



Essential Standards Extended Guide

World Geography and History Grades 6-9

Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

The committees developed instructional grouping models to demonstrate how standards can be combined into focused units. However, this is just one approach, and other combinations are possible. Educators can use this guide to begin developing scope and sequence for their instructional time and district-specific courses. It also provides a useful starting point for creating formative and summative assessments aligned with the standards.

Instructional Grouping 1: Foundations of Ancient Civilizations

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-9.WG.1.1 Describe major aspects of the civilizations in regions throughout the world prior to European contact including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.

6-9.WG.1.4 Investigate the historical origins, central beliefs, and spread of major religions and belief systems, including Judaism, Christianity, Islam, Sikhism, Hinduism, Buddhism, and Confucianism and Indigenous knowledge and belief systems.

6-9.WH.1.4 Analyze the characteristics of early civilizations throughout the world, including government, religion/belief systems, arts/architecture, technology, physical geography, economics, and social order.

6-9.WH.1.9 Explain the relationship between religion and belief systems and people's understanding of the natural world.

6-9.WG.6.2 Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

6-9.WH.1.2 Describe the characteristics of early hunter-gatherer communities.

6-9.WH.1.3 Describe how hunter-gatherer communities developed into agricultural sedentary settlements.

6-9.WH.1.10 Explain how religion and belief systems shaped the development of civilizations.

6-9.WH.1.11 Discuss how religion, belief systems, economics, and politics influenced social behavior and were used to maintain social order.

6-9.WH.1.12 Examine why the diversity of religion and belief systems across cultural, social, political, and economic institutions have been sources of conflict.

6-9.WG.6.1 Explain how and why events may be interpreted differently according to the points of view of participants and observers.

Additional Standards

If time allows, these standards may be taught and/or assessed

6-9.WG.1.3 Describe and compare various motivations of European colonization in regions throughout the world.

Instructional Grouping 2: Ancient Civilizations Culture and Class

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-9.WH.1.1 Analyze types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.

6-9.WH.1.7 Identify examples of how writing, art, architecture, mathematics, and science have evolved over time, such as in Ancient, Middle Age, Early-Modern, or Modern societies and civilizations throughout the world.

6-9.WH.1.8 Analyze different social classes and their impact on societies and civilizations throughout the world, including Ancient, Middle Age, Early-Modern, and Modern.

6-9.WH.6.1 Synthesize evidence from information sources including, but not limited to artifacts, primary and secondary sources, charts, graphs, and/ or images to interpret historical events.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

6-8.WG.1.2 Examine the impact of Europeans and indigenous cultures on one another in regions throughout the world.

6-9.WH.1.5 Explain how humans adapted the environment to maintain population growth and develop the first civilizations.

6-9.WH.1.6 Identify the technological advances developed by Ancient, Middle Age, Early-Modern, and Modern societies and civilizations throughout the world.

Additional Standards

If time allows, these standards may be taught and/or assessed

6-9.WH.2.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases, and models.

Instructional Grouping 3: Environmental Geography

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-9.WG.2.5 Identify major biomes and explain ways in which the natural environment and climate of places in regions throughout the world are related to affect settlement patterns and everyday life.

6-9.WG.2.14 Give examples of how landforms, water, climate, and natural vegetation have influenced historical trends and developments in regions throughout the world.

6-9.WH.2.10 Describe why the conservation of resources is necessary to maintain a healthy environment.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

6-9.WG.2.1 Apply latitude and longitude to locate places on Earth.

6-9.WG.2.3 Describe the relative location of people, places, and objects by using positional words, including but not limited to cardinal directions and distance.

6-9.WG.2.4 Locate, map, and describe the climate of regions throughout the world and analyze their impact on human activity and living conditions.

6-9.WG.2.15 Describe various views that affect environmental issues in regions throughout the world.

6-9.WG.2.16 Explain how human-caused changes in the physical environment in one place can cause changes in another place such as irrigation, air pollution, water pollution, and deforestation.

6-9.WH.2.4 Describe how physical features, such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.

6-9.WH.2.6 Explain the impact of waterways on civilizations.

Additional Standards

If time allows, these standards may be taught and/or assessed

6-9.WG.2.2 Describe the uses of technology, such as Global Positioning Systems (GPS) Geographic Information Systems (GIS), and satellite and aerial imaging.

6-9.WG.2.8 Describe major physical characteristics of regions throughout the world.

Instructional Grouping 4: Political and Human Geography

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-9.WG.2.7 Identify the names and locations of countries and major cities in regions around the world.

6-9.WG.2.9 Identify patterns of population distribution and growth in regions throughout the world and explain changes in these patterns that have occurred over time.

6-9.WH.2.2 Identify the main reasons for major migrations of people.

6-9.WH.2.5 Explain how transportation routes stimulate the growth of cities and the exchange of goods, knowledge, and technology.

6-9.WG.6.3 Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

6-9.WG.2.6 Analyze and give examples of the consequences of human impact on the physical environment, including the role of technology.

6-9.WG.2.10 Compare and contrast cultural patterns in regions throughout the world, such as language, religion, and ethnic

6-9.WH.2.3 Explain how climate affects human migration and settlement.

6-9.WH.2.9 Explain how the rapid growth of cities can lead to economic, social, political, and technological problems and innovations.

Additional Standards

If time allows, these standards may be taught and/or assessed

6-9.WG.2.13 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in regions throughout the world.

Instructional Grouping 5: Natural Resources and Trade

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-9.WG.3.1 Describe abundance, scarcity, and distribution of resources; explain their impact on decision-making, such as trade, settlement, stewardship of the natural environment, and development of infrastructure.

6-9.WG.3.3 Compare the standard of living of various regions today using quality of life indicators and discuss their impact on everyday life locally, nationally, and globally.

6-9.WG.3.7 Investigate how physical geography, natural resources, specialization, and trade have influenced the way people meet their material needs.

6-9.WH.3.3 Analyze the role of money and alternative means of exchange.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

6-9.WG.2.11 Analyze the locations of the major manufacturing and agricultural areas in regions throughout the world.

6-9.WG.2.12 Analyze the availability of natural resources in regions throughout the world.

6-9.WH.2.7 Explain how the resources of an area can be the source of conflict between competing groups.

6-9.WH.2.8 Illustrate how the population growth rate impacts a nation's resources.

6-9.WH.2.10 Describe why the conservation of resources is necessary to maintain a healthy environment.

6-9.WG.3.2 Describe how different economic systems guide decisions about what to produce, how to produce, and for whom to produce.

6-9.WG.3.4 Analyze current economic issues using a variety of sources representing multiple perspectives.

6-9.WG.3.5 Identify economic connections between local, national, and global economies in regions throughout the world.

6-9.WG.3.6 Explain how the demand for important natural resources evolved in regions throughout the world.

6-9.WH.3.1 Explain how people historically relied on their natural resources to meet their needs.

6-9.WH.3.2 Describe examples that show how economic opportunity and a higher standard of living are important factors in human migration.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

6-9.WH.3.4 Analyze the impact of economic growth on society.

Additional Standards

If time allows, these standards may be taught and/or assessed

6-9.WH.3.5 Identify influential economic thinkers and the impact of their philosophies.

Instructional Grouping 6: Political Systems

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

6-9.G.WG.4.1 Identify the major forms of government in regions throughout the world and compare them with the government of the United States.

6-9.WH.4.2 Analyze the various political systems that shaped civilizations throughout the world, including the City-State, Monarchy, Republic, Nation-State, or Democracy.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

6-9.WH.4.1 Describe the role of government in historical human migration, such as push and pull factors.

6-9.WH.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements.

6-9.WH.6.4 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Instructional Grouping 7: Social and Global Issues

Essential Standards
Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.
6-9.WG.5.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in regions throughout the world.
6-9.WG.5.3 Define ethnocentrism and give examples of how it can lead to miscommunication and cultural misunderstandings.
6-9.WG.5.5 Describe the costs and benefits of global connections including trading, seeking solutions to mutual problems, learning from technological advances, acquiring new perspectives, and benefiting from developments in culture.
6-9.WH.5.1 Explain the political, economic, religious, or cultural causes of conflicts in various civilizations and their consequences.
6-9.WH.5.4 Analyze the causes, events, and consequences of the Holocaust while exploring the impacts of discrimination and prejudice.

Supporting Standards
Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.
6-9.WG.5.2 Give examples of how language, literature, and the arts shape the development and transmission of culture in regions throughout the world.
6-9.WG.5.4 Discuss present conflicts between cultural groups and nation-states in regions throughout the world.
6-9.WG.5.6 Explain the causes and consequences of current global issues, including the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species.
6-9.WH.5.2 Identify and compare major modern world conflicts and explain their global consequences and impacts including European colonialism, World War I, World War II, the Cold War, and decolonization movements.
6-9.WH.5.3 Explain why people unite for political, economic, and humanitarian reasons.
6-9.WH.6.2 Determine and explain the cause and effect of historical events or developments.
6-9.WH.6.3 Explain how and why events may be interpreted differently according to the points of view of participants and observers.
6-9.WH.6.5 Analyze the context of historical events to determine the motivations of people in those events.

For Questions Contact

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