

**Main Criteria:** Idaho Content Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 7  
**Correlation Options:** Show Correlated

**Idaho Content Standards**  
**Science**  
Grade: 7 - Adopted: 2006

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>Nature of Science: Students carry out investigations over time using appropriate tools and equipment. Students make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.3.</b>	<b>Understand Constancy, Change, and Measurement</b>
<b>GLE / BIG IDEA</b>	<b>7.S.1.3.1.</b>	The student will be able to identify concepts of science that have been stable over time. (633.03.a)  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol
<b>GLE / BIG IDEA</b>	<b>7.S.1.3.2.</b>	The student will be able to recognize changes that occur within systems. (633.03.b)  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol
<b>STANDARD / COURSE</b>	<b>ID.1.</b>	<b>Nature of Science: Students carry out investigations over time using appropriate tools and equipment. Students make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>1.4.</b>	<b>Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State</b>
<b>GLE / BIG IDEA</b>	<b>7.S.1.4.1</b>	Reference to objective 7.S.3.2.1. (Grade 7)  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California

		National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO
STANDARD / COURSE	ID.3.	Biology: Students state the levels of cellular organization and list cell parts and their respective functions. Students explain how traits are passed from one generation to another. Students differentiate between plant and animals cells by identifying the characteristic parts of each. Students explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.
CONTENT KNOWLEDGE AND SKILLS / GOAL	3.2.	Understand the Relationship between Matter and Energy in Living Systems
GLE / BIG IDEA	7.S.3.2.3.	The student will be able to illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)  <u>Social Studies Online</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
GLE / BIG IDEA	7.S.3.2.4.	The student will be able to identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivore, and decomposers. (638.01.d)  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades

## Idaho Content Standards

### Social Studies

Grade: 7 - Adopted: 2009

STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.1:	History - Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.
GLE / BIG IDEA	1.8:	Build an understanding of the cultural and social development of human civilization.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.1.8.1.	Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
OBJECTIVE	6-9.GEH.1.8.4.	Explain how and why events may be interpreted differently according to the points of view of participants and observers.  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts

OBJECTIVE	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.  <u>Social Studies Online</u> Jerusalem - Then and Now (Older Grades)
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.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.
GLE / BIG IDEA	2.1:	Analyze the spatial organizations of people, places, and environment on the earth's surface.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.1.1.	Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)  <u>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.1.2.	Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).  <u>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.1.3.	Use mental maps to answer geographic questions. (469.01b)  <u>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.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.
GLE / BIG IDEA	2.2:	Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.2.1.	<p>Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.2.2.	<p>Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions.</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.2.3.	<p>Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. (469.03a)</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.2.4.	<p>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). (469.03c)</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.2.5.	<p>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. (469.05a)</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol</p>

		London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
<b>STANDARD / COURSE</b>	<b>ID.GEH.</b>	<b>GEOGRAPHY-EASTERN HEMISPHERE</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>GEH.2:</b>	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.
<b>GLE / BIG IDEA</b>	<b>2.3:</b>	Trace the migration and settlement of human populations on the earth's surface.
<b>OBJECTIVE</b>		By the end of Geography-Eastern Hemisphere, the student will be able to:
<b>OBJECTIVE</b>	<b>6-9.GEH.2.3.1.</b>	Identify the names and locations of countries and major cities in the Eastern Hemisphere.  <u>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
<b>OBJECTIVE</b>	<b>6-9.GEH.2.3.2.</b>	Describe major physical characteristics of regions in the Eastern Hemisphere.  <u>Social Studies Online</u> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
<b>OBJECTIVE</b>	<b>6-9.GEH.2.3.3.</b>	Identify patterns of population distribution and growth in the Eastern Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)  <u>Social Studies Online</u> African Safari Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
<b>STANDARD / COURSE</b>	<b>ID.GEH.</b>	<b>GEOGRAPHY-EASTERN HEMISPHERE</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>GEH.2:</b>	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.
GLE / BIG IDEA	2.4:	Analyze the human and physical characteristics of different places and regions.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.4.1.	<p>Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.4.2.	<p>Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (469.04c)</p> <p><u>Social Studies Online</u>  African Safari  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.4.3.	<p>Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.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.
GLE / BIG IDEA	2.5:	Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.5.1.	<p>Analyze the distribution of natural resources in the Eastern Hemisphere.</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>

OBJECTIVE	6-9.GEH.2.5.2.	<p>Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (469.05c)</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.5.3.	<p>Give examples of how land forms and water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. (469.06c)</p> <p><u>Social Studies Online</u>  African Safari  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.5.4.	<p>Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
OBJECTIVE	6-9.GEH.2.5.5.	<p>Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, air and water pollution, deforestation. (469.05b)</p> <p><u>Social Studies Online</u>  African Safari  Barcelona - English  Barcelona - Espagnol  London - City of Pomp &amp; Majesty  Highlights of Paris- Grades 6 - 8  Paris - La Ville Lumiere (En Francais)  Tokyo - City of Contrasts</p>
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.4:	Civics and Government - Students in Geography-Eastern Hemisphere build an understanding of comparative government.
GLE / BIG IDEA	4.5:	Build an understanding of comparative government.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.4.5.1.	<p>Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.</p> <p><u>Social Studies Online</u>  Barcelona - English  Barcelona - Espagnol  Tokyo - City of Contrasts</p>

<b>STANDARD / COURSE</b>	<b>ID.GEH.</b>	<b>GEOGRAPHY-EASTERN HEMISPHERE</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>GEH.5:</b>	Global Perspectives - Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.
<b>GLE / BIG IDEA</b>	<b>5.1:</b>	Build an understanding of multiple perspectives and global interdependence.
<b>OBJECTIVE</b>		By the end of Geography-Eastern Hemisphere, the student will be able to:
<b>OBJECTIVE</b>	<b>6-9.GEH.5.1.1.</b>	Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.  <u>Social Studies Online</u> African Safari Tokyo - City of Contrasts
<b>STANDARD / COURSE</b>	<b>ID.GWH.</b>	<b>GEOGRAPHY-WESTERN HEMISPHERE</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>GWH.1:</b>	History - Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.
<b>GLE / BIG IDEA</b>	<b>1.8:</b>	Build an understanding of the cultural and social development of human civilization.
<b>OBJECTIVE</b>		By the end of Geography-Western Hemisphere, the student will be able to:
<b>OBJECTIVE</b>	<b>6-9.GWH.1.8.1.</b>	Describe major aspects of the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.  <u>Social Studies Online</u> Ancient Mayan Civilization
<b>OBJECTIVE</b>	<b>6-9.GWH.1.8.4.</b>	Explain how and why events may be interpreted differently according to the points of view of participants and observers.  <u>Social Studies Online</u> Ancient Mayan Civilization Washington, DC - Grades 6 - 8
<b>STANDARD / COURSE</b>	<b>ID.GWH.</b>	<b>GEOGRAPHY-WESTERN HEMISPHERE</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>GWH.2:</b>	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.
<b>GLE / BIG IDEA</b>	<b>2.1:</b>	Analyze the spatial organizations of people, places, and environment on the earth's surface.
<b>OBJECTIVE</b>		By the end of Geography-Western Hemisphere, the student will be able to:
<b>OBJECTIVE</b>	<b>6-9.GWH.2.1.1.</b>	Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)  <u>Social Studies Online</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Washington, DC - Grades 6 - 8



OBJECTIVE	6-9.GWH.2.1.2.	Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.1.3.	Use mental maps to answer geographic questions. (469.01b)  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Washington, DC - Grades 6 - 8
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.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.
GLE / BIG IDEA	2.2:	Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.2.2.1.	Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.2.2.	Locate, map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	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. (469.03a)  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.2.4.	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. (469.05a)  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE

CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.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.
GLE / BIG IDEA	2.3:	Trace the migration and settlement of human populations on the earth's surface.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.2.3.1.	Identify the names and locations of countries and major cities in the Western Hemisphere.  <u>Social Studies Online</u> Canada - An Overview Exploring Cuba Washington, DC - Grades 6 - 8
OBJECTIVE	6-9.GWH.2.3.2.	Describe major physical characteristics of regions in the Western Hemisphere.  <u>Social Studies Online</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO Washington, DC - Grades 6 - 8
OBJECTIVE	6-9.GWH.2.3.3.	Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns which have occurred over time. (469.04b)  <u>Social Studies Online</u> Canada - An Overview Exploring Cuba
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.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.
GLE / BIG IDEA	2.4:	Analyze the human and physical characteristics of different places and regions.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.2.4.1.	Describe major cultural characteristics of regions in the Western Hemisphere.  <u>Social Studies Online</u> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.4.2.	Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity. (469.04c)

		<a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.4.3.	Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.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.
GLE / BIG IDEA	2.5:	Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.2.5.1.	Analyze the distribution of natural resources in the Western Hemisphere.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.5.2.	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere. (469.05c)  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.5.3.	Give examples of how land forms and water, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. (469.06c)  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.3:	Economics - Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems.
GLE / BIG IDEA	3.1:	Explain basic economic concepts.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.3.1.1.	Define scarcity and its impact on decision making such as trade and settlement.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.3:	Economics - Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems.

GLE / BIG IDEA	3.2:	Identify different influences on economic systems.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	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.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	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.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.3.2.3.	Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.3.2.4.	Identify economic connections between a local community and the countries of the Western Hemisphere.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.4:	Civics and Government - Students in Geography-Western Hemisphere build an understanding of comparative government.
GLE / BIG IDEA	4.5:	Build an understanding of comparative government.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.4.5.1.	Identify the major forms of government in the Western Hemisphere and compare them with the United States.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.5:	Global Perspectives - Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.
GLE / BIG IDEA	5.1:	Build an understanding of multiple perspectives and global interdependence.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.5.1.1.	Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.  <a href="#">Social Studies Online</a> Canada - An Overview Exploring Cuba
OBJECTIVE	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.

		<a href="#">Social Studies Online</a> Exploring Cuba
OBJECTIVE	6-9.GWH.5.1.4.	Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.  <a href="#">Social Studies Online</a> Exploring Cuba
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.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.
GLE / BIG IDEA	1.6:	Explain the rise of human civilization.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.1.6.3.	Analyze the characteristics of early civilizations.  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.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.
GLE / BIG IDEA	1.7:	Trace how natural resources and technological advances have shaped human civilization.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.1.7.1.	Explain how man adapted the environment for civilization to develop. (462.04a)  <a href="#">Social Studies Online</a> Ancient Mayan Civilization
OBJECTIVE	6-9.WHC.1.7.2.	Identify the technological advances developed by Ancient, Greco Roman, Middle Ages, Early-Modern, and Modern European societies and civilizations. (462.04b)  <a href="#">Social Studies Online</a> Ancient Greece Ancient Rome Rome - The Eternal City
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.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.
GLE / BIG IDEA	1.8:	Build an understanding of the cultural and social development of human civilization.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:

OBJECTIVE	6-9.WHC.1.8.1.	Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05b)  <a href="#">Social Studies Online</a> Ancient Mayan Civilization
OBJECTIVE	6-9.WHC.1.8.2.	Identify the origins and characteristics of different social classes.  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Mayan Civilization
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.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.
GLE / BIG IDEA	1.9:	Identify the role of religion in the development of human civilization.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.1.9.1.	Explain the relationship between religion and the peoples understanding of the natural world. (462.07c)  <a href="#">Social Studies Online</a> Jerusalem - Then and Now (Older Grades)
OBJECTIVE	6-9.WHC.1.9.2.	Explain how religion shaped the development of western civilization. (462.07a)  <a href="#">Social Studies Online</a> Ancient Mayan Civilization
OBJECTIVE	6-9.WHC.1.9.3.	Discuss how religion influenced social behavior and created social order. (462.07b)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades)
OBJECTIVE	6-9.WHC.1.9.4.	Describe why different religious beliefs were sources of conflict.  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Jerusalem - Then and Now (Older Grades)
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.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.
GLE / BIG IDEA	2.3:	Trace the migration and settlement of human populations on the earth's surface.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.2.3.1.	Identify main reasons for major migrations of people. (463.03a)

		<a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
OBJECTIVE	6-9.WHC.2.3.2.	Explain how climate affects human migration and settlement. (463.03b)  <a href="#">Social Studies Online</a> African Safari Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) Ancient Rome The Amazon Rainforest - Part 1 - Older Grades
OBJECTIVE	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. (463.03c)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
OBJECTIVE	6-9.WHC.2.3.4.	Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. (463.03d)  <a href="#">Social Studies Online</a> Ancient Greece Ancient Mayan Civilization
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.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.
GLE / BIG IDEA	2.4:	Analyze the human and physical characteristics of different places and regions.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.2.4.1.	Explain the impact of waterways on civilizations. (463.02b)  <a href="#">Social Studies Online</a> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.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.

GLE / BIG IDEA	2.5:	Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.2.5.1.	Explain how the resources of an area can be the source of conflict between competing groups. (463.04a)  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
OBJECTIVE	6-9.WHC.2.5.3.	Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04c)  <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Highlights of Paris- Grades 6 - 8 Paris - La Ville Lumiere (En Francais) Ancient Rome Tokyo - City of Contrasts
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.3:	Economics - Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.
GLE / BIG IDEA	3.1:	Explain basic economic concepts.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.3.1.1.	Explain how historically people have relied on their natural resources to meet their needs. (465.01b)  <u>Social Studies Online</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
OBJECTIVE	6-9.WHC.3.1.3.	Analyze the role of money as a means of exchange. (465.02a)  <u>Social Studies Online</u> Barcelona - English Barcelona - Espagnol
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.3:	Economics - Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.
GLE / BIG IDEA	3.2:	Identify different influences on economic systems.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.3.2.4.	Identify important economic organizations that have influenced economic growth.  <u>Social Studies Online</u> Exploring Cuba
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.4:	Civics and Government - Students in World History and Civilization build an understanding of the evolution of democracy.



GLE / BIG IDEA	4.4:	Build an understanding of the evolution of democracy.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.4.4.2.	Analyze the various political influences which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.  <u>Social Studies Online</u> Ancient Greece Ancient Rome
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.5:	Global Perspectives - Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.
GLE / BIG IDEA	5.1:	Build an understanding of multiple perspectives and global interdependence.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	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.  <u>Social Studies Online</u> Ancient Greece
STANDARD / COURSE	ID.US1.	U.S. HISTORY I
CONTENT KNOWLEDGE AND SKILLS / GOAL	USH1.1:	History - Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.
GLE / BIG IDEA	1.3:	Identify the role of American Indians in the development of the United States.
OBJECTIVE		By the end of U.S. History I, the student will be able to:
OBJECTIVE	6-12.US1.1.3.2.	Explain how and why events may be interpreted differently according to the points of view of participants and observers.  <u>Social Studies Online</u> Washington, DC - Grades 6 - 8
STANDARD / COURSE	ID.US1.	U.S. HISTORY I
CONTENT KNOWLEDGE AND SKILLS / GOAL	USH1.4:	Civics and Government - Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
GLE / BIG IDEA	4.2:	Build an understanding of the organization and formation of the American system of government.
OBJECTIVE		By the end of U.S. History I, the student will be able to:
OBJECTIVE	6-12.US1.4.2.1.	Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a)  <u>Social Studies Online</u> Washington, DC - Grades 6 - 8

Grade: 7 - Adopted: 2011

STANDARD / COURSE	ID.CC.RH.6-8.	Reading Standards for Literacy in History/Social Studies
CONTENT KNOWLEDGE AND SKILLS / GOAL		Integration of Knowledge and Ideas
GLE / BIG IDEA	RH.6-8.7.	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u><a href="#">Social Studies Online</a></u>            African Safari            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Barcelona - English            Barcelona - Espagnol            Canada            Exploring Cuba            Galapagos Islands            Jerusalem - Then and Now (Older Grades)            La Selva Amazonica - Pte 1 (En Espagnol)            London - City of Pomp &amp; Majesty            National Parks - West - Alaska &amp; Hawaii            National Parks West - Nevada, California            National Parks West - Wyoming, Utah            National Parks - WA, OR, ID, MT, CO            Highlights of Paris- Grades 6 - 8            Paris - La Ville Lumiere (En Francais)            Ancient Rome            Rome - The Eternal City            The Amazon Rainforest - Part 1 - Older Grades            The Amazon Rainforest - Part 2 - Older Grades            Tokyo - City of Contrasts            Washington, DC - Grades 6 - 8</p>

© 2018 EdGate Correlation Services, LLC. All Rights reserved.  
 Contact Us - Privacy - Service Agreement