

Social Studies - Western Hemisphere Geography

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assignments
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis				
Standard 1: History					
Goal 1.1: Build an understanding of the cultural and social development of the United States.	No objectives in Geography–Western Hemisphere.				
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	No objectives in Geography–Western Hemisphere.				
Goal 1.3: Identify the role of American Indians in the development of the United States.	No objectives in Geography–Western Hemisphere.				
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	No objectives in Geography–Western Hemisphere.				
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	No objectives in Geography–Western Hemisphere.				
Goal 1.6: Explain the rise of human civilization.	No objectives in Geography–Western Hemisphere.				
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives in Geography–Western Hemisphere.				
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	6-9.GWH.1.8.1 Describe the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.		<ul style="list-style-type: none"> • List the characteristics of each civilization. • Describe the cultural aspects of the early civilizations. • Create a model of an aspect of early American civilization. • Design a representation of vocabulary. • Compare and contrast the pre-European civilizations of the Western Hemisphere. 	Mesoamerica • Olmec • Aztec • Inca • Maya • Toltec	<ul style="list-style-type: none"> • Have each student add a characteristic of each civilization to the chart on the board. • Student will create a PowerPoint that describes and illustrates each of the civilizations in South and Central America. • Student teams will select a civilization and create a PowerPoint. • Create a timeline of Mesoamerica from here to there. • Make a placemat for each of the civilizations in Mesoamerica (or any other topic.) • Have a station for each civilization and have the students rotate around and complete an activity at each station.

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	6-9.GWH.1.8.2 Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.	<ul style="list-style-type: none"> Examine the impact of Europeans on indigenous cultures in the Western Hemisphere on disease, wealth, government, language, religion, science, technology 	<ul style="list-style-type: none"> Show evidence that supports European impacts on indigenous cultures. Identify health issues that impacted the cultures in the Western Hemisphere. Explain how the distribution of wealth changes with European colonization. Compare and contrast science and technology between Europeans and the indigenous cultures in the Western Hemisphere. Create a table showing the impact of Protestantism and Catholicism on the indigenous peoples. 	Epidemic • Mestizo • Mulattoes • Métis • indigenous • Protestant • Catholic • plantation • wealth • empire • smallpox,	<ul style="list-style-type: none"> In advance write the vocabulary words on slips of paper, have the students draw a slip and research the term enough to explain or illustrate the term to the class Guns, Germs, and Steel Video. (Jared Diamond)(Online Resources) Act out the interaction between the European and the Western Cultures. As a team students draw a vocabulary word out of hat, the first person begins with the term, the next person begins the definition and each successive student adds to the definition.
	6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.	<ul style="list-style-type: none"> What colonizing approaches were used in the different latitudes? 	<ul style="list-style-type: none"> List the different approaches used in colonization in the Western Hemisphere. Explore the relationship between the type of colonization and the climate. Compare and contrast different European approaches to colonization in the Americas. 	colony • plantation • hacienda • collective farming • mission • slave, ejidos	<ul style="list-style-type: none"> Make a chart showing the different colonization techniques. As a team create a narrative personal account from three perspectives of life in the 15th century, from the conquistador, mestizo and an indigenous native. Write a journal from the perspective of a conquistador. Illustrate a climate map showing types of colonization used in the different latitudes.
	6-9.GWH.1.8.4 Recognize historical perspective by identifying the context in which events occurred.	<ul style="list-style-type: none"> Spanish Arrival (Ponce de Leon, Cortez, Pizarro, etc), French Arrival, Dutch Arrival, British, etc. 	<ul style="list-style-type: none"> List the historical influences wrought by the arrival of European explorers. Chart the movement of Europeans to the Western Hemisphere. Create a timeline to place events in chronological order. Analyze the approach to colonization taken by each European culture. 	exploration • Northwest Passage • conquistador	<ul style="list-style-type: none"> Draw a visual representation of the transfer of goods and services between the Old and New World. In a spreadsheet create a timeline placing the arrival of Europeans to the Western World. Provide illustrations from the internet or magazine. Draw a graphic organizer to help students trace major events in the New World.
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives in Geography–Western Hemisphere.				
Standard 2: Geography					
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	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)		<ul style="list-style-type: none"> Name different types of maps. List the parts of the map. Identify different types of map projections. Explain the appropriate use for each map projection. Identify items on the map using the legend. Utilize scale to find the distance between two points on a map. 	scale • compass rose • globe • grid • latitude • equator • parallels • degrees • minutes • longitude • prime meridian • meridians • hemispheres • continents • islands • ocean • map • map projections • legend • International Date Line	<ul style="list-style-type: none"> Create a jeopardy category for maps. Making a Cartogram http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst122.html Five themes of Geography http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst128.html Exploring Map Projections (meets all tasks in this standard) http://www.nationalgeographic.com/xpeditions/lessons/01/g912/projections.html

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	6-9.GWH.2.1.2 Apply latitude and longitude to locate places on Earth and describe the uses of locational technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	<ul style="list-style-type: none"> Apply latitude and longitude to locate places on Earth Describe the uses of geographic technology such as GPS and GIS 	<ul style="list-style-type: none"> Locate a series of places on a map using lat. and long. Identify uses for GPS and GIS. Describe the relationship between time zones and distance. 	Universal Trans Mercator (UTM) • time zone • Geographic Information System • Global Positioning System.	<ul style="list-style-type: none"> Geocaching – online GPS game. http://www.geocaching.com/ Dava Sobel, Longitude, with Video. From Chicago’s Central Hub follow the flight plans to 10 different locations in the world and determine the time difference. After discussing pros and cons of consistent time zones. In a short essay explain the benefit of having consistent time zones.
	6-9.GWH.2.1.3 Use mental maps to answer geographic questions and to analyze how they reflect an individual’s attitude (perception) toward places. (469.01b)	<ul style="list-style-type: none"> Use mental maps to answer geographic questions. Analyze ones perspective toward places using mental maps. 	<ul style="list-style-type: none"> Draw a map from memory of a specific region. Describe the physical characteristics of a specific region. When given map information evaluate the climate of the region. Place yourself in another country and draw a map from the perspective of that country. 		<p>www.freerice.com Geography: identifying countries.</p> <ul style="list-style-type: none"> Students will color a map, cut the countries out and reassemble the continent. Information about the country can be included on the back of each piece. Place names of countries in a hat, have a student draw out two names. Student (or group) will describe the countries, oceans, etc. that they would travel through to reach the second country. Draw a map of the world, continent, and state in the parking lot and have the students label locations on the map.
	6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)		<ul style="list-style-type: none"> Interpret data found in a chart, table, graph etc. Chart data. Using a spreadsheet program graph population or weather data and analyze the data. Using Google Maps compare and contrast your community to community x. 	pie chart • flow chart • bar graph • line graph • pictograph • climagraph • timeline • diagram • table • elevation profile	<ul style="list-style-type: none"> Create a flow chart on any topic showing a cause and effect relationship or steps in process. In a spreadsheet graph population In a spreadsheet graph high and low temperature and precipitation in a specific region or city.
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	6-9.GWH.2.2.1 Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)		<ul style="list-style-type: none"> List five things that affect climate. Chart ocean currents Diagram the earth/sun relationship. Build and use a sundial. Predict climate using ocean currents and prevailing winds and physical features. 	equinox • solstice • axis • monsoon • green house effect • Gulf Stream/North Atlantic Drift • prevailing winds • rain shadow • water cycle • Equator • Tropic of Cancer • Tropic of Capricorn • Arctic Circle • Antarctic Circle	<ul style="list-style-type: none"> On a worksheet have students fill in information related to the Solstice and Equinox. <p>http://www.uwsp.edu/geo/faculty/ritter/geog101/textbook/energy/earth_sun_relations_seasons.html (Seasons video and diagrams, vocabulary)</p>
	6-9.GWH.2.2.2 Locate and map the climate regions of the Western Hemisphere. Describe the characteristics of each and explain how they differ.		<ul style="list-style-type: none"> Map climate regions. Compare and contrast different climate regions. 	low latitude • middle latitude • high latitude • humid tropical • Tropical Savanna • desert • steppe • Mediterranean • humid subtropical • Marine West Coast • humid continental • Subarctic • tundra • ice cap • highland	<ul style="list-style-type: none"> Physical Geography a Landscape Appreciation, 8th Edition by Tom McKnight, Pearson/Prentice Hall, Use a Matrix and given information determine climate regions <p>http://www.npr.org/news/specials/climate/interactive/</p> <p>http://video.nationalgeographic.com/video/player/environment/global-warming-environment/way-forward-climate.html</p> <p>www.howstuffworks.com</p>

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	6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate. (469.03a)		<ul style="list-style-type: none"> • Map the biomes • Create a chart showing world climate, plant and animal regions • Explain how biomes affect culture. 	biome	
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere.		<ul style="list-style-type: none"> • Draw a map and identify major countries and cities in the Western Hemisphere. 	country • state • urban • rural • metropolitan	<ul style="list-style-type: none"> • Draw a map and identify major countries and cities in the Western Hemisphere. • Research and list countries that have been renamed or have redefined their boundaries in the last ten years. • Justify the ten characteristics needed to be considered a country.
	6-9.GWH.2.3.2 Describe major physical characteristics of regions in the Western Hemisphere.		<ul style="list-style-type: none"> • Describe the physical features of a region using a topographical map. • Create a model of the Western Hemisphere. 	topographical map • mesa • plateau • gulf • bay • isthmus • delta • bay • oasis • desert • sinkhole • peninsula • strait • wetlands • Archipelago	<ul style="list-style-type: none"> • Video dictionary, (create in PowerPoint,) • Trace the Snake: Arrange desks in the shape of a snake, each desk is a 45 second station, stations are learning centers for vocabulary or information related to the topic.
	6-9.GWH.2.3.3 Describe major cultural characteristics of regions in the Western Hemisphere.	• Describe characteristics of culture.	<ul style="list-style-type: none"> • Describe characteristics of culture. • List cultural characteristics in each region. • Create a culture. 	culture • sub culture • civilization • culture region • ethnic groups • culture traits • multicultural • race • acculturation • symbol • perspective • ethnocentrism • domestication • subsistence agriculture • commercial agriculture	
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	6-9.GWH.2.4.1 Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)		<ul style="list-style-type: none"> • Using various maps determine demographics of a particular area. • Map population • Chart population 	cartography • cartogram,	<ul style="list-style-type: none"> • Piece of the Pie: world distribution of population, wealth, resources, • Determine population growth in a variety of countries. Does the country have negative or positive population growth? • Create a cartogram (thematic map that transforms space such that the political unit with the greatest value for some type of data is represented by the largest relative area.)
	6-9.GWH.2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity. (469.04c)		<ul style="list-style-type: none"> • Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity. 		<ul style="list-style-type: none"> • Using a newspaper or news magazine identify cultural patterns that affect the news. • Using a word processing computer create a magazine about your assigned country, include pictures, advertisements and travel information. Include information that represents that countries culture.
	6-9.GWH.2.4.3 Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.		<ul style="list-style-type: none"> • Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere. 		
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	6-9.GWH.2.5.1 Analyze the distribution of natural resources in the Western Hemisphere.		<ul style="list-style-type: none"> • Analyze the distribution of natural resources in the Western Hemisphere. 	natural resource • origin • renewable resource • nonrenewable • resource • fossil fuel • deforestation • desertification	<ul style="list-style-type: none"> • Trace the origin of a product from beginning to end. <p>http://www.nationalgeographic.com/xpeditions/lessons/17/g68/history.html</p>

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	6-9.GWH.2.5.2 Analyze and give examples of the consequences of human impact on the physical environment and evaluate ways in which technology influences human capacity to modify the physical environment. (469.05a)	<ul style="list-style-type: none"> Consequences of human impact on the physical environment. Technology influences human capacity to modify the physical environment. 	<ul style="list-style-type: none"> List ways humans impact the physical environment. Compare and contrast human impact between developed and developing world countries. 	pollution • developed country • developing country • Third World Country • terraces	http://afe.easia.columbia.edu/geography/element_e/ee14.html#1
	6-9.GWH.2.5.3 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere. (469.05c)	<ul style="list-style-type: none"> Natural Hazards Technological Hazards 	<ul style="list-style-type: none"> List natural hazards. List technological hazards. List human caused hazards. Sort by severity the hazards in each area. Classify hazards in a chart. 	volcano • mud slide • tornado • hurricane • typhoon • cyclone • Tsunami • tidal wave • storm surge • drought • erosion • weathering • levee • earthquake • subduction • fault • plate tectonics	<ul style="list-style-type: none"> Plot earthquakes and or volcanoes on a map. Write a love song about the flight pattern of the African swallow. Prepare a menu using foods obtained from recycled vegetables tossed in public refuse containers.
	6-9.GWH.2.5.4 Give examples of how land and water forms, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. (469.06c)		<ul style="list-style-type: none"> List examples of how landforms and water bodies, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere. Create a timeline showing how history is impacted by landforms and water bodies, climate, and natural vegetation. 		
	6-9.GWH.2.5.5 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.		<ul style="list-style-type: none"> List different perspectives on selected environmental issues. Map areas that have been impacted by deforestation/desertification. Debate the cost/ benefits of environmental issues. 		
	6-9.GWH.2.5.6 Explain how human-induced changes in the physical environment in one place cause changes in another place, such as acid rain, air and water pollution, deforestation.) (469.05b)		<ul style="list-style-type: none"> List human-induced changes in the physical environment. Explain how human-induced changes in physical environment impact other areas. 		<ul style="list-style-type: none"> Research and decide if acid rain would be beneficial in Southern Idaho.
Standard 3: Economics					
Goal 3.1: Explain basic economic concepts.	No objectives in Geography–Western Hemisphere. WHAT?		<ul style="list-style-type: none"> Define basic economic terms. 	economics • trade • free enterprise • command economy • mixed economy • market economy • exports • imports • Gross Domestic Product (GDP) • Gross National Product (GNP) • interdependence • supply and demand	<ul style="list-style-type: none"> Using your closet to determine World Trade. http://ofcn.org/cyber.serv/academy/ace/soc/cecsst/cecsst131.html
Goal 3.2: Identify different influences on economic systems.	6-9.GWH.3.2.1 Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.		<ul style="list-style-type: none"> List economic systems. Define economic systems. List the different economic systems in the Western Hemisphere. Compare and contrast how the different economic systems answer the basic economic question. Map natural resources. 		<ul style="list-style-type: none"> Research ways donations from one country can impact industry in another. The Foundations of Wealth, from video series In the Classroom.
	6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.		<ul style="list-style-type: none"> Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator. 	GDP • per capita	

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	6-9.GWH.3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.		<ul style="list-style-type: none"> Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources. 	poverty • race • gender • ethnicity • equality	<ul style="list-style-type: none"> Using news sources identify current economic issues in the Western Hemisphere.
	6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.		<ul style="list-style-type: none"> Identify economic connections between a local community and the countries of the Western Hemisphere. 	import • export	
Goal 3.3: Analyze the different types of economic institutions.	No objectives in Geography–Western Hemisphere.				
Goal 3.4: Explain the concepts of good personal finance.	No objectives in Geography–Western Hemisphere.				
Standard 4: Civics and Government					
Goal 4.1: Build an understanding of the foundational principles of the American political system.	No objectives in Geography–Western Hemisphere.				
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	No objectives in Geography–Western Hemisphere.				
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	No objectives in Geography–Western Hemisphere.				
Goal 4.4: Build an understanding of the evolution of democracy.	No objectives in Geography–Western Hemisphere.				
Goal 4.5: Build an understanding of comparative government.	6-9.GWH.4.5.1 Identify the major forms of government in the Western Hemisphere and compare them with the United States.		<ul style="list-style-type: none"> Identify the major forms of government in the Western Hemisphere. Compare and contrast major forms of government in the Western Hemisphere with the United States. 	democracy • Communism • Socialism • Dictatorship • Parliamentary Democracy • Constitutional Monarchy • Oligarchy • Commonwealth • Plutocracy	
Standard 5: Global Perspectives					
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	6-9.GWH.5.1.1 Discuss how social institutions influence behavior in different societies in the Western Hemisphere.		<ul style="list-style-type: none"> List social institutions. Discuss how social institutions influence behavior in different societies in the Western Hemisphere. Compare and contrast the social institutions of different societies in the Western Hemisphere. Defend the transfer of social institutions from the Eastern Hemisphere to the Western Hemisphere. 	social institutions (i.e.: religious organizations, clubs, political parties, family organization, education) • perspective	
	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.		<ul style="list-style-type: none"> List examples of how language, literature and the arts shape the development and transmission of culture in the Western Hemisphere. Diagram the transfer of language from the Eastern Hemisphere to the Western Hemisphere. Assess the transmission of culture from the Eastern Hemisphere to the Western Hemisphere. 	diffusion • acculturation	
	6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.		<ul style="list-style-type: none"> Define ethnocentrism. List examples of how this attitude can lead to cultural misunderstandings. 	Ethnocentrism	

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	6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.		<ul style="list-style-type: none"> • List historical conflicts brought on by cultural misunderstandings. • Evaluate how cultural misunderstandings impact human relations resulting in conflict. 		