

Independent School District of Boise City

1303 World Studies 8

Europe

Course Description

This course is the third in a three-course sequence of world studies. World Studies 8 focuses on the geography, culture, and history of Europe, including Russia and Australia. First semester includes a geographic overview of Europe, and geographic and cultural surveys of early Europe. First semester also includes an historical survey of Europe from its roots in classical civilizations to the Scientific Revolution. Second semester includes geographic and cultural surveys of modern Europe, Russia, and Australia (as a model of colonial development). Historical content continues from the Industrial Revolution to contemporary Europe. Teachers have designed a World Studies Model for examining the cultures studied in grades six, seven, and eight.

A Note on the Standards

The eighth 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-reading skills, geography, adaptation to physical environment and systems, economics, technological advancements of various societies, migration and diffusion, the cultural and social development of societies, 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 History: Glencoe New York, NY, 2005

Nystrom World Atlas

First Semester Timeline

Unit 1	Geographic overview of Europe	2 ½ weeks
Unit 2	Ancient Greece	2 ½ weeks
Unit 3	Ancient Rome	2 ½ weeks
Unit 4	Medieval Europe	2 ½ weeks
Unit 5	Renaissance, Reformation, Exploration	3 weeks
Unit 6	Rise of Nations	3 weeks
Unit 7	The Enlightenment and the Scientific Revolution	1-2 weeks

Second Semester

Unit 8	Industrial Revolution	1 ½ weeks
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Unit 9	French Revolution	2 ½ weeks
Unit 10	The New Imperialism	1 ½ weeks
Unit 11	World War I	2 ½ weeks
Unit 12	Russian Revolution	1 ½ weeks
Unit 13	Between the World Wars	1 ½ week
Unit 14	World War II	2 ½ weeks
Unit 15	Cold War and Contemporary Europe	4 weeks

World Studies 8		District Reference 1303
Unit 1	Geographic Overview of Europe	Semester 1, 2 ½ weeks

Instructional Objective		Standard Reference	
1303.01 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.		6-9.WHC.2.3.3	
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	
Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.		6-9.WHC.2.1.2	
Identify the names and locations of countries and major cities in the Eastern Hemisphere.		6-9.GEH.2.3.1	
Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Interpret a population density map.	World Atlas	EOC
02	Identify and locate continents and oceans on a world map.	Nystrom Atlas	TMA
03	Identify and locate the major physical features of Europe.	Nystrom Atlas	EOC
04	Identify modern European countries on a political map.	Nystrom Atlas	EOC
Instructional Objective		Standard Reference	
1303.02 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Associated Instructional Objective:			
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	
Explain the relationship between religion and the peoples understanding of the natural world.		6-9.WHC.1.9.1	
Explain how the resources of an area can be the source of conflict between competing groups.		6-9.WHC.2.5.1	

Illustrate how the population growth rate impacts a nation's resources.		6-9.WHC.2.5.2	
Explain how rapid growth of cities can lead to economic, social, and political problems.		6-9.WHC.2.5.3	
Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.		6-9.WHC.2.5.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Define the concept of culture and describe the characteristics that make up a cultural region or group.	Teacher Resource	EOC
02	Define and apply the elements of the world studies culture model to specific area.	Culture Model	EOC

Unit 2	Ancient Greece	Semester 1, 2 ½ weeks
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Instructional Objective 1303.03 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.		Standard Reference 6-9.WHC.2.3.3	
Associated Instructional Objectives:			
Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the physical features of Greece and their impact on Greece.	Ch. 4, Sec.1 Atlas	EOC
Instructional Objective 1303.04 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		Standard Reference 6-9.WHC.1.8.1	
Associated Instructional Objective:			
Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Explain the relationship between religion and the peoples understanding of the natural world.		6-9.WHC.1.9.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Apply elements of the culture model to classical Greece.	Culture Model	EOC

Instructional Objective 1303.05 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.		Standard Reference 6-9.WHC.4.4.2	
Associated Instructional Objectives:			
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	
Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations.		6-9.WHC.1.7.2	
Describe the role of government in population movements throughout western civilization.		6-9.WHC.4.4.1	
Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		6-9.GEH.4.5.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe historical background of democracy.	Ch. 4, Sec. 2	EOC
02	Compare and contrast the values of Athens and Sparta using the culture model.	Teacher Resource	EOC
03	Identify cultural heritage of the Greeks to the Western World: architecture, art, literature, theatre, science, mathematics, and philosophy.	Ch. 4, Sec. 3 -4	EOC
04	Explain the significance of the Persian and Peloponnesian wars.	Ch. 4, Sec. 3	EOC
05	Discuss the Delian League and its impact on the Peloponnesian war.	Ch. 4, Sec. 3	EOC
06	Determine the influence of Alexander the Great on the spread of Hellenistic culture.	Ch. 4, Sec. 5	EOC
07	Compare voter eligibility in ancient Athens and to that of present day American voters.	Ch. 4, Sec. 3	EOC

Unit 3	Ancient Rome	Semester 1, 2 ½ weeks
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Instructional Objective 1303.06 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.		Standard Reference 6-9.GEH.2.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Trace the growth and boundaries of the Roman Empire.	Nystrom Atlas, p. 36	EOC

Instructional Objective 1303.07 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		Standard Reference 6-9.WHC.1.8.1	
Associated Instructional Objective:			
Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Explain the relationship between religion and the peoples understanding of the natural world.		6-9.WHC.1.9.1	
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Apply elements of the culture model to ancient Rome.	Ch. 5, Sec. 3	EOC
Instructional Objective 1303.8 Identify the origins and characteristics of different social classes.		Standard Reference 6-9.WHC.1.8.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Characterize social classes of ancient Rome.	Ch. 5, Sec. 1, 3	EOC
02	Analyze the roles each class played within the Roman cultures.	Ch. 5, Sec. 1	EOC
Instructional Objective 1303.9 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.		Standard Reference 6-9.WHC.4.4.2	
Associated Instructional Objectives:			
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	
Describe the role of government in population movements throughout western civilization.		6-9.WHC.4.4.1	
Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		6-9.GEH.4.5.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	List the components of democracy found in the Roman culture.	Ch. 5, Sec. 1	EOC
02	Describe the rise of the Roman Republic and its subsequent expansion into an empire.	Ch. 5, Sec. 1-2	TMA
03	Summarize how Rome ceased to be a republic and became an empire.	Ch. 5, Sec. 2	EOC
04	Compare the American political system to the	Teacher Resource	EOC

	Greek/Roman systems.		
05	Compare the use of veto power in Rome and the United States.	Teacher Resource	EOC
06	Describe at least two similarities and differences between the American legislature and the Roman Senate.	Teacher Resource	EOC
07	Analyze the significance of the Laws of the Twelve Tables to the Roman legal system.	Ch. 5, Sec. 1	EOC
Instructional Objective 1303.10 Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations.		Standard Reference 6-9.WHC.1.7.2	
Associated Instructional Objective:			
Describe the role of government in population movements throughout western civilization.		6-9.WHC.4.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify the political and economic reasons for Roman expansion throughout Europe.	Ch. 5, Sec. 1	EOC
02	Relate the political, social and cultural effects of Roman expansion on the population of Europe.	Ch. 5, Sec. 2-3	EOC
Instructional Objective 1303.11 Understand the demise of the Roman Empire.		Standard Reference 130315	
Associated Instructional Objectives:			
Explain how religion shaped the development of western civilization.		6-9.WHC.1.9.2	
Identify main reasons for major migrations of people.		6-9.WHC.2.3.1	
List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.		6-9.WHC.3.1.2	
Describe the role of government in population movements throughout western civilization.		6-9.WHC.4.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss the role of Christianity in the Roman Empire.	Ch. 5, Sec. 4	EOC
02	Examine political, economic, social, and military problems that led to the fall of Rome.	Ch. 5, Sec. 5 Nystrom Atlas, pp. 39-40	EOC
03	Discuss the ways in which the Byzantine Empire carried on the legacy of Rome.	Ch. 5, Sec. 5 Ch. 9, Sec. 1	EOC

Unit 4	Medieval Europe	Semester 1, 2 ½ weeks
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Instructional Objective 1303.12 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		Standard Reference 6-9.WHC.1.8.1	
Associated Instructional Objective:			
Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Explain how religion shaped the development of western civilization.		6-9.WHC.1.9.2	
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Apply elements of the culture model to medieval Europe.	Ch. 9-10	EOC
Instructional Objective 1303.13 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.		Standard Reference 6-9.WHC.4.4.2	
Associated Instructional Objectives:			
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	
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 origins and characteristics of different social classes.		6-9.WHC.1.8.2	
Discuss how religion influenced social behavior and created social order.		6-9.WHC.1.9.3	
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	
Explain how historically people have relied on their natural resources to meet their needs.		6-9.WHC.3.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the influence of the Vikings on the development of the feudal system.	Ch. 9, Sec. 2	EOC
02	Describe the structure of the feudal system.	Ch. 9, Sec. 2	EOC
03	Explain the role of Roman Catholic Church in feudal life.	Ch. 9, Sec. 1 Ch. 10, Sec. 2	EOC
04	Compare/contrast characteristics of city-states to characteristics of feudal states.	Ch. 4, Sec. 3 Ch. 9, Sec. 2	TMA
05	Compare the lives of slaves in Athens to serfs in medieval Europe.	Ch. 4, Sec. 2-3 Ch. 10, Sec. 1	EOC

Instructional Objective 1303.14 Describe how different religious beliefs were sources of conflict.		Standard Reference 6-9.WHC.1.9.4	
Associated Instructional Objective:			
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	
Identify main reasons for major migrations of people.		6-9.WHC.2.3.1	
Describe the role of government in population movements throughout western civilization.		6-9.WHC.4.4.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Analyze the causes and effects of the Crusades.	Ch. 9, Sec. 4 Nystrom Atlas, p. 62	EOC
02	Contrast the European/Christian and the Islamic perspective of the Crusade.	Ch. 9, Sec. 4 Nystrom Atlas, p. 62	EOC
03	Describe how the rise of feudalism caused the population of medieval Europe to shift.	Ch. 10, Sec. 1	EOC
Instructional Objective 1303.15 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.		Standard Reference 6-9.WHC.2.3.4	
Associated Instructional Objectives:			
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	
Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations.		6-9.WHC.1.7.2	
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	
Identify the origins and characteristics of different social classes.		6-9.WHC.1.8.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify and locate three major trade centers in medieval Europe.	Ch. 10, Sec. 1 Nystrom Atlas, p. 64	EOC
02	Describe how the Crusade routes developed into trade routes.	Ch. 9, Sec. 4 Ch. 10, Sec. 1 Nystrom Atlas, p. 62	EOC
03	Assess the impact of the Crusades.	Ch 10	EOC
04	Identify and explain the factors that led to the decline of the feudal system.	Ch. 9, Sec. 3	EOC
05	Explain how the rise of cities, strong monarchies, crusades and the Black Death contributed to the decline of feudalism.	Ch. 10, Sec. 4	EOC

Unit 5	Renaissance, Reformation, Exploration	Semester 1, 3 weeks
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Instructional Objective		Standard Reference	
1303.16 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.		6-9.WHC.2.3.4	
Associated Instructional Objectives:			
Identify various colonial powers in the Eastern Hemisphere.		6-9.GEH.1.8.3	
Examine the impact of Europeans on indigenous cultures.		6-9.GEH.1.8.2	
Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations.		6-9.WHC.1.7.2	
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	
Identify important economic organizations that have influenced economic growth.		6-9.WHC.3.2.4	
Analyze the impact of economic growth on European society.		6-9.WHC.3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify the routes used by Columbus, Magellan, and other European explorers.	Ch. 13, Sec. 1	EOC
02	Describe how exploration introduced new goods, ideas and technology to Europe.	Nystrom Atlas, p. 78	EOC
Instructional Objective		Standard Reference	
1303.17 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		6-9.WHC.1.8.1	
Associated Instructional Objectives:			
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	
Identify the origins and characteristics of different social classes.		6-9.WHC.1.8.2	
Discuss how religion influenced social behavior and created social order.		6-9.WHC.1.9.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the origin and development of the Renaissance and humanism.	Ch. 12, Sec. 1-2	EOC
02	Analyze the impact of the rise of humanism on the Roman Catholic Church.	Ch. 12, Sec. 3	EOC
03	List three examples of art/inventions during the Renaissance.	Ch. 12, Sec. 2	EOC
04	Describe the impact of the invention of the printing press on society.	Ch. 12, Sec. 1	EOC
05	Describe at least three ideas/inventions of Leonardo Da Vinci that are used today.	Ch. 12, Sec. 2	EOC
06	Describe developments in Renaissance art.	Ch. 12, Sec. 2	EOC

Instructional Objective 1303.18 Explain how religion shaped the development of western civilization.		Standard Reference 6-9.WHC.1.9.2	
Associated Instructional Objective:			
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 different religious beliefs were sources of conflict.		6-9.WHC.1.9.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the causes and impact of the Reformation.	Ch. 12, Sec. 3	EOC
02	Describe the contributions of Luther, Calvin, and Henry VIII to the Reformation.	Ch. 12, Sec. 3-4	EOC
03	Explain the relationship between the Reformation and the rivalries of European nation-states.	Ch. 12, Sec. 3-4	EOC

Unit 6	Rise of Nations	Semester 1, 3 weeks
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Instructional Objective 1303.19 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere.		Standard Reference 6-9.GEH.2.5.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Discuss how England's island location contributed to its development as a nation.	Nystrom Atlas	EOC
Instructional Objective 1303.20 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		Standard Reference 6-9.WHC.1.8.1	
Associated Instructional Objective:			
Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Explain how religion shaped the development of western civilization.		6-9.WHC.1.9.2	
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Apply elements of the culture model to Elizabethan England.	Ch. 14, Sec. 1	TMA

Instructional Objective 1303.21 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.		Standard Reference 6-9.WHC.4.4.2	
Associated Instructional Objectives:			
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	
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 origins and characteristics of different social classes.		6-9.WHC.1.8.2	
Discuss how religion influenced social behavior and created social order.		6-9.WHC.1.9.3	
Explain how historically people have relied on their natural resources to meet their needs.		6-9.WHC.3.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the evolution of democratic and legal practices in medieval England and their impact on the development of Western democratic ideas (e.g. Magna Carta).	Ch. 8, Sec. 3	EOC
02	Explain the concepts of divine right of kings, absolute monarchy, and constitutional monarchy.	Ch. 14, Sec. 2	EOC
03	Explain the evolution of the English monarchy from Henry VIII to William of Orange.	Teacher Resource	EOC
04	Explain why William of Orange became King of England.	Teacher Resource	EOC
05	Explain the development and significance of the English Bill of Rights.	Teacher Resource	EOC

Unit 7	The Enlightenment and the Scientific Revolution	Semester 1, 1-2 weeks
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Instructional Objective 1303.22 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		Standard Reference 6-9.WHC.1.8.1	
Associated Instructional Objective:			
Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Explain how religion shaped the development of western civilization.		6-9.WHC.1.9.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Determine the major figures, inventions, (e.g. telescope, barometer, microscope, thermometer),	Ch. 17, Sec. 1	EOC

	and theories (e.g. scientific method, theories advanced by Copernicus, Galileo, Kepler, Newton, and Harvey) associated with the scientific revolution and explain their impact on European society.		
02	Identify the major figures and ideas associated with the Enlightenment (e.g. ideas of Hobbes and Locke), trace their origins (e.g. Greeks, Romans, Renaissance, scientific revolution), and analyze the influence and impact of these ideas on western institutions.	Ch. 14, Sec. 4 Ch. 17, Sec. 2	EOC

Unit 8	Industrial Revolution	Semester 2, 1 ½ weeks
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Instructional Objective		Standard Reference	
1303.23 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.		6-9.WHC.3.2.2	
Associated Instructional Objectives:			
Analyze the impact of economic growth on European society.		6-9.WHC.3.2.1	
Identify influential economic thinkers and the impact of their philosophies.		6-9.WHC.3.2.3	
Identify important economic organizations that have influenced economic growth.		6-9.WHC.3.2.4	
Explain how historically people have relied on their natural resources to meet their needs.		6-9.WHC.3.1.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the characteristics of the agricultural revolution, explaining how it led to the Industrial Revolution.	Ch. 19, Sec. 1	EOC
02	Analyze why the Industrial Revolution began in England, identifying significant developments and inventions. (e.g. steam engines, power loom, textile manufacturing).	Teacher Resource	EOC
03	Describe changes in the economies, politics, and structures of society in England and Western Europe as a result of the Industrial Revolution (e.g. family life, working conditions, class distinctions, population growth, urbanization, origin of modern capitalism).	Ch. 19, Sec. 1	EOC
04	Identify and explain the economic theory of Adam Smith.	Ch. 17, Sec. 2	EOC
05	Explain why factories were built by rivers.	Ch. 19, Sec. 1	EOC
Instructional Objective		Standard Reference	
1303.24 Identify main reasons for major migrations of people.		6-9.WHC.2.3.1	
Associated Instructional Objective:			

Identify the origins and characteristics of different social classes.		6-9.WHC.1.8.2	
Identify influential economic thinkers and the impact of their philosophies.		6-9.WHC.3.2.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the causes and effects of the enclosure movement.	Teacher Resource	EOC
02	Chronicle the change of the working class from agrarian to urban factory workers.	Ch. 19, Sec. 1	EOC
03	Characterize the economic theory of Karl Marx.	Ch.20, Sec. 1	EOC

Unit 9	French Revolution	Semester 2, 2 ½ weeks
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Instructional Objective		Standard Reference	
1303.25 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	
Associated Instructional Objective:			
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	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the development and characteristics of nationalism.	Ch. 19, Sec. 2	EOC
02	Explain how the policies of Louis XIV contributed to the rise of national identity in France.	Ch. 14, Sec. 3	EOC
03	Analyze the causes and effects of the French Revolution.	Ch. 18, Sec. 1	EOC
04	Characterize and explain the different estates in France.	Ch. 18, Sec. 1	EOC
05	Analyze the role of the reign of terror on the French Revolution.	Ch. 18, Sec. 2 Nystrom Atlas, p. 102	EOC
06	Chronicle Napoleon's rise and fall.	Ch. 18, Sec. 3 Nystrom Atlas, p. 103	EOC
07	Evaluate the achievements of Napoleon's reign.	Ch. 18, Sec. 3	EOC
08	Compare/contrast the characteristics of monarchy, democracy and dictatorship.	Ch. 20, p. 643	EOC
09	Assess the strengths and weaknesses of each major type of government.	Teacher Resource	EOC

Unit 10	The New Imperialism	Semester 2, 1 ½ weeks
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Instructional Objective 1303.26 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.		Standard Reference 6-9.WHC.2.3.3	
Associated Instructional Objectives:			
Describe major physical characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.2	
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
Identify the names and locations of countries and major cities in the Eastern Hemisphere.		6-9.GEH.2.3.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify major physical features on a map of Australia.	Nystrom Atlas	EOC
02	Identify major cities of Australia.	Nystrom Atlas	EOC
Instructional Objective 1303.27 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.		Standard Reference 6-9.GEH.3.2.1	
Associated Instructional Objectives:			
Identify various colonial powers in the Eastern Hemisphere.		6-9.GEH.1.8.3	
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	
Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.		6-9.GEH.3.2.6	
Describe the role of government in population movements throughout western civilization.		6-9.WHC.4.4.1	
Identify main reasons for major migrations of people.		6-9.WHC.2.3.1	
Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.		6-9.GEH.1.8.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Characterize nineteenth century imperialism and explain why it developed.	Ch. 21, Sec. 1	EOC
02	Describe the consequences of imperialism on the indigenous peoples of Australia and Africa.	Ch. 21, Sec. 2	TMA
03	List the factors that contributed to population movement.	Ch. 19, Sec. 1	EOC
04	Identify the impact of colonization on the Aborigines.	Ch. 20, Sec. 2	TMA
05	Examine the role of forced labor in the expansion of European powers into Africa and Australia.	Ch. 21, Sec. 1-2 Nystrom Atlas, p. 28	EOC

Unit 11	World War I	Semester 2, 2 ½ weeks
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Instructional Objective 1303.28 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.		Standard Reference 6-9.WHC.5.1.1	
Associated Instructional Objective:			
Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe how ethnicity, language, and religion led to unrest in the Balkans prior to World War I.	Ch. 20, Sec. 3 Ch. 23, Sec. 1	EOC
02	Identify and explain the causes of World War I.	Ch. 23, Sec. 1	EOC
03	Analyze the impact of Franz Ferdinand's assassination.	Ch. 23, Sec. 1	EOC
Instructional Objective 1303.29 Explain the global consequences of major conflicts in the 20 th century, such as World War I; World War II, including the Holocaust; and the Cold War.		Standard Reference 6-9.WHC.5.1.2	
Associated Instructional Objectives:			
Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations.		6-9.WHC.1.7.2	
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.2.5.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the development of total war, including the role of trench warfare.	Ch. 23, Sec. 2	EOC
02	Identify and explain the impact of innovations that changed warfare.	Ch. 23, Sec. 2	EOC
03	Determine causes that brought the United States into World War I.	Ch. 23, Sec. 2	EOC
04	Discuss the impact of the U.S. entry into World War I.	Ch. 23, Sec. 2	EOC
05	Explain the Treaty of Versailles and assess its impact.	Ch. 23, Sec. 4	EOC

Unit 12	Russian Revolution	Semester 2, 1 ½ weeks
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Instructional Objective 1303.30 Explain how climate affects human migration and settlement.		Standard Reference 6-9.WHC.2.3.2	
No.	Performance Objective	Resource Reference	Assessment

			Correlation
01	Identify two major population centers in Russia.	Nystrom Atlas	EOC
02	Explain the relationship of climate to population density in Russia.	Nystrom Atlas	EOC
Instructional Objective		Standard Reference	
1303.31 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		6-9.WHC.1.8.1	
Associated Instructional Objective:			
Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2	
Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.		6-9.GEH.5.1.2	
Explain how religion shaped the development of western civilization.		6-9.WHC.1.9.2	
Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Apply elements of the world studies culture model to Czarist Russia.	Ch. 17, Sec. 3 Ch. 23, Sec. 1	TMA
Instructional Objective		Standard Reference	
1303.32 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:			
Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.		6-9.WHC.3.2.2	
Identify influential economic thinkers and the impact of their philosophies.		6-9.WHC.3.2.3	
Identify important economic organizations that have influenced economic growth.		6-9.WHC.3.2.4	
Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		6-9.GEH.4.5.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the causes of the Russian Revolution.	Ch. 23, Sec. 3	EOC
02	Identify and explain the roles of the major characters of the Russian Revolution.	Ch. 23, Sec. 3	EOC
03	Examine the politics of the March and November revolutions.	Ch. 23, Sec. 3	TMA
04	Assess the results of the Russian Revolution.	Ch. 23, Sec. 3	EOC
Unit 13	Between the World Wars	Semester 2, 1 ½ weeks	

Instructional Objective		Standard Reference	
1303.33 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:			
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 the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.		6-9.WHC.4.4.2	
Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.		6-9.GEH.4.5.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Describe the aims of collectivization and the Five Year plans.	Ch. 24, Sec. 2	EOC
02	Compare/contrast Lenin's New Economic Policy (NEP) and Stalin's command economy.	Ch. 24, Sec. 2	EOC
03	Compare/contrast capitalism, communism, socialism, and mixed economies.	Teacher Resource	EOC
04	Define totalitarianism and compare/contrast the policies of the totalitarian leaders in Europe.	Ch. 24, Sec. 1	EOC
05	Contrast totalitarian and democratic governments.	Ch. 23, Sec. 4	EOC
06	Describe how economic instability led to the rise of dictatorships in Europe.	Ch. 24, Sec. 1	EOC
07	Analyze the impact of the Treaty of Versailles on the German economy.	Teacher Resource	EOC

Unit 14	World War II	Semester 2, 2 ½ weeks
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Instructional Objective		Standard Reference	
1303.34 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.5.1.1	
Associated Instructional Objectives:			
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	
Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.		6-9.GEH.2.1.4	

Explain the global consequences of major conflicts in the 20 th century, such as World War I; World War II, including the Holocaust; and the Cold War.			6-9.WHC.5.1.2
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify on a map, geographic features that might determine possible invasion routes.	Ch. 26, Sec. 2	TMA
02	Explain the geographic reasons for the construction of the Maginot Line.	Ch. 26, Sec. 2 Nystrom Atlas	EOC
03	Examine the role that nationalism, aggression, and appeasement played in the outbreak of World War II.	Ch. 26, Sec. 1-2 Nystrom Atlas, p. 114	EOC
04	List Allied and Axis powers and their leaders.	Ch. 26, Sec. 1	EOC
05	Highlight the major turning points/events of World War II (e.g. Dunkirk, Battle of Britain, Pearl Harbor, Midway, Stalingrad, D-Day, atomic bomb).	Ch. 26, Sec. 2, 4	EOC
06	Characterize the Holocaust.	Teacher Resource	EOC
07	Analyze the impact of the war's outcome on European nations.	Ch. 26, Sec. 4	EOC

Unit 15	The Cold War and Contemporary Europe	Semester 2, 4 weeks
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Instructional Objective		Standard Reference	
1303.35 Explain the global consequences of major conflicts in the 20 th century, such as World War I; World War II, including the Holocaust; and the Cold War.		6-9.WHC.5.1.2	
Associated Instructional Objective			
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	
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	
Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.		6-9.GEH.2.5.5	
Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.		6-9.GEH.2.5.6	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Explain the origins of the Cold War.	Ch. 27, Sec.1 Nystrom Atlas, p. 116	EOC
02	Examine the major events of the Cold War (e.g. Berlin crisis, Korea, Sputnik, Cuban missile crisis,	Teacher Resource	EOC

	Vietnam, formation of NATO and Warsaw Pact).		
03	Explain the development and course of the nuclear arms race.	Ch. 27, Sec. 1	EOC
04	Explore/examine the issues relative to Europe's use of nuclear energy.	Ch. 32, Sec. 1	TMA
05	Explain the causes of the end of the Cold War.	Ch. 26, Sec. 4 Ch. 28, Sec. 1	EOC
06	Compare/contrast Stalin's totalitarianism to Gorbachev's <i>perestroika</i> and <i>glasnost</i> .	Ch. 28, Sec. 1	EOC
Instructional Objective		Standard Reference	
1303.36 Compare major cultural characteristics of regions in the Eastern Hemisphere.		6-9.GEH.2.3.3	
Associated Instructional Objective			
Examine multiple points of view by analyzing a current event relating to Africa or Asia.		6-9.GEH.1.8.6	
List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.		6-9.WHC.3.1.2	
Analyze the impact of economic growth on European society.		6-9.WHC.3.2.1	
Identify important economic organizations that have influenced economic growth.		6-9.WHC.3.2.4	
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	
Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.		6-9.GEH.3.2.6	
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	
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 Objective	Resource Reference	Assessment Correlation
01	Analyze the effects of the world population growth	Ch. 32, Sec. 4	EOC

	and uncontrolled industrialization on the environment.		
02	Examine the various tensions and conflicts that have shaped the Balkans.	Ch. 28, Sec. 2	TMA
03	List reasons for migration in modern Europe.	p. 930	EOC
04	Apply elements of the world studies culture model to countries in Eastern and Western Europe.	Ch. 27, Sec. 3	EOC
05	Explain the effects of the European Union on the economy and integration of Europe.	Teacher Resource	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 20th 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-Sahara Africa.
- 6-9.GEH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.
- 6-9.GEH.1.8.3 Identify various colonial powers in the Eastern Hemisphere.
- 6-9.GEH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.
- 6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.
- 6-9.GEH.1.8.6 Examine multiple points of view by analyzing a current event relating to Africa or Asia.

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

No objectives in Geography–Eastern Hemisphere

Standard 2: Geography

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard 3: Economics

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

Goal 3.1: Explain basic economic concepts.

No objectives in Geography–Eastern Hemisphere

Goal 3.2: Identify different influences on economic systems.

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

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

Goal 3.3: Analyze the different types of economic institutions.

No objectives in Geography–Eastern Hemisphere

Goal 3.4: Explain the concepts of good personal finance.

No objectives in Geography–Eastern Hemisphere

Standard 4: Civics and Government

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

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

No objectives in Geography–Eastern Hemisphere

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

No objectives in Geography–Eastern Hemisphere

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

No objectives in Geography–Eastern Hemisphere

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

No objectives in Geography–Eastern Hemisphere

Goal 4.5: Build an understanding of comparative government.

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

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

Standard 5: Global Perspectives

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

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

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

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