

**Main Criteria:** Idaho Content Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies **Grade:** 6  
**Correlation Options:** Show Correlated

**Idaho Content Standards**  
**Science**  
Grade: 6 - Adopted: 2022

| STANDARD / COURSE                   | MS-PS.   | Physical Science            |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | MS-PS-1. | Matter and Its Interactions |

GLE / BIG IDEA MS-PS-1.3. Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

| STANDARD / COURSE                   | MS-LS.   | Life Science                                   |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | MS-LS-2. | Ecosystems: Interactions, Energy, and Dynamics |

GLE / BIG IDEA MS-LS-2.2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**Virtual Field Trips**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

The Sahara Desert

Who Lives On a Coral Reef?

GLE / BIG IDEA MS-LS-2.3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

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| GLE / BIG IDEA                      | MS-LS-2.4. | <p>Develop a model to describe the flow of energy through the trophic levels of an ecosystem.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Galapagos Islands</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                                                                                                                                                                                                                                        |
| GLE / BIG IDEA                      | MS-LS-2.5. | <p>Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p> |
| GLE / BIG IDEA                      | MS-LS-2.6. | <p>Design and evaluate solutions for maintaining biodiversity and ecosystem services.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Who Lives On a Coral Reef?</p>                                                                                |
| STANDARD / COURSE                   | MS-LS.     | Life Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | MS-LS-4.   | Biological Adaptation: Unity and Diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| GLE / BIG IDEA                      | MS-LS-4.3. | <p>Analyze visual evidence to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                                                                                                                                                                          |
| STANDARD / COURSE                   | MS-ESS.    | Earth and Space Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | MS-ESS-2.  | Earth's Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| GLE / BIG IDEA                             | MS-ESS-2.1.      | <p>Develop a model to describe the cycling of Earth's materials and the internal and external flows of energy that drive the rock cycle processes.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p>                                                                                                                                                                                                        |
| GLE / BIG IDEA                             | MS-ESS-2.2.      | <p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><b>Virtual Field Trips</b></p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>                                                                                                                                                            |
| GLE / BIG IDEA                             | MS-ESS-2.3.      | <p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><b>Virtual Field Trips</b></p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Wyoming, Utah</p>                                                                                                                                                                                                                                                     |
| GLE / BIG IDEA                             | MS-ESS-2.5.      | <p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p>                                                                                                                                                                                                                                                                                                                                   |
| GLE / BIG IDEA                             | MS-ESS-2.6.      | <p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><b>Virtual Field Trips</b></p> <p>Galapagos Islands</p>                                                                                                                                                                                                                                                                                                    |
| <b>STANDARD / COURSE</b>                   | <b>MS-ESS.</b>   | <b>Earth and Space Science</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b> | <b>MS-ESS-3.</b> | <b>Earth and Human Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GLE / BIG IDEA                             | MS-ESS-3.1.      | <p>Construct a scientific explanation based on evidence for how Earth's mineral, energy, and groundwater resources are unevenly distributed as a result of past and current geologic processes.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>The Sahara Desert</p> |

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| GLE / BIG IDEA | MS-ESS-3.3. | <p>Apply scientific practices to design a method for monitoring human activity and increasing beneficial human influences on the environment.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Who Lives On a Coral Reef?</p> |
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| GLE / BIG IDEA | MS-ESS-3.4. | <p>Construct an argument based on evidence for how changes in human population and per-capita consumption of natural resources positively and negatively affect Earth's systems.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Who Lives On a Coral Reef?</p> |
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| GLE / BIG IDEA | MS-ESS-3.5. | <p>Ask questions to interpret evidence of the factors that cause climate variability throughout Earth's history.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>Who Lives On a Coral Reef?</p> |
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**Idaho Content Standards**  
**Social Studies**  
Grade: 6 - Adopted: 2016

| STANDARD / COURSE                   |             | GEOGRAPHY-WESTERN HEMISPHERE                                                                                                  |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 1: | History                                                                                                                       |
| GLE / BIG IDEA                      |             | Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization. |
| OBJECTIVE                           | Goal 1.8:   | Build an understanding of the cultural and social development of human civilization.                                          |

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| OBJECTIVE | 6-9.GWH.1.8.4. | <p>Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Barcelona</p> <p>London - City of Pomp &amp; Majesty</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Tokyo - City of Contrasts</p> |
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| STANDARD / COURSE |  | GEOGRAPHY-WESTERN HEMISPHERE |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 2.1:   | Analyze the spatial organizations of people, places, and environment on the earth's surface.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| OBJECTIVE | 6-9.GWH.2.1.<br>1. | <p>Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.</p> <p><b>Virtual Field Trips</b><br/> Barcelona<br/> London - City of Pomp &amp; Majesty<br/> Paris - City of Light - Grades 6 - 8<br/> Rome - The Eternal City<br/> Tokyo - City of Contrasts</p>                                                                              |
| OBJECTIVE | 6-9.GWH.2.1.2.     | <p>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).</p> <p><b>Virtual Field Trips</b><br/> African Safari<br/> Barcelona<br/> London - City of Pomp &amp; Majesty<br/> Paris - City of Light - Grades 6 - 8<br/> Rome - The Eternal City<br/> Tokyo - City of Contrasts</p> |
| OBJECTIVE | 6-9.GWH.2.1.3.     | <p>Use mental maps to answer geographic questions.</p> <p><b>Virtual Field Trips</b><br/> African Safari<br/> Barcelona<br/> London - City of Pomp &amp; Majesty<br/> Paris - City of Light - Grades 6 - 8<br/> Rome - The Eternal City<br/> Tokyo - City of Contrasts</p>                                                                                                                                |

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| STANDARD / COURSE                   |             | GEOGRAPHY-WESTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 2.2:   | Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| OBJECTIVE                           | 6-9.GWH.2.2.1. | <p>Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Barcelona</p> <p>London - City of Pomp &amp; Majesty</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Rome - The Eternal City</p> <p>Tokyo - City of Contrasts</p>                                                                                                                                                                                                                      |
| OBJECTIVE                           | 6-9.GWH.2.2.2. | <p>Locate, map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions.</p> <p><b>Virtual Field Trips</b> Canada:</p> <p>Coast to Coast Canada: Our</p> <p>Northern Neighbor Exploring</p> <p>Cuba</p> <p>Galapagos Islands</p>                                                                                                                                                                                                                                                                       |
| OBJECTIVE                           | 6-9.GWH.2.2.3. | <p>Identify major biomes and explain ways in which the natural environment and climate of places in the Western Hemisphere are related.</p> <p><b>Virtual Field Trips</b></p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Washington, DC - Grades 6 - 8</p>                                                                                                |
| OBJECTIVE                           | 6-9.GWH.2.2.6. | <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).</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Barcelona</p> <p>London - City of Pomp &amp; Majesty</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Rome - The Eternal City</p> <p>Tokyo - City of Contrasts</p>                                                                               |
| STANDARD / COURSE                   |                | GEOGRAPHY-WESTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2:    | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |                | 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. |
| OBJECTIVE                           | Goal 2.3:      | Trace the migration and settlement of human populations on the earth's surface.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| OBJECTIVE | 6-9.GWH.2.3.1. | Identify the names and locations of countries and major cities in the Western Hemisphere.<br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands<br>Washington, DC - Grades 6 - 8 |
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| OBJECTIVE | 6-9.GWH.2.3.2. | Describe major physical characteristics of regions in the Western Hemisphere.<br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Washington, DC - Grades 6 - 8 |
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| 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.<br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands |
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| STANDARD / COURSE                   |             | GEOGRAPHY-WESTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 2.4:   | Analyze the human and physical characteristics of different places and regions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| OBJECTIVE | 6-9.GWH.2.4.1. | Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Western Hemisphere.<br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-9.GWH.2.4.2. | Describe major cultural characteristics of regions in the Western Hemisphere.<br><u>Virtual Field Trips</u><br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands                                |
| OBJECTIVE | 6-9.GWH.2.4.3. | Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.<br><u>Virtual Field Trips</u><br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands |
| OBJECTIVE | 6-9.GWH.2.4.4. | Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.<br><u>Virtual Field Trips</u><br>Exploring Cuba                                                               |

| STANDARD / COURSE                   |             | GEOGRAPHY-WESTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 2.5:   | Explain how geography enables people to comprehend the relationships between people, places, and environments over time.                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| OBJECTIVE | 6-9.GWH.2.5.1. | Analyze the distribution of natural resources in the Western Hemisphere.<br><u>Virtual Field Trips</u><br>Exploring Cuba<br>Galapagos Islands |
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| 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.<br><u>Virtual Field Trips</u><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands |
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| OBJECTIVE | 6-9.GWH.2.5.3. | Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.<br><u>Virtual Field Trips</u><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>Galapagos Islands |
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| OBJECTIVE | 6-9.GWH.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 pollution, water pollution, and deforestation.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Barcelona</p> <p>London - City of Pomp &amp; Majesty</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Rome - The Eternal City</p> <p>Tokyo - City of Contrasts</p> |
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| STANDARD / COURSE                   |             | GEOGRAPHY-WESTERN HEMISPHERE                                                                                                    |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 3: | Economics                                                                                                                       |
| GLE / BIG IDEA                      |             | Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems. |
| OBJECTIVE                           | Goal 3.2:   | Identify different influences on economic systems.                                                                              |

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| OBJECTIVE | 6-9.GWH.3.2.1. | <p>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.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> |
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| OBJECTIVE | 6-9.GWH.3.2.2. | <p>Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> |
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| OBJECTIVE | 6-9.GWH.3.2.3. | <p>Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> |
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| OBJECTIVE | 6-9.GWH.3.2.4. | <p>Identify economic connections between a local community and the countries of the Western Hemisphere.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> |
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| STANDARD / COURSE                   |             | GEOGRAPHY-WESTERN HEMISPHERE |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 4: | Civics and Government        |

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| GLE / BIG IDEA |           | Students in Geography-Western Hemisphere build an understanding of comparative government. |
| OBJECTIVE      | Goal 4.5: | Build an understanding of comparative government.                                          |

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| OBJECTIVE | 6-9.GWH.4.5.1. | Identify the major forms of government in the Western Hemisphere and compare them with the United States.<br><a href="#">Virtual Field Trips</a><br><a href="#">Canada: Our Northern Neighbor</a><br><a href="#">Exploring Cuba</a> |
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| STANDARD / COURSE                   |             | GEOGRAPHY-WESTERN HEMISPHERE                                                                                         |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 5: | Global Perspectives                                                                                                  |
| GLE / BIG IDEA                      |             | Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence. |
| OBJECTIVE                           | Goal 5.1:   | Build an understanding of multiple perspectives and global interdependence.                                          |

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| 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.<br><a href="#">Virtual Field Trips</a><br><a href="#">Canada: Our Northern Neighbor</a><br><a href="#">Exploring Cuba</a><br><a href="#">Galapagos Islands</a> |
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| 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.<br><a href="#">Virtual Field Trips</a><br><a href="#">Exploring Cuba</a> |
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| OBJECTIVE | 6-9.GWH.5.1.4. | Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.<br><a href="#">Virtual Field Trips</a><br><a href="#">Exploring Cuba</a> |
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| STANDARD / COURSE                   |             | GEOGRAPHY-EASTERN HEMISPHERE                                                                                                  |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 1: | History                                                                                                                       |
| GLE / BIG IDEA                      |             | Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization. |
| OBJECTIVE                           | Goal 1.8:   | Build an understanding of the cultural and social development of human civilization.                                          |

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| OBJECTIVE | 6-9.GEH.1.8.1. | Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact.<br><a href="#">Virtual Field Trips</a><br><a href="#">Ancient China - Qin &amp; Han Dynasties</a><br><a href="#">Ancient China - Shang &amp; Zhou Dynasties</a><br><a href="#">Ancient Egypt - Land of the Pharaohs</a><br><a href="#">Ancient Egypt - Land of the Pyramids</a> |
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| OBJECTIVE | 6-<br>9.GEH.1.8<br>4. | Explain how and why events may be interpreted differently according to the points of view of participants and observers.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-<br>9.GEH.1.8<br>5. | Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Jerusalem - Then and Now (Older Grades) |
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| STANDARD / COURSE                   |             | GEOGRAPHY-EASTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |             | 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 over time. |
| OBJECTIVE                           | Goal 2.1:   | Analyze the spatial organizations of people, places, and environment on the earth's surface.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| OBJECTIVE | 6-<br>9.GEH.2.1.<br>1. | Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-<br>9.GEH.2.1<br>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).<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-<br>9.GEH.2.1<br>.3. | Use mental maps to answer geographic questions.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| STANDARD / COURSE                   |             | GEOGRAPHY-EASTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |             | 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 over time. |
| OBJECTIVE                           | Goal 2.2:   | Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| OBJECTIVE | 6-<br>9.GEH.2.2.<br>1. | Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-<br>9.GEH.2.2<br>.2. | Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-<br>9.GEH.2.2<br>.3. | Identify major biomes and explain ways in which the natural environment and climate of places in the Eastern Hemisphere are related.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| OBJECTIVE                           | 6-9.GEH.2.2<br>6.  | <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).</p> <p><b>Virtual Field Trips</b><br/> African Safari<br/> Barcelona<br/> London - City of Pomp &amp; Majesty<br/> Paris - City of Light - Grades 6 - 8<br/> Rome - The Eternal City<br/> Tokyo - City of Contrasts</p>                                                                                           |
| STANDARD / COURSE                   |                    | GEOGRAPHY-EASTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2:        | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |                    | 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 over time. |
| OBJECTIVE                           | Goal 2.3:          | Trace the migration and settlement of human populations on the earth's surface.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| OBJECTIVE                           | 6-9.GEH.2.3.<br>1. | <p>Identify the names and locations of countries and major cities in the Eastern Hemisphere.</p> <p><b>Virtual Field Trips</b><br/> African Safari<br/> Barcelona<br/> London - City of Pomp &amp; Majesty<br/> Paris - City of Light - Grades 6 - 8<br/> Rome - The Eternal City<br/> Tokyo - City of Contrasts</p>                                                                                                                                                                                                                                               |
| OBJECTIVE                           | 6-9.GEH.2.3.<br>2. | <p>Describe major physical characteristics of regions in the Eastern Hemisphere.</p> <p><b>Virtual Field Trips</b><br/> African Safari<br/> Ancient China - Qin &amp; Han Dynasties<br/> Ancient China - Shang &amp; Zhou Dynasties<br/> Ancient Egypt - Land of the Pharaohs<br/> Ancient Egypt - Land of the Pyramids<br/> Barcelona<br/> London - City of Pomp &amp; Majesty<br/> Paris - City of Light - Grades 6 - 8<br/> Rome - The Eternal City<br/> Tokyo - City of Contrasts</p>                                                                          |
| OBJECTIVE                           | 6-9.GEH.2.3.<br>3. | <p>Identify patterns of population distribution and growth in the Eastern Hemisphere, and explain changes in these patterns, which have occurred over time.</p> <p><b>Virtual Field Trips</b><br/> African Safari<br/> Barcelona<br/> London - City of Pomp &amp; Majesty<br/> Paris - City of Light - Grades 6 - 8<br/> Rome - The Eternal City<br/> Tokyo - City of Contrasts</p>                                                                                                                                                                                |

| STANDARD / COURSE                   |             | GEOGRAPHY-EASTERN HEMISPHERE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| GLE / BIG IDEA                      |             | 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 over time. |
| OBJECTIVE                           | Goal 2.4:   | Analyze the human and physical characteristics of different places and regions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| OBJECTIVE | 6-9.GEH.2.4.1. | Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-9.GEH.2.4.2. | Describe major cultural characteristics of regions in the Eastern Hemisphere.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-9.GEH.2.4.3. | Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Tokyo - City of Contrasts |
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| OBJECTIVE | 6-9.GEH.2.4.4. | Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts |
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| STANDARD / COURSE                   |             | GEOGRAPHY-EASTERN HEMISPHERE |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                    |

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| GLE / BIG IDEA |                | 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 over time. |
| OBJECTIVE      | Goal 2.5:      | Explain how geography enables people to comprehend the relationships between people, places, and environments over time.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| OBJECTIVE      | 6-9.GEH.2.5.1. | Analyze the distribution of natural resources in the Eastern Hemisphere.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>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.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts                                                                                                                                                                                          |
| OBJECTIVE      | 6-9.GEH.2.5.3. | Give examples of how land forms, water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Ancient China - Shang & Zhou Dynasties<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts                                                                                                                                                                |
| OBJECTIVE      | 6-9.GEH.2.5.4. | Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>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 pollution, water pollution, and deforestation.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Barcelona<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Rome - The Eternal City<br>Tokyo - City of Contrasts                                                                                                                                                                           |

| STANDARD / COURSE                   |             | GEOGRAPHY-EASTERN HEMISPHERE                                                               |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 4: | Civics and Government                                                                      |
| GLE / BIG IDEA                      |             | Students in Geography-Eastern Hemisphere build an understanding of comparative government. |
| OBJECTIVE                           | Goal 4.5:   | Build an understanding of comparative government.                                          |

OBJECTIVE 6-9.GEH.4.5.1. Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.

Virtual Field Trips  
Barcelona  
Tokyo - City of Contrasts

| STANDARD / COURSE                   |             | GEOGRAPHY-EASTERN HEMISPHERE                                                                                         |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 5: | Global Perspectives                                                                                                  |
| GLE / BIG IDEA                      |             | Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence. |
| OBJECTIVE                           | Goal 5.1:   | Build an understanding of multiple perspectives and global interdependence.                                          |

OBJECTIVE 6-9.GEH.5.1.1. Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.

Virtual Field Trips  
African Safari  
Tokyo - City of Contrasts

| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                                                                                                                                                                                                                             |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 1: | History                                                                                                                                                                                                                                                                                                                                    |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 1.6:   | Explain the rise of human civilization.                                                                                                                                                                                                                                                                                                    |

OBJECTIVE 6-9.WHC.1.6.3. Analyze the characteristics of early civilizations.

Virtual Field Trips  
Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Ancient Egypt - Land of the Pharaohs  
Ancient Egypt - Land of the Pyramids  
Ancient Greece  
Ancient Mayan Civilization  
Ancient Rome

| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                                                                                                                                                                                                                             |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 1: | History                                                                                                                                                                                                                                                                                                                                    |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 1.7:   | Trace how natural resources and technological advances have shaped human civilization.                                                                                                                                                                                                                                                     |

OBJECTIVE 6-9.WHC.1.7 Explain how man adapted the environment for civilization to develop.

.1. Virtual Field Trips  
Ancient Mayan Civilization

OBJECTIVE 6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Middle Age, Early-Modern, and Modern societies and civilizations.

Virtual Field Trips  
Ancient Rome  
Rome - The Eternal City

| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                                                                                                                                                                                                                             |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 1: | History                                                                                                                                                                                                                                                                                                                                    |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 1.8:   | Build an understanding of the cultural and social development of human civilization.                                                                                                                                                                                                                                                       |

OBJECTIVE 6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in civilizations over time.

Virtual Field Trips  
Ancient Mayan Civilization

OBJECTIVE 6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.

Virtual Field Trips  
Ancient Mayan Civilization

| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                                                                                                                                                                                                                             |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 1: | History                                                                                                                                                                                                                                                                                                                                    |
| GLE / BIG IDEA                      |             | 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. |

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| <b>OBJECTIVE</b> | <b>Goal 1.9:</b> | <b>Identify the role of religion in the development of human civilization.</b>                                                                                                                                                                                                                                                  |
| OBJECTIVE        | 6-9.WHC.1.9.1.   | Explain the relationship between religion and the peoples understanding of the natural world.<br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Jerusalem - Then and Now (Older Grades)                                                                                                                   |
| OBJECTIVE        | 6-9.WHC.1.9.2.   | Explain how religion shaped the development of civilizations.<br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Jerusalem - Then and Now (Older Grades) |
| OBJECTIVE        | 6-9.WHC.1.9.3.   | Discuss how religion influenced social behavior and created social order.<br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Jerusalem - Then and Now (Older Grades)                               |
| OBJECTIVE        | 6-9.WHC.1.9.4.   | Describe why different religious beliefs were sources of conflict.<br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Jerusalem - Then and Now (Older Grades)                                      |

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| <b>STANDARD / COURSE</b>                   |                    | <b>WORLD HISTORY AND CIVILIZATION</b>                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b> | <b>Standard 2:</b> | <b>Geography</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>GLE / BIG IDEA</b>                      |                    | 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. |
| <b>OBJECTIVE</b>                           | <b>Goal 2.1:</b>   | <b>Analyze the spatial organizations of people, places, and environment on the earth's surface.</b>                                                                                                                                                                                                                                                                                                                                  |

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| OBJECTIVE | 6-9.WHC.2.1.1. | Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.<br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>The Sahara Desert |
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| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                                                                                                                                                                                                                                                                                                                       |
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| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                            |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 2.3:   | <b>Trace the migration and settlement of human populations on the earth's surface.</b>                                                                                                                                                                                                                                                                                                                                               |

OBJECTIVE 6- Identify main reasons for major migrations of people.

9.WHC.2.3

.1.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

OBJECTIVE 6- Explain how climate affects human migration and settlement.

9.WHC.2.

3.2.

**Virtual Field Trips**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Exploring Cuba

The Sahara Desert

OBJECTIVE 6- Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.

9.WHC.2.

3.3.

**Virtual Field Trips**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

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| OBJECTIVE                           | 6-9.WHC.2.3.4. | Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Greece<br>Ancient Mayan Civilization                                                                                                                                                |
| STANDARD / COURSE                   |                | WORLD HISTORY AND CIVILIZATION                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2:    | Geography                                                                                                                                                                                                                                                                                                                                                                                                                            |
| GLE / BIG IDEA                      |                | 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. |
| OBJECTIVE                           | Goal 2.4:      | Analyze the human and physical characteristics of different places and regions.                                                                                                                                                                                                                                                                                                                                                      |

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| OBJECTIVE | 6-9.WHC.2.4.1. | Explain the impact of waterways on civilizations.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids |
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| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                                                                                                                                                                                                                                                                                                                       |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 2: | Geography                                                                                                                                                                                                                                                                                                                                                                                                                            |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 2.5:   | Explain how geography enables people to comprehend the relationships between people, places, and environments over time.                                                                                                                                                                                                                                                                                                             |

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| OBJECTIVE | 6-9.WHC.2.5.1. | Explain how the resources of an area can be the source of conflict between competing groups.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Canada: Our Northern Neighbor |
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| OBJECTIVE | 6-9.WHC.2.5.2. | <p>Illustrate how the population growth rate impacts a nation's resources.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p> |
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| OBJECTIVE | 6-9.WHC.2.5.3. | <p>Explain how rapid growth of cities can lead to economic, social, and political problems.</p> <p><b>Virtual Field Trips</b></p> <p>Barcelona</p> <p>London - City of Pomp &amp; Majesty</p> <p>Paris - City of Light - Grades 6 - 8</p> <p>Tokyo - City of Contrasts</p> |
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| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                    |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 3: | Economics                                                                                                                         |
| GLE / BIG IDEA                      |             | Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems. |
| OBJECTIVE                           | Goal 3.1:   | Explain basic economic concepts.                                                                                                  |

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| OBJECTIVE | 6-9.WHC.3.1.1. | <p>Explain how people historically have relied on their natural resources to meet their needs.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Our Northern Neighbor</p> |
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| OBJECTIVE | 6-9.WHC.3.1.2. | <p>List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> |
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| OBJECTIVE | 6-9.WHC.3.1.3. | <p>Analyze the role of money as a means of exchange.</p> <p><b>Virtual Field Trips</b></p> <p>Barcelona</p> |
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| STANDARD / COURSE                   |             | WORLD HISTORY AND CIVILIZATION                                                                                                    |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 3: | Economics                                                                                                                         |
| GLE / BIG IDEA                      |             | Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems. |

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| <b>OBJECTIVE</b> | <b>Goal 3.2:</b> | <b>Identify different influences on economic systems.</b> |
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| OBJECTIVE | 6-9.WHC.3.2.1. | Analyze the impact of economic growth on society.<br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient Greece |
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| OBJECTIVE | 6-9.WHC.3.2.4. | Identify important economic organizations that have influenced economic growth.<br><b>Virtual Field Trips</b><br>Exploring Cuba |
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| <b>STANDARD / COURSE</b>                   |                    | <b>WORLD HISTORY AND CIVILIZATION</b>                                                                   |
| <b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b> | <b>Standard 4:</b> | <b>Civics and Government</b>                                                                            |
| <b>GLE / BIG IDEA</b>                      |                    | <b>Students in World History and Civilization build an understanding of the evolution of democracy.</b> |
| <b>OBJECTIVE</b>                           | <b>Goal 4.4:</b>   | <b>Build an understanding of the evolution of democracy.</b>                                            |

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| OBJECTIVE | 6-9.WHC.4.4.2. | Analyze the various political influences which shaped civilizations including the City-State, Monarchy, Republic, Nation-State, and Democracy.<br><b>Virtual Field Trips</b><br>Ancient Greece<br>Ancient Rome |
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| <b>STANDARD / COURSE</b>                   |                    | <b>WORLD HISTORY AND CIVILIZATION</b>                                                                                         |
| <b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b> | <b>Standard 5:</b> | <b>Global Perspectives</b>                                                                                                    |
| <b>GLE / BIG IDEA</b>                      |                    | <b>Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.</b> |
| <b>OBJECTIVE</b>                           | <b>Goal 5.1:</b>   | <b>Build an understanding of multiple perspectives and global interdependence.</b>                                            |

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| 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.<br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Greece |
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| <b>STANDARD / COURSE</b>                   |                    | <b>U.S. HISTORY I</b> |
| <b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b> | <b>Standard 1:</b> | <b>History</b>        |

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| GLE / BIG IDEA |           | 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 sovereign status and 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. |
| OBJECTIVE      | Goal 1.3: | Identify the sovereign status and role of American Indians in the development of the United States.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

OBJECTIVE 6-12.US.1.1 Explain how and why events may be interpreted differently according to the points of view of participants and observers.

**Virtual Field Trips**

Washington, DC - Grades 6 - 8

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| STANDARD / COURSE                   |             | U.S. HISTORY I                                                                                                                                                                                                                                                                                        |
| CONTENT KNOWLEDGE AND SKILLS / GOAL | Standard 4: | Civics and Government                                                                                                                                                                                                                                                                                 |
| GLE / BIG IDEA                      |             | 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. |
| OBJECTIVE                           | Goal 4.2:   | Build an understanding of the organization and formation of the American system of government.                                                                                                                                                                                                        |

OBJECTIVE 6-12.US.1.4 Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.

**Virtual Field Trips**

Washington, DC - Grades 6 - 8

OBJECTIVE 6-12.US.1.4.2.2 Explain how and why powers are distributed and shared between national and state governments in a federal system.

**Virtual Field Trips**

Washington, DC - Grades 6 - 8