

Independent School District of Boise City – **Highlighted Version**

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 Historical content continues from the Industrial Revolution to contemporary Europe.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
--------	-----------------------	-----------

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.2.3.3 463.03e	
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
Instructional Objective		Standard Reference	
1303.02 Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions.		469.01e	
Associated Instructional Objective:			
1303.01 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.		463.03e	
No.	Performance Objective	Resource Reference	Assessment Correlation
02 1	Identify and locate continents and oceans on a world map.	Nystrom Atlas	TMA
03 2	Identify and locate the major physical features of Europe.	Nystrom Atlas	EOC
04 3	Identify modern European countries on a political map.	Nystrom Atlas	EOC

Instructional Objective		Standard Reference	
1303.023 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. Understand the World Studies Culture Model.		6-9.GEH.2.4.2 130303	
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
---------------	-----------------------	------------------------------

Instructional Objective		Standard Reference	
1303.034 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. Understand physical geography of ancient Greece.		6-9.WHC.2.3.3 130304	
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		Standard Reference	
1303.045 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. Understand cultural elements of Greece.		6-9.WHC.1.8.1 130305	
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		Standard Reference	
1303.05 6 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy. Understand legacies of ancient Greece.		6-9.WHC.4.4.2 130306	
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
Instructional Objective		Standard Reference	
1303.07 Give examples of citizen participation in political systems around the world.		464.03e	
No.	Performance Objective	Resource Reference	Assessment Correlation
07	Compare voter eligibility in ancient Athens and to	Ch. 4, Sec. 3	EOC

	that of present day American voters.		
--	--------------------------------------	--	--

Unit 3	Ancient Rome	Semester 1, 2 ½ weeks
---------------	---------------------	------------------------------

Instructional Objective		Standard Reference	
1303.06 8 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. Understand the extent of the Roman Empire at its height.		6-9.GEH.2.1.4 130308	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Trace the growth and boundaries of the Roman Empire.	Nystrom Atlas, p. 36	EOC
Instructional Objective		Standard Reference	
1303.07 9 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. Understand cultural elements of ancient Rome.		6-9.WHC.1.8.1 130309	
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		Standard Reference	
1303.8 10 Identify the origins and characteristics of different social classes. Understand how empire building and trade contributed to increasingly complex relations among peoples.		6-9.WHC.1.8.2 462.06e	
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		Standard Reference	
1303.9 11 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy. Describe the development of government.		6-9.WHC.4.4.2 464.02a	
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
Instructional Objective		Standard Reference	
1303.12 Explain how democratic governments allow for individual, political, and social choices.		464.04a	
No.	Performance Objective	Resource Reference	Assessment Correlation
04 1	Compare the American political system to the Greek/Roman systems.	Teacher Resource	EOC
05 2	Compare the use of veto power in Rome and the United States.	Teacher Resource	EOC
Instructional Objective		Standard Reference	
1303.13 Show how governments make and enforce laws and provide a judicial system.		464.05a	
No.	Performance Objective	Resource Reference	Assessment Correlation
06 1	Describe at least two similarities and differences between the American legislature and the Roman Senate.	Teacher Resource	EOC
07 2	Analyze the significance of the Laws of the Twelve Tables to the Roman legal system.	Ch. 5, Sec. 1	EOC
Instructional Objective		Standard Reference	
1303.10 4 Identify the technological advances developed by Ancient, Greco Roman, Medieval, Early-Modern, and Modern European societies and civilizations. Identify the factors that contributed to population movement.		6-9.WHC.1.7.2 462.05a	
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 5 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
---------------	------------------------	------------------------------

Instructional Objective 1303.12 6 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. Understand cultural elements of medieval Europe.		Standard Reference 6-9.WHC.1.8.1 130316	
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 1303.137 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy. Understand the rise of the medieval political system.		Standard Reference 6-9.WHC.4.4.2 130317	
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
Instructional Objective 1303.18 Distinguish among the characteristics of city-states and feudal systems.		Standard Reference 464.03a	
No.	Performance Objective	Resource Reference	Assessment Correlation
04 1	Compare/contrast characteristics of city-states to characteristics of feudal states.	Ch. 4, Sec. 3 Ch. 9, Sec. 2	TMA
05 2	Compare the lives of slaves in Athens to serfs in medieval Europe.	Ch. 4, Sec. 2-3 Ch. 10, Sec. 1	EOC
Instructional Objective 1303.149 Describe how different religious beliefs were sources of conflict. Describe the role of government in population movements of early civilizations.		Standard Reference 6-9.WHC.1.9.4 462.05d	
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 20 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.		Standard Reference 6-9.WHC.2.3.4 462.06a	
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
Instructional Objective 1303.21 Describe ways in which the spatial organization of society changes over time.		Standard Reference 469.06a	
No.	Performance Objective	Resource Reference	Assessment Correlation
04 1	Identify and explain the factors that led to the decline of the feudal system.	Ch. 9, Sec. 3	EOC
05 2	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
---------------	--	----------------------------

Instructional Objective		Standard Reference	
1303.16 22 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.		6-9.WHC.2.3.4 463.03d	
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 [in the Eastern Hemisphere].		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 23 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. Understand the causes of the Renaissance.		6-9.WHC.1.8.1 130323	
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
Instructional Objective		Standard Reference	
1303.24 Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.		462.05b	
No.	Performance Objective	Resource Reference	Assessment Correlation
03+	List three examples of art/inventions during the	Ch. 12, Sec. 2	EOC

	Renaissance.		
04 2	Describe the impact of the invention of the printing press on society.	Ch. 12, Sec. 1	EOC
05 3	Describe at least three ideas/inventions of Leonardo Da Vinci that are used today.	Ch. 12, Sec. 2	EOC
06 4	Describe developments in Renaissance art.	Ch. 12, Sec. 2	EOC
Instructional Objective		Standard Reference	
1303.18 25 Explain how religion shaped the development of western civilization. Understand causes and results of the Protestant Reformation.		6-9.WHC.1.9.2 130325	
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
---------------	------------------------	----------------------------

Instructional Objective		Standard Reference	
1303.19 26 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. Describe physical features that have influenced historical events.		6-9.GEH.2.5.4 469.06d	
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		Standard Reference	
1303.20 7 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. Understand cultural elements of Insular Europe.		6-9.WHC.1.8.1 130327	
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		Standard Reference	
1303.21 8 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy. Understand the developments of English government and law.		6-9.WHC.4.4.2 130328	
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
Instructional Objective		Standard Reference	
1303.29 Recognize that as a society becomes more complex so does its government.		464.02b	
No.	Performance Objective	Resource Reference	Assessment Correlation
02 ¹	Explain the concepts of divine right of kings, absolute monarchy, and constitutional monarchy.	Ch. 14, Sec. 2	EOC
03 ²	Explain the evolution of the English monarchy from Henry VIII to William of Orange.	Teacher Resource	EOC
04 ³	Explain why William of Orange became King of England.	Teacher Resource	EOC
05 ⁴	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
---------------	--	------------------------------

Instructional Objective		Standard Reference	
1303.22 30 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.		6-9.WHC.1.8.1 130330	
Understand the major advances of the scientific revolution.			
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), 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.	Ch. 17, Sec. 1	EOC
Instructional Objective		Standard Reference	
1303.31 Understand the ideas and impact of the Enlightenment.		130331	
No.	Performance Objective	Resource Reference	Assessment Correlation
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
---------------	------------------------------	------------------------------

Instructional Objective		Standard Reference	
1303.23 32 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.		6-9.WHC.3.2.2 465.03a	
Compare and contrast the factors that promote economic growth.			
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
Instructional Objective 1303.33 Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.		Standard Reference 469.06g	
No.	Performance Objective	Resource Reference	Assessment Correlation
05+	Explain why factories were built by rivers.	Ch. 19, Sec. 1	EOC
Instructional Objective 1303.24 34 Identify main reasons for major migrations of people. Identify reasons for major migrations of people.		Standard Reference 6-9.WHC.2.3.1 463.03a	
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
---------------	--------------------------	------------------------------

Instructional Objective 1303.25 35 Analyze the various political philosophies which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy. Understand the rise of nationalism.		Standard Reference 6-9.WHC.4.4.2 130335	
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
Instructional Objective 1303.36 Understand the events of the French Revolution.		Standard Reference 130336	
No.	Performance Objective	Resource Reference	Assessment Correlation
03 4	Analyze the causes and effects of the French Revolution.	Ch. 18, Sec. 1	EOC
04 2	Characterize and explain the different estates in France.	Ch. 18, Sec. 1	EOC
05 3	Analyze the role of the reign of terror on the French Revolution.	Ch. 18, Sec. 2 Nystrom Atlas, p. 102	EOC
Instructional Objective 1303.37 Understand the rise and fall of Napoleon.		Standard Reference 130337	
No.	Performance Objective	Resource Reference	Assessment Correlation
06 4	Chronicle Napoleon's rise and fall.	Ch. 18, Sec. 3 Nystrom Atlas, p. 103	EOC
07 2	Evaluate the achievements of Napoleon's reign.	Ch. 18, Sec. 3	EOC
Instructional Objective 1303.38 Contrast monarchies, democracies (both direct and representative), and dictatorships.		Standard Reference 464.03b	
No.	Performance Objective	Resource Reference	Assessment Correlation
08 4	Compare/contrast the characteristics of monarchy, democracy and dictatorship.	Ch. 20, p. 643	EOC
09 2	Assess Debate the strengths and weaknesses of each major type of government.	Teacher Resource	EOC

Unit 10	The New Imperialism	Semester 2, 1 ½ weeks
----------------	----------------------------	------------------------------

Instructional Objective 1303.26 39 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. Understand the geography of Australia.		Standard Reference 6-9.WHC.2.3.3 130339
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		Standard Reference	
1303.2740 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. Describe ways in which human migration influences character of a place.		6-9.GEH.3.2.1 469.04e	
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
Instructional Objective		Standard Reference	
1303.41 Identify the factors that contributed to population movement.		462.05a	
No.	Performance Objective	Resource Reference	Assessment Correlation
03+	List the factors that contributed to population movement.	Ch. 19, Sec. 1	EOC
042	Identify the impact of colonization on the Aborigines.	Ch. 20, Sec. 2	TMA

Instructional Objective 1303.42 Discuss how empires used conquest and forced labor to expand and develop.		Standard Reference 462.06b	
No.	Performance Objective	Resource Reference	Assessment Correlation
05 4	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
----------------	--------------------	------------------------------

Instructional Objective 1303.43 Describe the structure of different populations through the use of key demographic concepts.		Standard Reference 469.04e	
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

Instructional Objective 1303.2844 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. Understand the causes of the First World War.		Standard Reference 6-9.WHC.5.1.1 130344	
--	--	---	--

Associated Instructional Objective: Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.		6-9.GEH.2.4.2 469.04e	
---	--	--------------------------	--

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 4	Identify and explain the causes of World War I.	Ch. 23, Sec. 1	EOC
03 2	Analyze the impact of Franz Ferdinand's assassination.	Ch. 23, Sec. 1	EOC

Instructional Objective 1303.2945 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. Understand the strategies, innovations, and course of the First World War.		Standard Reference 6-9.WHC.5.1.2 130345	
--	--	---	--

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
Instructional Objective 1303.46 Understand the results of the First World War.		Standard Reference 130346	
No.	Performance Objective	Resource Reference	Assessment Correlation
04 1	Discuss the impact of the U.S. entry into World War I.	Ch. 23, Sec. 2	EOC
05 2	Explain the Treaty of Versailles and assess its impact.	Ch. 23, Sec. 4	EOC

Unit 12	Russian Revolution	Semester 2, 1 ½ weeks
----------------	---------------------------	------------------------------

Instructional Objective 1303.30 47 Explain how climate affects human migration and settlement.		Standard Reference 6-9.WHC.2.3.2 463.03b	
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 1303.31 48 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. Understand cultural elements of Russia.		Standard Reference 6-9.WHC.1.8.1 130348	
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	Ch. 17, Sec. 3	TMA

	to Czarist Russia.	Ch. 23, Sec. 1	
Instructional Objective		Standard Reference	
1303.32 49 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes. Understand the causes and effects of the Russian Revolution.		6-9.WHC.4.4.3 130349	
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 50 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes. Analyze the ways groups, societies, and cultures address human needs and concerns.		6-9.WHC.4.4.3 469.04a	
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	Ch. 24, Sec. 2	EOC

	(NEP) and Stalin's command economy.		
03	Compare/contrast capitalism, communism, socialism, and mixed economies.	Teacher Resource	EOC
Instructional Objective 1303.51 Understand the events in Europe between World War I and World War II.		Standard Reference 130351	
No.	Performance Objective	Resource Reference	Assessment Correlation
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
Instructional Objective 1303.52 Identify factors that harm an economic system.		Standard Reference 465.03b	
No.	Performance Objective	Resource Reference	Assessment Correlation
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
----------------	---------------------	------------------------------

Instructional Objective 1303.34 53 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. Analyze the effects of physical and human geographic factors on historic events.		Standard Reference 6-9.WHC.5.1.1 469.06e	
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.2.5.4 469.06e	
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

Instructional Objective 1303.54 Understand the causes and effects of World War II.		Standard Reference 130354	
No.	Performance Objective	Resource Reference	Assessment Correlation
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
042	List Allied and Axis powers and their leaders.	Ch. 26, Sec. 1	EOC
053	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
064	Characterize the Holocaust.	Teacher Resource	EOC
075	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
----------------	---	----------------------------

Instructional Objective 1303.355 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. Understand the causes, course, and results of the Cold War.		Standard Reference 6-9.WHC.5.1.2 130355	
No.	Performance Objective	Resource Reference	Assessment Correlation
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. Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.	6-9.GEH.2.5.2 130355a	
	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	
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, Vietnam, formation of NATO and Warsaw Pact).	Teacher Resource	EOC

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	
1303.366 Compare major cultural characteristics of regions in the Eastern Hemisphere. Understand cultures of contemporary Europe.		6-9.GEH.2.3.3 130356	
Associated Instructional Objective			
Examine multiple points of view by analyzing a current event relating to Africa or Asia. Integrate multiple points of view to analyze contemporary geographic issues.		6-9.GEH.1.8.6 469.06f	
List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. Explain migration streams over time.		6-9.WHC.3.1.2 469.04b	
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 and uncontrolled industrialization on the environment.	Ch. 32, Sec. 4	EOC
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