adjacent bodies of water of the region.	Atlas	TMA EOC
<b>Instructional Objective</b> 1301.49 Explain the impact of waterways on civilizations.			<b>Standard Reference</b> 6-9.WHC.2.4.2
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Identify and locate the main rivers in China.	Atlas	TMA EOC
02	Explain the relationship between population density and rivers in China.	<i>World History</i> , p. 88 <i>World Cultures and Geography</i> , p. 470	TMA EOC
<b>Instructional Objective</b> 1301.50 Explain how climate affects human migration and settlement.			<b>Standard Reference</b> 6-9.WHC.2.3.2
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Explain how elevation levels and climate affect human settlement in China.	<i>World History</i> , p. 88	TMA EOC
02	Summarize the benefits of the North China plain.	Teacher Resources	TMA

<b>Unit 14</b>	<b>China: History and Culture</b>	<b>Semester 2, 2 ½ weeks</b>
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<b>Instructional Objective</b> 1301.51 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.5.1.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain how characters are used in written Chinese.	<i>World History</i> , p. 94 <i>World Cultures and Geography</i> , pp 475-480	TMA EOC
02	Explain how a written language helped unite China.	Teacher Resources	TMA
<b>Instructional Objective</b> 1301.52 Discuss how religion influenced social behavior and created social order.			<b>Standard Reference</b> 6-9.WHC.1.9.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Review the main ideas of Buddhism.	<i>World History</i> , pp. 78-79	TMA EOC
02	List the main ideas and discuss the impact of Confucianism and Daoism.	<i>World History</i> , p. 95-96	TMA EOC
<b>Instructional Objective</b> 1301.53 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.2.5.3
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.GEH.2.5.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Explain the uses of dikes.	Teacher Resources	TMA EOC
02	List the benefits and drawbacks of the Three Gorges Dam.	<i>World Cultures and Geography</i> , p. 489	TMA
<b>Instructional Objective</b> 1301.54 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.5.1.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>calligraphy</i> and explain its role in Chinese culture.	Teacher Resources	TMA
02	Define <i>pagoda</i> .	<i>World Cultures and Geography</i> , p. 446	TMA EOC

<b>Instructional Objective</b> 1301.55 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		<b>Standard Reference</b> 6-9.GEH.4.5.1	
Associated Instructional Objectives:			
Identify influential economic thinkers and the impact of their philosophies.		6-9.WHC.3.2.3	
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.3.2.1	
Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.		6-9.WHC.4.4.3	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Contrast <i>communism</i> and <i>capitalism</i> (i.e. equality of opportunity vs. equality of conditions, means of production).	<i>World History</i> , pp. 941-946	TMA EOC
02	Record the facts associated with the overthrow of Dynastic China.	<i>World History</i> , p. 812 <i>World Cultures and Geography</i> , pp. 495-499, 517	TMA EOC
03	Identify Mao Zedong and Chiang Kai Shek and describe events leading to the communist takeover.	<i>World History</i> , pp. 812-813 <i>World Cultures and Geography</i> , pp. 495-499, 517	TMA EOC
04	Describe modern China under communism (e.g. political/human rights, economic policies, status of territories).	<i>World History</i> , pp. 940-946 <i>World Cultures and Geography</i> , pp. 503-505	EOC
05	Identify and explain the contributions of Deng Xiaoping	<i>World Cultures and Geography</i> , p. 503	TMA EOC
<b>Instructional Objective</b> 1301.56 Explain how rapid growth of cities can lead to economic, social, and political problems.		<b>Standard Reference</b> 6-9.WHC.2.5.3	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Cite the urban population in China.	Teacher Resources	TMA
02	List the reasons why rural population is moving to urban areas of China.	Teacher Resources	TMA EOC
03	Examine the living conditions in urban areas of China.	Teacher Resources	TMA
04	Predict social problems as a result of crowded urban conditions in China.	Teacher Resources	TMA

<b>Instructional Objective</b> 1301.57 Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.			<b>Standard Reference</b> 6-9.WHC.2.5.4
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Examine the economic regions in China.	<i>World Cultures and Geography</i> , pp. 506-509	TMA
02	Define <i>terraced farming</i> .	<i>World Cultures and Geography</i> , p. 507	TMA EOC
<b>Instructional Objective</b> 1301.58 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.			<b>Standard Reference</b> 6-9.GEH.3.2.1
Associated Instructional Objectives:			
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.3.2.2
Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.			6-9.GEH.3.2.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Summarize the effects of the Cultural Revolution on China's economy.	<i>World History</i> , pp. 941-946 <i>World Cultures and Geography</i> , p. 499	TMA EOC
02	Explain how the introduction of free enterprise affected China's economy (i.e., one country, two systems).	<i>World History</i> , pp. 941-946 <i>World Cultures and Geography</i> , p. 503	TMA
03	Predict the future of the China's economy.	Teacher Resources	TMA
<b>Instructional Objective</b> 1301.59 Analyze the role of money as a means of exchange.			<b>Standard Reference</b> 6-9.WHC.3.1.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List agricultural products of China.	<i>World Cultures and Geography</i> , p. 507	TMA EOC
02	Compile a list of major industries in China.	<i>World Cultures and Geography</i> , p. 507	TMA
03	Discuss the role of free enterprise in China.	<i>World History</i> , pp. 941-946	TMA EOC
<b>Instructional Objective</b> 1301.60 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.			<b>Standard Reference</b> 6-9.GEH.4.5.1
Associated Instructional Objectives:			

Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.	6-9.GEH.5.1.1		
Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.	6-9.GEH.3.2.6		
Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	6-9.WHC.2.3.4		
Recognize historical perspective by identifying the context in which events occurred.	6-9.GEH.1.8.4		
Examine multiple points of view by analyzing a current event relating to Africa or Asia.	6-9.GEH.1.8.6		
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.5.1.5		
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.	6-9.GEH.5.1.6		
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Summarize the development, nature, and accomplishments of China's major dynasties (e.g. Shang, Zhou, Qin, Han).	<i>World History</i> , pp. 88-97, 102 <i>World Cultures and Geography</i> , pp. 475-477	TMA EOC
02	Describe the role of warlords in traditional Chinese society.	Teacher Resources	TMA
03	Explain the significance of the Silk Road.	<i>World History</i> , pp. 83-88, 161, 251, 260-262	TMA EOC
04	Analyze current events of the region.	Teacher Resources	TMA

<b>Unit 15</b>	<b>Japan and the Koreas: Physical Geography</b>	<b>Semester 2, 1 week</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.61 Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe and locate major and minor landforms and adjacent bodies of water.	Atlas	TMA EOC
02	Explain the causes and effects of earthquakes in Japan (e.g. Ring of Fire).	<i>World Cultures and Geography</i> , p. 472	TMA EOC

<b>Instructional Objective</b> 1301.62 Describe how the physical features such as mountain ranges, fertile plains, and rivers led to development of cultural regions.			<b>Standard Reference</b> 6-9.WHC.2.3.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the climate regions of Japan.	Atlas	TMA
02	Define <i>tsunami</i> .	Teacher Resources	TMA EOC

<b>Unit 16</b>	<b>Japan and the Koreas: History and Culture</b>	<b>Semester 2, 3 weeks</b>
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<b>Instructional Objective</b> 1301.63 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.			<b>Standard Reference</b> 6-9.GEH.2.4.2
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>homogenous, urban sprawl, megalopolis</i> .	<i>World Cultures and Geography</i> , p. 519	EOC
02	Trace the historical relationship between the people and culture of the Asian mainland and Japan (e.g. the impact of Korea's culture on Japan).	Teacher Resources	TMA
03	Characterize and examine examples/patterns of urban sprawl (e.g. megalopolis).		TMA
<b>Instructional Objective</b> 1301.64 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.			<b>Standard Reference</b> 6-9.GEH.3.2.1
Associated Instructional Objectives:			
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.3.2.2
Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.			6-9.GEH.3.2.3
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the types of economies in the region.	<i>World Cultures and Geography</i> , pp. 506-509	TMA EOC
02	Describe the main economic activities of the region.	<i>World Cultures and Geography</i> , pp. 506-509	TMA EOC
03	List the main types of imports and exports of the region.	<i>World Cultures and Geography</i> , pp. 506-509	TMA EOC

<b>Instructional Objective</b> 1301.65 Discuss how religion influenced social behavior and created social order.			<b>Standard Reference</b> 6-9.WHC.1.9.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Examine the tenets (principles) of <i>Shintoism</i> and <i>Buddhism</i> .	<i>World History</i> , pp. 215-216, 266 <i>World Cultures and Geography</i> , pp. 484, 511	TMA EOC
02	Describe how Shintoism affects the behavior of the Japanese.	Teacher Resources	TMA EOC
<b>Instructional Objective</b> 1301.66 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.			<b>Standard Reference</b> 6-9.GEH.4.5.1
Associated Instructional Objectives:			
Give examples of the different routes to independence from colonial rule taken by countries.			6-9.GEH.4.5.2
Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes.			6-9.WHC.4.4.3
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe the types of government found in Japan and the Koreas.	<i>World Cultures and Geography</i> , pp. 504-505, 519	TMA EOC
02	Explain why the DMZ exists.	<i>World Cultures and Geography</i> , p. 504	TMA
<b>Instructional Objective</b> 1301.67 Illustrate how the population growth rate impacts a nation's resources.			<b>Standard Reference</b> 6-9.WHC.2.5.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Summarize how the Japanese have adjusted to their lack of natural resources.	<i>World Cultures and Geography</i> , pp. 508-509	TMA
02	Identify and locate Japan's population centers (e.g. importance of coastal plains).	Atlas <i>World Cultures and Geography</i> , p. 521	TMA EOC
<b>Instructional Objective</b> 1301.68 Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.			<b>Standard Reference</b> 6-9.WHC.2.5.4
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Define <i>intensive cultivation</i> .	Teacher Resources	TMA EOC

02	Know the importance of the sea as a source of food for the people of this region.	Teacher Resources	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.69 Explain how rapid growth of cities can lead to economic, social, and political problems.		6-9.WHC.2.5.3	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe the living conditions in urban areas of the region.	<i>World Cultures and Geography</i> , p. 519	TMA EOC
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.70 Identify the characteristics of significant early civilization.		6-9.WHC.2.4.3	
Associated Instructional Objectives:			
Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.		6-9.GEH.5.1.1	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.		6-9.GEH.5.1.3	
Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.		6-9.GEH.5.1.4	
Examine multiple points of view by analyzing a current event relating to Africa or Asia.		6-9.GEH.1.8.6	
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.5.1.5	
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.		6-9.GEH.5.1.6	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Account for Japanese isolation until the 1800s.	<i>World History</i> , pp. 496-500, 697-698 <i>World Cultures and Geography</i> , pp. 484-488	TMA EOC
02	Discuss Haiku.	<i>World Cultures and Geography</i> , p. 513	TMA EOC
03	Recognize significant and historic events of Japan and the Koreans (e.g. imperialism, World War II, Korean War).	<i>World History</i> , pp. 264-266 <i>World Cultures and Geography</i> , pp. 516-	TMA EOC

		519	
04	Analyze current events of the region.	Teacher Resources	TMA

<b>Unit 17</b>	<b>Sub-Saharan Africa: Physical Geography</b>	<b>Semester 2, 1 week</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.71 Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Describe and locate major and minor landforms and adjacent bodies of water in the region.	Atlas	TMA EOC
02	Identify types of climate in the region.	Atlas	TMA
03	Describe the types of vegetation in the region.	<i>World Cultures and Geography</i> , pp. 294-295 Atlas	TMA EOC
04	Relate land use to the types of natural vegetation in the region.	Teacher Resources	TMA
05	Describe and locate the Great Rift Valley.	<i>World Cultures and Geography</i> , pp. 292-293 Atlas	EOC

<b>Unit 18</b>	<b>Sub-Saharan Africa: History and Culture</b>	<b>Semester 1, 3 weeks</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.72 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.		6-9.GEH.1.8.5	
Associated Instructional Objectives:			
Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.		6-9.GEH.5.1.1	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the major and other significant religions (e.g. Christianity, Islam, and indigenous religions).	<i>World History</i> , pp. 238-239 <i>World Cultures and Geography</i> , pp. 303, 350	TMA EOC
02	Explain significant influences that religion has had on the people.	<i>World History</i> , pp. 238-239, 350	TMA

<b>Instructional Objective</b> 1301.73 Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.			<b>Standard Reference</b> 6-9.GEH.5.1.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	List the main languages of the region.	<i>World History</i> , p. 655 <i>World Cultures and Geography</i> , p. 304	TMA EOC
<b>Instructional Objective</b> 1301.74 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.			<b>Standard Reference</b> 6-9.GEH.4.5.1
Associated Instructional Objectives:			
Identify the names and locations of countries and major cities in the Eastern Hemisphere.			6-9.GEH.2.3.1
Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.			6-9.GEH.5.1.3
Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.			6-9.GEH.5.1.4
Examine multiple points of view by analyzing a current event relating to Africa or Asia.			6-9.GEH.1.8.6
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify countries by region and locate them on a political map.	<i>World Cultures and Geography</i> , p. 280	TMA EOC
02	Identify the types of government of the region.	<i>World Cultures and Geography</i> , pp. 318-321, 342-343	TMA
03	Analyze the challenges facing governments in the area.	Teacher Resources	TMA
<b>Instructional Objective</b> 1301.75 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.			<b>Standard Reference</b> 6-9.GEH.2.4.2
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Recognize the cultural diversity of the region.	<i>World Cultures and Geography</i> , p. 331	TMA EOC
<b>Instructional Objective</b> 1301.76 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.			<b>Standard Reference</b> 6-9.GEH.3.2.1
Associated Instructional Objectives:			
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.3.2.2
Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.			6-9.GEH.3.2.3

No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Explain the common economic activities that people are engaged in to make a living.	<i>World Cultures and Geography</i> , pp. 325, 332, 346-348	TMA EOC
<b>Instructional Objective</b> 1301.77 Identify the characteristics of significant early civilization.		<b>Standard Reference</b> 6-9.WHC.2.4.3	
Associated Instructional Objectives:			
Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.		6-9.GEH.5.1.1	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.		6-9.GEH.5.1.3	
Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.		6-9.GEH.5.1.4	
Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.		6-9.GEH.1.8.2	
Identify various colonial powers in the Eastern Hemisphere.		6-9.GEH.1.8.3	
Examine multiple points of view by analyzing a current event relating to Africa or Asia.		6-9.GEH.1.8.6	
Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.		6-9.GEH.3.2.3	
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.5.1.5	
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.		6-9.GEH.5.1.6	
No.	Performance Objectives	Resource Reference	Assessment Correlation
01	Recognize historic situations or events, especially the colonial period.	<i>World History</i> , pp. 229-235, 409, 654-660 <i>World Cultures and Geography</i> , pp. 301-310	TMA EOC
02	Explain the significance of historic places (e.g. West African Kingdoms, Great Zimbabwe).	<i>World History</i> , pp. 228-235, 409, 654-660 <i>World Cultures and</i>	TMA EOC

		<i>Geography</i> , pp. 298-300, 311	
03	Analyze current events of the region.	Teacher Resources	TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
1301.78 Analyze the distribution of natural resources in the Eastern Hemisphere.		6-9.GEH.2.5.1	
<b>No.</b>	<b>Performance Objectives</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify the major natural resources on a map of Sub-Saharan Africa.	Atlas	TMA
02	Analyze the distribution of major Sub-Saharan natural resources.	<i>World Cultures and Geography</i> , pp. 332, 354, 360	TMA EOC

**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 20<sup>th</sup> century, such as World War I; World War II, including the Holocaust; and the Cold War.

**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.