

Main Criteria: Idaho Content Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 9
Correlation Options: Show Correlated

**Idaho Content Standards
 Science**

Grade: 9 - Adopted: 2006

STANDARD / COURSE	ID.8-9.PS.	Physical Science
CONTENT KNOWLEDGE AND SKILLS / GOAL	8-9.PS.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment.
GLE / BIG IDEA	8-9.PS.5.2.	Understand the Relationship between Science and Technology
OBJECTIVE	9.PS.5.2.3.	The student will be able to explain how science and technology are pursued for different purposes. (656.01b) <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	ID.8-9.ES.	Earth Science
CONTENT KNOWLEDGE AND SKILLS / GOAL	8-9.ES.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.
GLE / BIG IDEA	8-9.ES.5.1.	Understand Common Environmental Quality Issues, Both Natural and Human Induced
OBJECTIVE	9.ES.5.1.1.	The student will be able to analyze environmental issues such as water and air quality, hazardous waste, and depletion of natural resources. (656.01a) <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks of the Western Region - Part 1
STANDARD / COURSE	ID.8-9.ES.	Earth Science
CONTENT KNOWLEDGE AND SKILLS / GOAL	8-9.ES.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.
GLE / BIG IDEA	8-9.ES.5.3.	Understand the Importance of Natural Resources and the Need to Manage and Conserve Them
OBJECTIVE	9.ES.5.3.1.	The student will be able to describe the difference between renewable and nonrenewable resources. (656.03a) <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	ID.9-10.B.	Biology
CONTENT KNOWLEDGE AND SKILLS / GOAL	9-10.B.1.	Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.
GLE / BIG IDEA	9-10.B.1.3.	Understand Constancy, Change, and Measurement

OBJECTIVE	9.B.1.3.2.	The student will be able to analyze changes that can occur in and among systems. (648.03b) <u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	ID.9-10.B.	Biology
CONTENT KNOWLEDGE AND SKILLS / GOAL	9-10.B.1.	Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.
GLE / BIG IDEA	9-10.B.1.4.	Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State
OBJECTIVE	9.B.1.4.1.	Reference to 7.S.3.2.1. (Grade 7) <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD / COURSE	ID.9-10.B.	Biology
CONTENT KNOWLEDGE AND SKILLS / GOAL	9-10.B.3.	Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.
GLE / BIG IDEA	9-10.B.3.1.	Understand the Theory of Biological Evolution
OBJECTIVE	9.B.3.1.1.	The student will be able to use the theory of evolution to explain how species change over time. (652.01a) <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
OBJECTIVE	9.B.3.1.2.	The student will be able to explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce. (652.01a) <u>Virtual Field Trips</u> Galapagos Islands - Espagnol
STANDARD / COURSE	ID.9-10.B.	Biology
CONTENT KNOWLEDGE AND SKILLS / GOAL	9-10.B.3.	Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.
GLE / BIG IDEA	9-10.B.3.2.	Understand the Relationship between Matter and Energy in Living Systems
OBJECTIVE	9.B.3.2.2.	The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical

		and physical organization. (653.01b) <u>Virtual Field Trips</u> Galapagos Islands - Espagnol National Parks West - Nevada, California
OBJECTIVE	9.B.3.2.5.	The student will be able to show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h) <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	ID.9-10.B.	Biology
CONTENT KNOWLEDGE AND SKILLS / GOAL	9-10.B.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.
GLE / BIG IDEA	9-10.B.5.1.	Understand Common Environmental Quality Issues, Both Natural and Human Induced
OBJECTIVE	9.B.5.1.1.	The student will be able to analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a) <u>Virtual Field Trips</u> Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	ID.9-10.B.	Biology
CONTENT KNOWLEDGE AND SKILLS / GOAL	9-10.B.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.
GLE / BIG IDEA	9-10.B.5.2.	Understand the Relationship between Science and Technology
OBJECTIVE	9.B.5.2.3.	The student will be able to explain how science and technology are pursued for different purposes. (656.01b) <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades
STANDARD / COURSE	ID.9-10.B.	Biology
CONTENT KNOWLEDGE AND SKILLS / GOAL	9-10.B.5.	Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.
GLE / BIG IDEA	9-10.B.5.3.	Understand the Importance of Natural Resources and the Need to Manage and Conserve Them
OBJECTIVE	9.B.5.3.1.	The student will be able to describe the difference between renewable and nonrenewable resources. (656.03a) <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Older Grades

Grade: 9 - Adopted: 2009

STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.1:	History - Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.
GLE / BIG IDEA	1.8:	Build an understanding of the cultural and social development of human civilization.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.1.8.4.	<p>Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>
OBJECTIVE	6-9.GEH.1.8.5.	<p>Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.</p> <p><u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)</p>
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.2:	Geography - Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.
GLE / BIG IDEA	2.1:	Analyze the spatial organizations of people, places, and environment on the earth's surface.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.1.1.	<p>Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>
OBJECTIVE	6-9.GEH.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><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>
OBJECTIVE	6-9.GEH.2.1.3.	<p>Use mental maps to answer geographic questions. (469.01b)</p> <p><u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)</p>

STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.2:	Geography - Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.
GLE / BIG IDEA	2.2:	Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.2.1.	Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.2.2.	Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.2.3.	Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. (469.03a) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.2.4.	Explain how physical processes have shaped Earth's surface. Classify these processes according to those that have built up Earth's surface (mountain-building and alluvial deposition) and those that wear away at Earth's surface (erosion). (469.03c) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.2.5.	Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE

CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.2:	Geography - Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.
GLE / BIG IDEA	2.3:	Trace the migration and settlement of human populations on the earth's surface.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.3.1.	Identify the names and locations of countries and major cities in the Eastern Hemisphere. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.3.2.	Describe major physical characteristics of regions in the Eastern Hemisphere. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.3.3.	Identify patterns of population distribution and growth in the Eastern Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.2:	Geography - Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.
GLE / BIG IDEA	2.4:	Analyze the human and physical characteristics of different places and regions.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.4.1.	Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)

OBJECTIVE	6-9.GEH.2.4.3.	Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.2:	Geography - Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.
GLE / BIG IDEA	2.5:	Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.2.5.1.	Analyze the distribution of natural resources in the Eastern Hemisphere. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.5.2.	Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (469.05c) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.5.3.	Give examples of how land forms and water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. (469.06c) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.5.4.	Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
OBJECTIVE	6-9.GEH.2.5.5.	Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, air and water pollution, deforestation. (469.05b) <u>Virtual Field Trips</u> Barcelona - English

		Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
STANDARD / COURSE	ID.GEH.	GEOGRAPHY-EASTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GEH.4:	Civics and Government - Students in Geography-Eastern Hemisphere build an understanding of comparative government.
GLE / BIG IDEA	4.5:	Build an understanding of comparative government.
OBJECTIVE		By the end of Geography-Eastern Hemisphere, the student will be able to:
OBJECTIVE	6-9.GEH.4.5.1.	Identify the major forms of government in the Eastern Hemisphere and compare them with the United States. Virtual Field Trips Barcelona - English Barcelona - Espagnol
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.1:	History - Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.
GLE / BIG IDEA	1.8:	Build an understanding of the cultural and social development of human civilization.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.1.8.4.	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 - 12
STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.2:	Geography - Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.
GLE / BIG IDEA	2.1:	Analyze the spatial organizations of people, places, and environment on the earth's surface.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.2.1.1.	Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b) Virtual Field Trips National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12
OBJECTIVE	6-9.GWH.2.1.3.	Use mental maps to answer geographic questions. (469.01b) Virtual Field Trips National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12

STANDARD / COURSE	ID.GWH.	GEOGRAPHY-WESTERN HEMISPHERE
CONTENT KNOWLEDGE AND SKILLS / GOAL	GWH.2:	Geography - Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.
GLE / BIG IDEA	2.3:	Trace the migration and settlement of human populations on the earth's surface.
OBJECTIVE		By the end of Geography-Western Hemisphere, the student will be able to:
OBJECTIVE	6-9.GWH.2.3.1.	Identify the names and locations of countries and major cities in the Western Hemisphere. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
OBJECTIVE	6-9.GWH.2.3.2.	Describe major physical characteristics of regions in the Western Hemisphere. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades 6 - 12
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.1:	History - Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.
GLE / BIG IDEA	1.9:	Identify the role of religion in the development of human civilization.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.1.9.1.	Explain the relationship between religion and the peoples understanding of the natural world. (462.07c) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
OBJECTIVE	6-9.WHC.1.9.3.	Discuss how religion influenced social behavior and created social order. (462.07b) <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
OBJECTIVE	6-9.WHC.1.9.4.	Describe why different religious beliefs were sources of conflict. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Older Grades)
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.2:	Geography - Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how

		geography enables people to comprehend the relationships between people, places, and environments over time.
GLE / BIG IDEA	2.3:	Trace the migration and settlement of human populations on the earth's surface.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.2.3.2.	Explain how climate affects human migration and settlement. (463.03b) <u>Virtual Field Trips</u> La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest - Part 1 - Older Grades
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.2:	Geography - Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.
GLE / BIG IDEA	2.5:	Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.2.5.3.	Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04c) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades 6 - 12 Paris - La Ville Lumiere (En Francais)
STANDARD / COURSE	ID.WHC.	WORLD HISTORY AND CIVILIZATION
CONTENT KNOWLEDGE AND SKILLS / GOAL	WHC.3:	Economics - Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.
GLE / BIG IDEA	3.1:	Explain basic economic concepts.
OBJECTIVE		By the end of World History and Civilization, the student will be able to:
OBJECTIVE	6-9.WHC.3.1.3.	Analyze the role of money as a means of exchange. (465.02a) <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STANDARD / COURSE	ID.USH1.	U.S. HISTORY I
CONTENT KNOWLEDGE AND SKILLS / GOAL	USH1.1:	History - Students in U.S. History I build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.
GLE / BIG IDEA	1.3:	Identify the role of American Indians in the development of the United States.
OBJECTIVE		By the end of U.S. History I, the student will be able to:
OBJECTIVE	6-12.USH1.1.3.2.	Explain how and why events may be interpreted differently according to the points of view of participants and observers.

		<u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STANDARD / COURSE	ID.US1.	U.S. HISTORY I
CONTENT KNOWLEDGE AND SKILLS / GOAL	USH1.4:	Civics and Government - Students in U.S. History I build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
GLE / BIG IDEA	4.2:	Build an understanding of the organization and formation of the American system of government.
OBJECTIVE		By the end of U.S. History I, the student will be able to:
OBJECTIVE	6-12.US1.4.2.1.	Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government. (481.01a) <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STANDARD / COURSE	ID.G.	AMERICAN GOVERNMENT
CONTENT KNOWLEDGE AND SKILLS / GOAL	G.1:	History - Students in American Government build an understanding of the cultural and social development of the United States.
GLE / BIG IDEA	1.1:	Build an understanding of the cultural and social development of the United States.
OBJECTIVE		By the end of American Government, the student will be able to:
OBJECTIVE	9-12.G.1.1.2.	Analyze important events responsible for bringing about political changes in the United States. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STANDARD / COURSE	ID.G.	AMERICAN GOVERNMENT
CONTENT KNOWLEDGE AND SKILLS / GOAL	G.4:	Civics and Government - Students in American Government build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.
GLE / BIG IDEA	4.1:	Build an understanding of the foundational principles of the American political system.
OBJECTIVE		By the end of American Government, the student will be able to:
OBJECTIVE	9-12.G.4.1.3.	Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (503.01c) <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12
STANDARD / COURSE	ID.US2.	U.S. HISTORY II
CONTENT KNOWLEDGE AND SKILLS / GOAL	USH2.1:	History - Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.
GLE / BIG IDEA	1.3:	Identify the role of American Indians in the development of the United States.
OBJECTIVE		By the end of U.S. History II, the student will be able to:

OBJECTIVE	9-12.US2.1.3.3.	<p>Explain the influences of American Indians to the history and culture of the United States.</p> <p><u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1</p>
STANDARD / COURSE	ID.US2.	U.S. HISTORY II
CONTENT KNOWLEDGE AND SKILLS / GOAL	USH2.4:	Civics and Government - Students in U.S. History II build an understanding of the organization and formation of the American system of government, build an understanding that all people in the United States have rights and assume responsibilities, and build an understanding of the evolution of democracy.
GLE / BIG IDEA	4.2:	Build an understanding of the organization and formation of the American system of government.
OBJECTIVE		By the end of U.S. History II, the student will be able to:
OBJECTIVE	9-12.US2.4.2.1.	<p>Analyze the relationship between the three federal branches of government.</p> <p><u>Virtual Field Trips</u> Washington, DC - Grades 6 - 12</p>

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