

**Main Criteria:** Idaho Content Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 8  
**Correlation Options:** Show Correlated

**Idaho Content Standards  
 Science**

Grade: 8 - Adopted: 2006

<b>STANDARD / COURSE</b>	<b>ID.8-9.PS.</b>	<b>Physical Science</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	8-9.PS.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment.
<b>GLE / BIG IDEA</b>	8-9.PS.5.2.	Understand the Relationship between Science and Technology
<b>OBJECTIVE</b>	8.PS.5.2.3.	The student will be able to explain how science and technology are pursued for different purposes. (656.01b)  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
<b>STANDARD / COURSE</b>	<b>ID.8-9.ES.</b>	<b>Earth Science</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	8-9.ES.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.
<b>GLE / BIG IDEA</b>	8-9.ES.5.1.	Understand Common Environmental Quality Issues, Both Natural and Human Induced
<b>OBJECTIVE</b>	8.ES.5.1.1.	The student will be able to analyze environmental issues such as water and air quality, hazardous waste, and depletion of natural resources. (656.01a)  <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
<b>STANDARD / COURSE</b>	<b>ID.8-9.ES.</b>	<b>Earth Science</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	8-9.ES.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.
<b>GLE / BIG IDEA</b>	8-9.ES.5.3.	Understand the Importance of Natural Resources and the Need to Manage and Conserve Them
<b>OBJECTIVE</b>	8.ES.5.3.1.	The student will be able to describe the difference between renewable and nonrenewable resources. (656.03a)  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades

**Idaho Content Standards  
 Social Studies**

Grade: 8 - Adopted: 2009

<b>STANDARD / COURSE</b>	<b>ID.GEH.</b>	<b>GEOGRAPHY-EASTERN HEMISPHERE</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	GEH.1:	History - Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

<b>GLE / BIG IDEA</b>	<b>1.8:</b>	<b>Build an understanding of the cultural and social development of human civilization.</b>
<b>OBJECTIVE</b>		<b>By the end of Geography-Eastern Hemisphere, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>6-9.GEH.1.8.1.</b>	Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
<b>OBJECTIVE</b>	<b>6-9.GEH.1.8.4.</b>	Explain how and why events may be interpreted differently according to the points of view of participants and observers.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
<b>OBJECTIVE</b>	<b>6-9.GEH.1.8.5.</b>	Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
<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>2.1:</b>	<b>Analyze the spatial organizations of people, places, and environment on the earth's surface.</b>
<b>OBJECTIVE</b>		<b>By the end of Geography-Eastern Hemisphere, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>6-9.GEH.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>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
<b>OBJECTIVE</b>	<b>6-9.GEH.2.1.2.</b>	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>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12

		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>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 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.	Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.2.2.	Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.2.3.	Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. (469.03a)  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.2.4.	Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion). (469.03c)

		<b>Virtual Field Trips</b> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.2.5.	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)  <b>Virtual Field Trips</b> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
STANDARD / COURSE	ID.GEH.	<b>GEOGRAPHY-EASTERN HEMISPHERE</b>
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	2.3:	Trace the migration and settlement of human populations on the earth's surface.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.3.1.	Identify the names and locations of countries and major cities in the Eastern Hemisphere.  <b>Virtual Field Trips</b> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.3.2.	Describe major physical characteristics of regions in the Eastern Hemisphere.  <b>Virtual Field Trips</b> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.3.3.	Identify patterns of population distribution and growth in the Eastern Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)  <b>Virtual Field Trips</b> Barcelona - English Barcelona - Espagnol

		London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 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>2.4:</b>	Analyze the human and physical characteristics of different places and regions.
<b>OBJECTIVE</b>		By the end of Geography-Eastern Hemisphere, the student will be able to:
<b>OBJECTIVE</b>	<b>6-9.GEH.2.4.1.</b>	Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
<b>OBJECTIVE</b>	<b>6-9.GEH.2.4.2.</b>	Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (469.04c)  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Tokyo - City of Contrasts
<b>OBJECTIVE</b>	<b>6-9.GEH.2.4.3.</b>	Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 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>2.5:</b>	Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
<b>OBJECTIVE</b>		By the end of Geography-Eastern Hemisphere, the student will be able to:
<b>OBJECTIVE</b>	<b>6-9.GEH.2.5.1.</b>	Analyze the distribution of natural resources in the Eastern Hemisphere.

		<u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.5.2.	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (469.05c)  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.5.3.	Give examples of how land forms and water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. (469.06c)  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.5.4.	Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Tokyo - City of Contrasts
OBJECTIVE	6-9.GEH.2.5.5.	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)  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 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.4:</b>	<b>Civics and Government - Students in Geography-Eastern Hemisphere build an understanding of comparative government.</b>
<b>GLE / BIG IDEA</b>	<b>4.5:</b>	<b>Build an understanding of comparative government.</b>
<b>OBJECTIVE</b>		<b>By the end of Geography-Eastern Hemisphere, the student will be able to:</b>
OBJECTIVE	6-9.GEH.4.5.1.	Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.  <u>Virtual Field Trips</u> Barcelona - English

		Barcelona - Espagnol 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.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>Virtual Field Trips</u> 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>Virtual Field Trips</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>Virtual Field Trips</u> Ancient Mayan Civilization Washington, DC - Grades 6 - 12
<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>Virtual Field Trips</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12

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).  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba
OBJECTIVE	6-9.GWH.2.1.3.	Use mental maps to answer geographic questions. (469.01b)  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12
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)  <u>Virtual Field Trips</u> 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.  <u>Virtual Field Trips</u> 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)  <u>Virtual Field Trips</u> 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)  <u>Virtual Field Trips</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	2.3:	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>Virtual Field Trips</u> Canada - An Overview Exploring Cuba Washington, DC - Grades 6 - 12
OBJECTIVE	6-9.GWH.2.3.2.	Describe major physical characteristics of regions in the Western Hemisphere.  <u>Virtual Field Trips</u> Canada - An Overview Exploring Cuba National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12
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>Virtual Field Trips</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>Virtual Field Trips</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)

		<u>Virtual Field Trips</u> 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.  <u>Virtual Field Trips</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	2.5:	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.  <u>Virtual Field Trips</u> 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)  <u>Virtual Field Trips</u> 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)  <u>Virtual Field Trips</u> 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.  <u>Virtual Field Trips</u> 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.

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

		<u>Virtual Field Trips</u> Exploring Cuba
OBJECTIVE	6-9.GWH.5.1.4.	Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.  <u>Virtual Field Trips</u> 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.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
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)  <u>Virtual Field Trips</u> 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)  <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
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)  <u>Virtual Field Trips</u> Ancient Mayan Civilization
OBJECTIVE	6-9.WHC.1.8.2.	Identify the origins and characteristics of different social classes.  <u>Virtual Field Trips</u> 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)  <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
OBJECTIVE	6-9.WHC.1.9.2.	Explain how religion shaped the development of western civilization. (462.07a)  <u>Virtual Field Trips</u> Ancient Mayan Civilization
OBJECTIVE	6-9.WHC.1.9.3.	Discuss how religion influenced social behavior and created social order. (462.07b)  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy 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.  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Greece - Birthplace of Democracy 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)  <u>Virtual Field Trips</u>

		Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
OBJECTIVE	6-9.WHC.2.3.2.	Explain how climate affects human migration and settlement. (463.03b)  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Exploring Cuba La Selva Amazonica - Pte 1 (En Espagnol) Rome - The Eternal City - Part 1 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)  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
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)  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy 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)  <u>Virtual Field Trips</u> 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>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
OBJECTIVE	6-9.WHC.2.5.3.	Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04c)  <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais) Rome - The Eternal City - Part 1 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>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
OBJECTIVE	6-9.WHC.3.1.3.	Analyze the role of money as a means of exchange. (465.02a)  <u>Virtual Field Trips</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>Virtual Field Trips</u> Exploring Cuba
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>WHC.4:</b>	<b>Civics and Government - Students in World History and Civilization build an understanding of the evolution of democracy.</b>
<b>GLE / BIG IDEA</b>	<b>4.4:</b>	<b>Build an understanding of the evolution of democracy.</b>
<b>OBJECTIVE</b>		<b>By the end of World History and Civilization, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>6-9.WHC.4.4.2.</b>	Analyze the various political influences which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.  <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
<b>STANDARD / COURSE</b>	<b>ID.WHC.</b>	<b>WORLD HISTORY AND CIVILIZATION</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>WHC.5:</b>	<b>Global Perspectives - Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.</b>
<b>GLE / BIG IDEA</b>	<b>5.1:</b>	<b>Build an understanding of multiple perspectives and global interdependence.</b>
<b>OBJECTIVE</b>		<b>By the end of World History and Civilization, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>6-9.WHC.5.1.1.</b>	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>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
<b>STANDARD / COURSE</b>	<b>ID.US1.</b>	<b>U.S. HISTORY I</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>USH1.1:</b>	<b>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.</b>
<b>GLE / BIG IDEA</b>	<b>1.3:</b>	<b>Identify the role of American Indians in the development of the United States.</b>
<b>OBJECTIVE</b>		<b>By the end of U.S. History I, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>6-12.US1.1.3.2.</b>	Explain how and why events may be interpreted differently according to the points of view of participants and observers.  <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
<b>STANDARD / COURSE</b>	<b>ID.US1.</b>	<b>U.S. HISTORY I</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>USH1.4:</b>	<b>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.</b>
<b>GLE / BIG IDEA</b>	<b>4.2:</b>	<b>Build an understanding of the organization and formation of the American system of government.</b>
<b>OBJECTIVE</b>		<b>By the end of U.S. History I, the student will be able to:</b>
<b>OBJECTIVE</b>	<b>6-12.US1.4.2.1.</b>	Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a)

		<b>Virtual Field Trips</b> Washington, DC - Grades 6 - 12
Grade: 8 - Adopted: 2011		
<b>STANDARD / COURSE</b>	<b>ID.CC.RH.6-8.</b>	<b>Reading Standards for Literacy in History/Social Studies</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>		<b>Integration of Knowledge and Ideas</b>
<b>GLE / BIG IDEA</b>	<b>RH.6-8.7.</b>	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>Virtual Field Trips</b>  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece - Birthplace of Democracy  Ancient Mayan Civilization  Barcelona - English  Barcelona - Espagnol  Canada - An Overview  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 of the Western Region - Part 1  Paris - City of Light - Grades 6 - 12  Paris - La Ville Lumiere (En Francais)  Rome - The Eternal City - Part 1  Rome - The Eternal City - Part 2  The Amazon Rainforest - Part 1 - Older Grades  The Amazon Rainforest - Part 2 - Older Grades  Tokyo - City of Contrasts  Washington, DC - Grades 6 - 12</p>

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