

Mission Geography and California

Connecting Mission Geography to State Standards

Grades 5-8

Module 1: Volcanoes—local hazard, global issue

| Inv | Geography for Life | State Standard(s) Connection |
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| 1 | Std 15: How physical systems affect human systems | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment...</p> <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>1. Trace the routes of the major land explorers of the United States, the distances traveled by explorers....</p> <p>5.3 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>#15 Science: Students demonstrate an understanding that living things interact with one another and their physical environment.</p> |

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| | Std 7: Physical processes that shape Earth | <p>#18 Science: Students demonstrate an understanding of the two processes that account for the change in the earth's geologic features over time. That one process is the building of surface features by energy released from inside the earth, and that the other process is the wearing down of features through erosion and weathering.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>2. Name the states and territories that existed in 1850 and identify their locations and major geographical features.</p> |
| | Std 3: Analyze spatial organization of people, places, environments | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails.</p> |

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| | <p>Std 1: Use maps to acquire, process, and report information from a spatial perspective</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. <p>5.9 Social Studies: Students know the location of the current 50 states and the names of their capitals.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase. 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). |
| | <p>Std 7: Physical processes that shape Earth</p> | <p>#18 Science: Students demonstrate an understanding of the two processes that account for the change in the earth's geologic features over time. That one process is the building of surface features by energy released from inside the earth, and that the other process is the wearing down of features through erosion and weathering.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features. |

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| 3 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. |
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| | <p>Std 15: How physical systems affect human systems</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 3 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. <p>5.3 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>#15 Science: Students demonstrate an understanding that living things interact with one another and their physical environment.</p> |
| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787), and those policies' impact on American Indians' land. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. |
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Module 2: Mars and Earth—the quest for life

| Inv | Geography for Life | State Standard(s) Connection |
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| | <p>Std 1: Use maps to acquire, process, and report information from a spatial perspective</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <p>1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.</p> <p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> |
| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> |

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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. |
| | Std 3: Analyze spatial organization of people, places, environments | <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. |

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| 3 | Std 4: Physical and human characteristics of places | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. <p>5.9 Social Studies: Students know the location of the current 50 states and the names of their capitals.</p> |
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| | Std 7: Physical processes that shape Earth | <p>#18 Science: Students demonstrate an understanding of the two processes that account for the change in the earth's geologic features over time. That one process is the building of surface features by energy released from inside the earth, and that the other process is the wearing down of features through erosion and weathering.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800's with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>2. Name the states and territories that existed in 1850 and identify their locations and major geographical features.</p> |
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| 4 | Std 4: Physical and human characteristics of places | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. <p>5.9 Social Studies: Students know the location of the current 50 states and the names of their capitals.</p> |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.5 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and southwest. |
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Module 3: Human footprints on Earth as seen by NASA scientists

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| Inv | Geography for Life | State Standard(s) Connection |
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| 1 | <p>Std 11: Patterns and networks of economic interdependence on Earth Students trace the colonization, immigration, and settlement</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.</p> <p>4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, And transportation systems.</p> <p>1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.</p> <p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> |
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| 2 | Std 14: Human actions modify the physical environment | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <p>6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.</p> <p>4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> |
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| 3 | Std 12: Processes, patterns, and functions of human settlement | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.</p> <p>4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <p>1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 2. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. |
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| 4 | Std 4: Physical and human characteristics of places | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. <p>5.4 Social Studies: : Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features. 3. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). <p>5.9 Social Studies: Students know the location of the current 50 states and the names of their capitals.</p> |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. |
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| | <p>Std 15: How physical systems affect human systems</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <p>1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase.</p> <p>4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).</p> <p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> <p>#15 Science: Students demonstrate an understanding that living things interact with one another and their physical environment.</p> |
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Module 4: Remote sensing and geoarchaeology

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| 1 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>5.3 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <p>1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.</p> <p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> |
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| | <p>Std 16: Meaning, use, distribution, and importance of resources</p> | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.2 Social Studies: Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <ol style="list-style-type: none"> 2. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. <p>5.9 Social Studies: Students know the location of the current 50 states and the names of their capitals.</p> |
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| 3 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>5.1 Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.</p> <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.</p> <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <p>1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.</p> <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.</p> <p>5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.</p> |
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| | <p>Std 4: Physical and human characteristics of places</p> | <p>5.1 Social Studies: Social Studies: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <ol style="list-style-type: none"> 1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. <p>5.2 Students trace the routes of the early explorers and describe the routes of the early explorations of the Americas.</p> <ol style="list-style-type: none"> 4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. <p>5.4 Social Studies: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <ol style="list-style-type: none"> 1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. <p>5.6 Social Studies: Students understand the course and consequences of the American Revolution.</p> <ol style="list-style-type: none"> 1. Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. <p>5.8 Social Studies: Students trace the colonization, immigration, and settlement Patterns of the American people from 1789 to the mid-1800's with emphasis on The role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <ol style="list-style-type: none"> 1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap. 2. Name the states and territories that existed in 1850 and identify their locations and major geographical features. 5. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). <p>5.9 Social Studies: Students will learn the names and capitals of all 50 states.</p> |
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Grades 5-8

Module 1: Volcanoes—local hazard, global issue

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| 1 | Std 15: How physical systems affect human systems | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. <p>6.5 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero. 2. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly. Changes in one part of an ecosystem affect other parts of the ecosystem.</p> |
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| | Std 7: Physical processes that shape Earth | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>3. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>#18 Science: Students explain how the processes of plate tectonics change the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science: Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6-8 Historical Interpretation Skills #1 Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 3. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 4. Discuss the locations of the settlements and movements of the Hebrews <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero. 3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire. |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>5.Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>7.Trace the rise of Alexander the Great and the spread of Greek culture.</p> <p>6.5 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>1. Locate and describe the major river system, and physical setting supporting the rise of this civilization.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero.</p> <p>3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5.Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6-8 Historical Interpretation Skills #1 Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>4. Discuss the locations of the settlements and movements of the Hebrews</p> <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflicts with Rome.</p> |
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| | <p>Std 7: Physical processes that shape Earth</p> | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>3. Discuss the climate changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p> <p>#18 Science: Students explain how the processes of plate tectonics change the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science: Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> |
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| 3 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>7. Trace the rise of Alexander the Great and the spread of Greek culture.</p> <p>6.5 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>1. Locate and describe the major river system, and physical setting supporting the rise of this civilization.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero.</p> <p>3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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| | <p>Std 15: How physical systems affect human systems</p> | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1.Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. <p>6.5 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. <p>6.5 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 7.Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero. 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>6-8 Historical Interpretation #1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans. <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect other parts of the ecosystem.</p> |
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Module 2: Mars and Earth—the quest for life

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| 1 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>7. Trace the rise of Alexander the Great and the spread of Greek culture.</p> <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>1. Locate and describe the major river system, and physical setting supporting the rise of this civilization.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero.</p> <p>3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6-8 Historical Interpretation Skills #1 Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.3 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>4. Discuss the locations of the settlements and movements of the Hebrews</p> <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflicts with Rome.</p> <p>7. Describe the circumstances that lead to the spread of Christianity in Europe and the Roman territories.</p> |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>7. Trace the rise of Alexander the Great and the spread of Greek culture.</p> <p>6.5 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>1. Locate and describe the major river system, and physical setting supporting the rise of this civilization.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero.</p> <p>3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6-8 Historical Interpretation Skills #1 Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.3 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>4. Discuss the locations of the settlements and movements of the Hebrews</p> <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>2. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflicts with Rome.</p> <p>7. Describe the circumstances that lead to the spread of Christianity in Europe and the Roman territories.</p> |
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| 3 | Std 4: Physical and human characteristics of places | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe major river systems and physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 4. Discuss the locations of the settlements and movements of the Hebrews. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system, and physical setting supporting the rise of this civilization 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. 8. Describe the diffusion of Buddhism northward to China. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 3. Identify the location, political and geographic reasons for the growth of Roman |
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| | <p>Std 7: Physical processes that shape Earth</p> | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>3. Discuss the climate changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p> <p>#18 Science: Students explain how the processes of plate tectonics change the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> |
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| 4 | Std 4: Physical and human characteristics of places | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe major river systems and physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 4. Discuss the locations of the settlements and movements of the Hebrews. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system, and physical setting supporting the rise of this civilization 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. 8. Describe the diffusion of Buddhism northward to China. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>6-8 Historical Interpretation #1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.3 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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Module 3: Human footprints on Earth as seen by NASA scientists

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| 1 | Std 11: Patterns and networks of economic interdependence on Earth | <p>6.1. Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 4. Discuss the locations of the settlements and movements of the Hebrews. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire. |
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| 2 | Std 14: Human actions modify the physical environment | <p>6.1. Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire. <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth’s resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect other parts of the ecosystem.</p> |
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| 3 | Std 12: Processes, patterns, and functions of human settlement | <p>6-8 Historical Interpretation #1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 4. Discuss the locations of the settlements and movements of the Hebrews. 5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. 7. Trace the rise of Alexander the Great and the spread of Greek culture. <p>6.5. Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river systems, and physical setting supporting the rise of this civilization. 2. Discuss the significance of the Aryan invasions. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 7. Cite the significance and location of the trans-European “silk roads”. 8. Describe the diffusion of Buddhism northward to China. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire. |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>6.1. Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire. <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth’s resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect other parts of the ecosystem.</p> |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>6-8 Historical Interpretation #1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.4 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans. |
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| 4 | Std 4: Physical and human characteristics of places | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe major river systems and physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 4. Discuss the locations of the settlements and movements of the Hebrews. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system, and physical setting supporting the rise of this civilization 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. 8. Describe the diffusion of Buddhism northward to China. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the important |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>6.1. Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire. <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth’s resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect other parts of the ecosystem.</p> |
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| | <p>Std 15: How physical systems affect human systems</p> | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. <p>6.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1.Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2.Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1.Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. <p>6.5 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1.Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. <p>6.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1.Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2.Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 7.Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1.Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero. 3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. |
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Module 4: Remote sensing and geoarchaeology

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| 1 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>7. Trace the rise of Alexander the Great and the spread of Greek culture.</p> <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>1. Locate and describe the major river system, and physical setting supporting the rise of this civilization.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero.</p> <p>3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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| | <p>Std 16: Meaning, use, distribution, and importance of resources</p> | <p>6.1. Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. <p>6.2. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 6. Describe the role of Egyptian trade in the eastern Mediterranean and the Nile Valley. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system, and physical setting supporting the rise of this civilization. 2. Discuss the significance of the Aryan invasions. 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero. 3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire. |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>7. Trace the rise of Alexander the Great and the spread of Greek culture.</p> <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>1. Locate and describe the major river system, and physical setting supporting the rise of this civilization.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero.</p> <p>3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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| 3 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Analysis Skills #3 Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p> <p>6.2 Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>1. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p> <p>8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt.</p> <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>7. Trace the rise of Alexander the Great and the spread of Greek culture.</p> <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>1. Locate and describe the major river system, and physical setting supporting the rise of this civilization.</p> <p>6. Describe the growth of Maurya and the political and moral achievements of Asoka.</p> <p>6.6 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p> <p>6.7 Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <p>1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Ceasar , and Cicero.</p> <p>3. Identify the location, political and geographic reasons for the growth of Roman territories and expansion of the empire.</p> <p>5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans.</p> |
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| | <p>Std 4: Physical and human characteristics of places</p> | <p>6.1 Social Studies: Students describe what is known through archeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <ol style="list-style-type: none"> 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing. <p>6.2 Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <ol style="list-style-type: none"> 1. Locate and describe major river systems and physical settings that supported permanent settlement and early civilizations. 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. 8. Identify the location of Kush and describe its political, commercial, and cultural relations with Egypt. <p>6.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <ol style="list-style-type: none"> 4. Discuss the locations of the settlements and movements of the Hebrews. <p>6.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <ol style="list-style-type: none"> 1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 5. Outline the founding, expansion, and political organization of the Persian Empire. 7. Trace the rise of Alexander the Great and the spread of Greek culture eastward. <p>6.5. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <ol style="list-style-type: none"> 1. Locate and describe the major river system, and physical setting supporting the rise of this civilization 6. Describe the growth of Maurya and the political and moral achievements of Asoka. <p>6.6. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <ol style="list-style-type: none"> 1. Locate and describe the origins of Chinese civilization in the Huang-He Valley. 2. Explain how Chinese geography made governance difficult and hampered the spread of goods and ideas. 7. Cite the significance and location of the trans-European “silk roads”. 8. Describe the diffusion of Buddhism northward to China. <p>6.7. Social Studies: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p> <ol style="list-style-type: none"> 1. Identify the location |
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Grades 5-8

Module 1: Volcanoes—local hazard, global issue

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| 1 | Std 15: How physical systems affect human systems | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1. Study the Niger River and the relationship of vegetation zones of forest, savanna, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 3.Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa. <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and Eurasian land masses and their relationship to Medieval life in Europe. 2. Describe the spread of Christianity and the fall of the western half of the Roman Empire. 3. Understand the development of feudalism and how physical geography influenced it. 6.Discuss the causes and course of the religious Crusades and their influence on European and Eastern Mediterranean cultures. 7. Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities.. 3. Understand the effects of the reopening of the ancient “Silk Road” between Europe and China. |
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| | Std 7: Physical processes that shape Earth | <p>#18 Science: Students explain how the processes of plate tectonics change the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2. Trace the origins of Islam and the life and teachings of Muhammad. 4. Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1. Study the Niger River and the relationship of vegetation zones of forest, savanna, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2. Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa. <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1. Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan. <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and Eruasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 2. Understand the effects of the reopening of the ancient “Silk Road”. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 3. Explain the importance of Florence in the early stages of the Renaissance. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 3. Examine the origins of modern capitalism. |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5.Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>1. Study the Niger River and the relationship of vegetation zones of forest, savanna, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>4. Trace the growth of the Arabic Language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>1. Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe.</p> <p>7. Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>1. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>7.9.Social Studies: Students analyze the historical development of the Reformation.</p> <p>4.Identify and locate the European regions that remained Catholic and how those thazt became Protestant and explain how the division affected the distribution of religions in the New World.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2.Trace the origins of Islam and the life and teachings of Muhammad. 4.Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savanna, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa. <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan. <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3.Understand the effects of the reopening of the ancient “Silk Road”. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 3. Examine the origins of modern capitalism. |
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| | Std 7: Physical processes that shape Earth | <p>6-8 - #18 Science: Students explain how the processes of plate tectonics change the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> |
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| 3 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5.Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>4.Trace the growth of the Arabic Language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe.</p> <p>7.Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>7.9.Social Studies: Students analyze the historical development of the Reformation.</p> <p>4. Identify and locate the European regions that remained Catholic and how those thazt became Protestant and explain how the division affected the distribution of religions in the New World.</p> |
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| | <p>Std 15: How physical systems affect human systems</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 4.Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 3.Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa. <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eurasian land masses and their relationship to Medieval life in Europe. 2.Christianity and the fall of the western half of the Roman Empire. 3.Understand the development of feudalism and how physical geography influenced it. 6.Discuss the causes and course of the religious Crusades and their influence on European and Eastern Mediterranean cultures. 7. Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities.. |
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| <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>4. Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang, China, Korea, and Japan.</p> <p>2. Trace the historic influence of such discoveries as tea, manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>2.Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>6.Discuss the causes and course of the religious Crusades and their influence on European and Eastern Mediterranean cultures.</p> <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>3.Understand the effects of reopening the ancient “Silk Road”.</p> <p>4. Describe the growth and effects of new ways of disseminating information.</p> <p>7.11.Social Studies: Students analyze political & economic changes in the 16th–18th centuries.</p> <p>2.Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas.</p> <p>3.Examine the origins of modern capitalism.</p> <p>4.Explain how the main ideas of the Enlightenment can be traced back to earlier movements.</p> <p>#1 Historical Interpretation: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> |
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Module 2: Mars and Earth—the quest for life

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| 1 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5.Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>4.Trace the growth of the Arabic Language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe.</p> <p>7.Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>7.9.Social Studies: Students analyze the historical development of the Reformation.</p> <p>4.Identify and locate the European regions that remained Catholic and how those thazt became Protestant and explain how the division affected the distribution of religions in the New World.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2.Trace the origins of Islam and the life and teachings of Muhammad. 4.Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa. <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan. <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3.Understand the effects of the reopening of the ancient “Silk Road”. <p>7.8.Social Studies: Students analyze the origins accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 3. Examine the origins of modern capitalism. |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5.Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>4.Trace the growth of the Arabic Language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe.</p> <p>7.Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>7.9.Social Studies: Students analyze the historical development of the Reformation.</p> <p>4. Identify and locate the European regions that remained Catholic and how those thazt became Protestant and explain how the division affected the distribution of religions in the New World.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2.Trace the origins of Islam and the life and teachings of Muhammad. 4.Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa. <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan. <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3.Understand the effects of the reopening of the ancient “Silk Road”. <p>7.8.Social Studies: Students analyze the origins accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 3. Examine the origins of modern capitalism. |
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| 3 | Std 4: Physical and human characteristics of places | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2.Trace the origins of Islam and the life and teachings of Muhammad. 4.Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savanah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa. <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan. <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eruasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3.Understand the effects of the reopening of the ancient “Silk Road”. <p>7.8.Social Studies: Students analyze the origins accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 3. Examine the origins of modern capitalism. |
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| | Std 7: Physical processes that shape Earth | <p>6-8 -#18 Science: Students explain how the processes of plate tectonics change the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> |
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| 4 | Std 4: Physical and human characteristics of places | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2.Trace the origins of Islam and the life and teachings of Muhammad. 4.Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa. <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan. <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3.Understand the effects of the reopening of the ancient “Silk Road”. <p>7.8.Social Studies: Students analyze the origins accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 3. Examine the origins of modern capitalism. |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. 5. Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. 3. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang, China, Korea, and Japan. 4. Trace the historic influence of such discoveries as tea, manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. 6.Discuss the causes and course of the religious Crusades and their influence on European and Eastern Mediterranean cultures.</p> <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. 3.Understand the effects of reopening the ancient “Silk Road”. 4. Describe the growth and effects of new ways of disseminating information.</p> <p>7.11.Social Studies: Students analyze political & economic changes in the 16th–18th centuries. 2.Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas. 3.Examine the origins of modern capitalism. 4.Explain how the main ideas of the Enlightenment can be traced back to earlier movements.</p> <p>#1 Historical Interpretation: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> |
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Module 3: Human footprints on Earth as seen by NASA scientists

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| 1 | Std 11: Patterns and networks of economic interdependence on Earth | <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 5. Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 4. Trace the historic influence of such discoveries as tea, manufacture of paper, wood block printing, the compass, and gunpowder. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. 2. Christianity and the fall of the western half of the Roman Empire. 3. Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 3. Understand the effects of reopening the ancient “Silk Road”. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th–18th centuries.</p> <ol style="list-style-type: none"> 2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas. <p>6-8 - #15 Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affects the other parts of the ecosystem.</p> |
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| 2 | Std 14: Human actions modify the physical environment | <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>5.Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>1. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>3.Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <p>2.Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas.</p> <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth’s resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect toher parts of the ecosystem.</p> |
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| 3 | Std 12: Processes, patterns, and functions of human settlement | <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 4. Discuss the expansion of Muslim rule through military conquests and treaties. 5. Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature. <p>7.3. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 4. Trace the historic influence of such discoveries as tea, manufacture of paper, wood block printing, the compass, and gunpowder. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1. Study the Niger River and the relationship of vegetation zones of forest, savanah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. 3. Describe the role of the trans-Saharan caravan trade in changing religious and cultural characteristics of West Africa. 5. Trace the growth of the Arabic language in West Africa. <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. 2. Christianity and the fall of the western half of the Roman Empire. 3. Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 3. Understand the effects of reopening the ancient “Silk Road”. <p>7.9.Social Studies: Students analyze the historical developments of the Reformation.</p> <ol style="list-style-type: none"> 6. Understand the institution and impact of missionaries on Christianity and the diffusion Christianity, and locate the missions on a map of the world. |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>5.Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>2. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>3.Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <p>2.Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas.</p> <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth’s resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect other parts of the ecosystem.</p> |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. 6. Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. 6. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang, China, Korea, and Japan. 7. Trace the historic influence of such discoveries as tea, manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. 6.Discuss the causes and course of the religious Crusades and their influence on European and Eastern Mediterranean cultures.</p> <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. 3.Understand the effects of reopening the ancient “Silk Road”. 4. Describe the growth and effects of new ways of disseminating information.</p> <p>7.11.Social Studies: Students analyze political & economic changes in the 16th–18th centuries. 2.Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas. 3.Examine the origins of modern capitalism. 4.Explain how the main ideas of the Enlightenment can be traced back to earlier movements.</p> <p>#1 Historical Interpretation: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> |
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| 4 | Std 4: Physical and human characteristics of places | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2.Trace the origins of Islam and the life and teachings of Muhammad. 4.Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savanah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa. <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <ol style="list-style-type: none"> 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan. <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eruasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3.Understand the effects of the reopening of the ancient “Silk Road”. <p>7.8.Social Studies: Students analyze the origins accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 3. Examine the origins of modern capitalism. |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>5.Understand the intellectual exchanges among the Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>3. Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>3.Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p> <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <p>2.Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas.</p> <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth’s resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect other parts of the ecosystem.</p> |
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| | <p>Std 15: How physical systems affect human systems</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 4.Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 3.Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa. <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1.Study the geography of the Europe and Eurasian land masses and their relationship to Medieval life in Europe. 2.Christianity and the fall of the western half of the Roman Empire. 3.Understand the development of feudalism and how physical geography influenced it. 6.Discuss the causes and course of the religious Crusades and their influence on European and Eastern Mediterranean cultures. 7. Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe. <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <ol style="list-style-type: none"> 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2.Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities.. |
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Module 4: Remote sensing and georchaology

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| 1 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5.Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>1.Study the Niger River and the relationship of vegetation zones of forest, savanah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>4.Trace the growth of the Arabic Language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>1.Study the geography of the Europe and Eruasian landmasses and their relationship to Medieval life in Europe.</p> <p>7.Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe.</p> <p>7.7.Social Studies: 7.7.Social Studies: 7.9.Social Studies: Students analyze the historical development of the Reformation.</p> <p>4.Identify and locate the European regions that remained Catholic and how those thazt became Protestant and explain how the division affected the distribution of religions in the New World.</p> |

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| | <p>Std 16: Meaning, use, distribution, and importance of resources</p> | <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <ol style="list-style-type: none"> 1. Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes. <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <ol style="list-style-type: none"> 4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty. 5. Trace the historical influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder. <p>7.4. Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <ol style="list-style-type: none"> 1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa. <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. <p>7.7.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <ol style="list-style-type: none"> 1. Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe. <p>7.8.Social Studies: Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <ol style="list-style-type: none"> 2. Explain the importance of Florence in the early stages of the Renaissance. 3. Understand the effects of the reopening of the ancient “Silk Road”. <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries.</p> <ol style="list-style-type: none"> 2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas. 3. Examine the origins of modern capitalism; the influence of merchantilism and cottage industry; the elements and importance of market economies and international trade an marketing patterns, including mapping and the influence of explorers and map makers. |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5.Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>4.Trace the growth of the Arabic Language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe.</p> <p>7.Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe.</p> <p>7.7.Social Studies: 7.7.Social Studies: 7.9.Social Studies: Students analyze the historical development of the Reformation.</p> <p>4.Identify and locate the European regions that remained Catholic and how those that became Protestant and explain how the division affected the distribution of religions in the New World.</p> <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> |
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| 3 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>5.Trace the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>1.Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.</p> <p>4.Trace the growth of the Arabic Language in government, trade, and Islamic scholarship in West Africa.</p> <p>7.6.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>1.Study the geography of the Europe and Eurasian landmasses and their relationship to Medieval life in Europe.</p> <p>7.Map the spread of the bubonic plague from Central Asia to China, the Middle East and Europe.</p> <p>7.7.Social Studies: 7.7.Social Studies: 7.9.Social Studies: Students analyze the historical development of the Reformation.</p> <p>4.Identify and locate the European regions that remained Catholic and how those that became Protestant and explain how the division affected the distribution of religions in the New World.</p> <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.</p> <p>4. Discuss the expansion of Muslim rule through military conquests and treaties.</p> <p>7.3.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> |
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| <p>Std 4: Physical and human characteristics of places</p> | <p>7.1.Social Studies: Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 2.Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.2.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages. 1.Identify the physical features and describe the climate of the Arabian peninsula and its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. 2.Trace the origins of Islam and the life and teachings of Muhammad. 4.Discuss the expansion of Muslim rule through military conquests and treaties. 5.Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the merchants, products and inventions that traveled along these routes.</p> <p>7.4.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa. 1.Study the Niger River and the relationship of vegetation zones of forest, savanah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires. 2.Analyze the importance of family, labor specialization, and regional commerce in the development of the states and cities in West Africa.</p> <p>7.5.Social Studies: Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan. 1.Describe the significance of Japan’s proximity to China and Korea and the intellectual linguistic, religious, and philosophical influence of those countries on Japan.</p> <p>7.6.Social Studies: : Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. 1.Study the geography of the Europe and Eruasian landmasses and their relationship to Medieval life in Europe. 3.Understand the development of feudalism and how physical geography influenced it.</p> <p>7.7.Social Studies: Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations. 1.Study the locations, landforms, and climates of Mexico, Central America and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. 3.Understand the effects of the reopening of the ancient “Silk Road”.</p> <p>7.8.Social Studies: Students analyze the origins accomplishments, and geographic diffusion of the Renaissance. 2.Explain the importance of Florence in the early stages of the Renaissance.</p> <p>7.11.Social Studies: Students analyze political & economic changes in the 16th –18th centuries. 3. Examine the origins of modern capitalism.</p> | <p>6.1 Soc through cultural era to th 2.1c pop des env 3. m ar</p> <p>6.2 Soc politica early ci 1.I ph 2.1 tha anc po 6. Me 8.I po</p> <p>6.3. Soc politica Ancient 4. movem 6.4. So politica early ci 1.I the Ae co wi 5. or 7. sp</p> |
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Grades 5-8

Module 1: Volcanoes—local hazard, global issue

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| 1 | Std 15: How physical systems affect human systems | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <ol style="list-style-type: none"> 2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states. <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <ol style="list-style-type: none"> 1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.</p> <ol style="list-style-type: none"> 1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace. 2. Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War. <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <ol style="list-style-type: none"> 1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions. 2. Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad. 3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities. <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <ol style="list-style-type: none"> 1. Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states... 2. Trace the origins and development of slavery... 3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <ol style="list-style-type: none"> 4. Examine the importance of the great rivers and the struggle over water rights. <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <ol style="list-style-type: none"> 2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> |
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| | <p>Std 7: Physical processes that shape Earth</p> | <p>6-8 - #18 Science: Students explain how the process of plate tectonics changes the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science: Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> |
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Std 3: Analyze spatial organization of people, places, environments

8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.

2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.

1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.

2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.

8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.

1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.

2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.

3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.

8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.

1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...

3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

8.8.Social Studies: : Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.

2.Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concepts of Manifest Destiny and territorial acquisitions.

5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.

8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.

2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

8.11.Social Studies: Students analyze the character and lasting consequences of Reconstruction.

2.Identify the push-pull factors in the movement of former slaves to the cities in the North and West.

3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities

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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Chronology and Spatial Thinking #3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> |
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Std 3: Analyze spatial organization of people, places, environments

- 8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.
- 2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
- 8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.
- 1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.
- 8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.
- 2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.
- 8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.
- 1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.
 - 2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.
 - 3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.
- 8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.
- 1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...
 - 3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.
- 8.8.Social Studies: : Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.
- 2.Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concepts of Manifest Destiny and territorial acquisitions.
 - 5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.
- 8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.
- 2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
- 8.11.Social Studies: Students analyze the character and lasting consequences of Reconstruction.
- 2.Identify the push-pull factors in the movement of former slaves to the cities in the North and West.
 5. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities
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| | <p>Std 7: Physical processes that shape Earth</p> | <p>6-8 - #18 Science: Students explain how the process of plate tectonics changes the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science: Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> |
| <p>3</p> | <p>Std 1: Use maps to acquire, process, and report information from a spatial perspective</p> | <p>6-8 Chronology and Spatial Thinking #3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> |

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| | <p>Std 15: How physical systems affect human systems</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.</p> <p>1.Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p> <p>2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it. 3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage and full-faith and credit.</p> <p>8.5.Social Studies. Students analyze U.S. foreign policy in the early Republic. 2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced. 4.Examine the importance of the great rivers and the struggle over water rights. 6.Describe the Texas war for independence and the Mexican-American War , including territorial settlements, the aftermath of the wars and its effects on the lives of Americans and Mexican Americans today.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War. 2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. 5. Examine the location and effects of urbanization, renewed immigration, and industrialization. 7.Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities, the economy, new social and economic patterns, cultural diversity, and the new wave of nativism.</p> <p>6-8 Historical Interpretation #1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> |
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Module 2: Mars and Earth—the quest for life

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| 1 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Chronology and Spatial Thinking #3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it. 2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation. 1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic. 2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast. 1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions. 2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad. 3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced. 1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states... 3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: : Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced. 2.Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concepts of Manifest Destiny and territorial acquisitions. 5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War. 2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.11.Social Studies: Students analyze the character and lasting consequences of Reconstruction. 2.Identivy the push-pull factors in the movement of former slaves to the cities in the North and West.</p> |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>6-8 Chronology and Spatial Thinking #3: Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</p> <p>6-8 -#19 Science: Students describe the bodies in the solar system and demonstrate an understanding that it is bound together by gravitation.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> |
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| | <p>Std 3: Analyze spatial organization of people, places, environments</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it. 2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation. 1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic. 2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast. 1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions. 2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad. 3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced. 1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states... 3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced. 2.Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concepts of Manifest Destiny and territorial acquisitions. 5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War. 2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.11.Social Studies: Students analyze the character and lasting consequences of Reconstruction. 2.Identify the push-pull factors in the movement of former slaves to the cities in the</p> |
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| 3 | Std 4: Physical and human characteristics of places | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> <p>5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>7.Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities, the economy, new social and economic patterns, cultural diversity, and the new wave of nativism.</p> |
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| | <p>Std 7: Physical processes that shape Earth</p> | <p>6-8 - #18 Science: Students explain how the process of plate tectonics changes the surface of the earth. Students describe how the changes are powered by changes inside the earth and how exposed surfaces are altered by weathering.</p> <p>#23 Science: Students demonstrate an understanding that concentrations of powerful forces of energy can create catastrophic events.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> |
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| 4 | Std 4: Physical and human characteristics of places | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> <p>5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>7.Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities, the economy, new social and economic patterns, cultural diversity, and the new wave of nativism.</p> |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage and full-faith and credit.</p> <p>8.5.Social Studies. Students analyze U.S. foreign policy in the early Republic.</p> <p>2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>6.Describe the Texas war for independence and the Mexican-American War , including territorial settlements, the aftermath of the wars and its effects on the lives of Americans and Mexican Americans today.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>6. Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>7.Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities, the economy, new social and economic patterns, cultural diversity, and the new wave of nativism.</p> <p>6-8 Historical Interpretation #1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> |
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Module 3: Human footprints on Earth as seen by NASA scientists

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| 1 | Std 11: Patterns and networks of economic interdependence on Earth | <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <ol style="list-style-type: none"> 1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <ol style="list-style-type: none"> 1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions. 2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad. 3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities. <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <ol style="list-style-type: none"> 1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states... 3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <ol style="list-style-type: none"> 4.Examine the importance of the great rivers and the struggle over water rights. <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <ol style="list-style-type: none"> 2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <ol style="list-style-type: none"> 1.Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. 2.Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization. 5.Examine the location and effects of urbanization, renewed immigration, and industrialization. |
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| 2 | Std 14: Human actions modify the physical environment | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800's and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>1.Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth's resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect toher parts of the ecosystem.</p> |
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| 3 | Std 12: Processes, patterns, and functions of human settlement | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <ol style="list-style-type: none"> 2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states. 3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage and full-faith and credit. <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <ol style="list-style-type: none"> 1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <ol style="list-style-type: none"> 1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions. 2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad. 3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities. <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <ol style="list-style-type: none"> 2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <ol style="list-style-type: none"> 1.Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. 2.Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization. |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800's and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>1.Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth's resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect toher parts of the ecosystem.</p> |
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| | <p>Std 18: Apply geography to interpret the present and plan for the future</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage and full-faith and credit.</p> <p>8.5.Social Studies. Students analyze U.S. foreign policy in the early Republic.</p> <p>2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>6.Describe the Texas war for independence and the Mexican-American War , including territorial settlements, the aftermath of the wars and its effects on the lives of Americans and Mexican Americans today.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>7. Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>7.Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities, the economy, new social and economic patterns, cultural diversity, and the new wave of nativism.</p> <p>6-8 Historical Interpretation #1: Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</p> |
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| 4 | Std 4: Physical and human characteristics of places | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> <p>5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>7.Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities, the economy, new social and economic patterns, cultural diversity, and the new wave of nativism.</p> |
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| | <p>Std 14: Human actions modify the physical environment</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800's and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800's and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>1.Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>6-8 - #23 Science Students demonstrate an understanding that humans are responsible for making informed decisions about their use of the earth's resources.</p> <p>#15 Science: Students demonstrate an understanding that all parts of the ecosystem are connected either directly or indirectly and that changes in one part of an ecosystem affect toher parts of the ecosystem.</p> |
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| | <p>Std 15: How physical systems affect human systems</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.</p> <p>1.Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p> <p>2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> |
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Module 4: Remote sensing and geoarchaeology

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| 1 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.</p> <p>1.Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p> <p>2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> |
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| <p>Std 16: Meaning, use, distribution, and importance of resources</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>1.Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p> <p>2.Identify the reasons for the development of Federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>7.Identify the new sources of large scale immigration and the contribution of immigrants to the building of cities and the economy.</p> |
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| 2 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.</p> <p>1.Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p> <p>2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> |
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| 3 | Std 1: Use maps to acquire, process, and report information from a spatial perspective | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>2.Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.</p> <p>8.4.Social Studies: Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1.Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.</p> <p>8.5.Social Studies: Students analyze U.S. foreign policy in the early Republic.</p> <p>1.Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.</p> <p>2.Know the changing boundaries of the United States and describe the relationship the country had with its neighbors and Europe and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>1.Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>3.List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size and spatial arrangements of cities.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>3.Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4.Examine the importance of the great rivers and the struggle over water rights.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> |
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| | <p>Std 4: Physical and human characteristics of places</p> | <p>8.3.SocialStudies: Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>3.Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.</p> <p>8.6.Social Studies: Students analyze the divergent paths of the American people from 1800 to the mid-1800’s and the challenges they faced, with emphasis on the Northeast.</p> <p>2.Outline the physical obstacles to the economic and political factors involved in building a network of roads, canals, and railroad.</p> <p>8.7.Social Studies: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800’s and the challenges they faced.</p> <p>1.Describe the development of the agrarian economy in the South, identify the location of the cotton-producing states...</p> <p>8.8.Social Studies: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800’s and the challenges they faced.</p> <p>4. Examine the importance of the great rivers and the struggle over water rights.</p> <p>5.Discuss Mexican settlements and their locations, cultural traditions, attitudes towards slavery, land-grant system, and economies.</p> <p>8.10.Social Studies: Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>2.Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.</p> <p>8.12.Social Studies: Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p> <p>5.Examine the location and effects of urbanization, renewed immigration, and industrialization.</p> <p>7.Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities, the economy, new social and economic patterns, cultural diversity, and the new wave of nativism.</p> |
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California Mathematical Standards 5-8:

#1 Number and Operations: Students demonstrate their knowledge of basic skills, concept understanding and problem solving in arithmetic and number.

#2 Geometry and Measurement: Students demonstrate their knowledge of basic skills, concept understanding and problem solving in geometry and measurement.

#3 Function and Algebra: Students demonstrate their knowledge of basic skills, concept understanding and problem solving in function and algebra.

#4 Statistics and Probability: Students demonstrate their knowledge of basic skills, conceptual understanding, and problem solving in statistics and probability.

#5 Problem Solving and Mathematical Reasoning: Students use mathematical reasoning and solve problems that make significant demands in one or more of these aspects of the solution process: problem formulation, problem implementation, problem conclusion.

#6 Communication: Students communicate their knowledge of basic skills, concept understanding and problem solving and demonstrate their understanding of the mathematical communications of others.