



Moscow School District #281

Mastery Learning Map

6th Grade Geography of the Western Hemisphere

1. Competency Statements for History

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can explain the cultural and social development of human civilizations.

1. I can describe major aspects of the civilizations of the Western Hemisphere prior to European contact.
2. I can examine the impact of Europeans on indigenous cultures in the Western Hemisphere.
3. I can compare various approaches to European colonization in the Western Hemisphere.
4. I can explain how and why events may be interpreted differently according to the points of view of participants and observers.

National Standards

6-9.GWH: 1.8.1, 1.8.2, 1.8.3, 1.8.4

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Mastery Learning Map

6th Grade Geography of the Western Hemisphere

2. Competency Statements for Geography

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can describe the distribution of people, the impacts and effects of humans, the human and physical characteristics of different places and how geography enables people to comprehend the relationships between people, places, and environments over time.

1. I can explain and use the components of maps to answer geographic questions.
2. I can apply latitude and longitude to locate places on Earth.
3. I can analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist interpretation.
4. I can analyze and give examples of the consequences of human impact on the physical environment.
5. I can explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth and create climate regions and biomes.
6. I can identify the names and locations of countries, major cities, and physical features and characteristics in the Western Hemisphere.
7. I can describe and compare major cultural characteristics in the Western Hemisphere such as language, religion, and ethnicity.
8. I can analyze the distribution of natural resources in the Western Hemisphere.
9. I can give examples of and explain how global disasters impact the environment and influence humans.

National Standards

6-9.GWH: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.3, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5

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Mastery Learning Map

6th Grade Geography of the Western Hemisphere

3. Competency Statements for Economics

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can describe basic economic concepts and identify different influences on economic systems.

1. I can describe economic connections, systems and issues, and define scarcity and its impact on trade and settlements.
2. I can compare the standard of living of various countries.
3. I can identify economic connections between a local community and the countries of the Western Hemisphere and identify specific natural resource deposits.
4. I can investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

National Standards

6-9.GWH: 3.1.1, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6

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Mastery Learning Map

6th Grade Geography of the Western World

4. Competency Statements for Civics

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can describe governments of the Western Hemisphere.

1. I can identify the major forms of government in the Western Hemisphere and compare them with the United States.
2. I can describe functions of a government.
3. I can give examples of different routes to independence from colonial rule taken by countries.

National Standards

6-9.GWH: 4.5.1, 4.5.2

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Mastery Learning Map

6th Grade Geography of the Western Hemisphere

5. Competency Statements for Global

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can describe multiple perspectives and global interdependence.

1. I can discuss how social institutions, including family, religion, education, language, literature and the arts shape culture and influence behavior in different societies.
2. I can define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
3. I can discuss present conflicts between cultural groups and nation states.
4. I can give examples of benefits of global connections.
5. I can give examples of the cause of consequences of current global issues.

National Standards

6-9.GWH: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1

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Mastery Learning Map

6th Grade Geography of the Western Hemisphere

6. Competency Statements for Communication

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can share knowledge with peers.

1. I can conduct research using relevant and reliable sources.
2. I can produce an accurate works cited document.
3. I can present information in meaningful ways.
4. I can state a claim and back it with accurate and appropriate evidence.

National Standards



Moscow School District #281

Mastery Learning Map

7th Grade Geography of the Eastern Hemisphere

1. Competency Statements for History

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can analyze the cultural and social development of human civilizations.

1. I can describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact.
2. I can examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.
3. I can compare various approaches to European colonization in the Eastern Hemisphere.
4. I can explain how and why events may be interpreted differently according to the points of view of participants and observers.
5. I can describe historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism

National Standards

6-9.GEH: 1.8.1, 1.8.2, 1.8.3, 1.8.4., 1.8.5

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Mastery Learning Map

7th Grade Geography of the Eastern Hemisphere

<p>2. Competency Statements for Geography</p> <p><i>“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.</i></p>	<p><i>I can analyze the distribution of people, the impacts and effects of humans, the human and physical characteristics of different places and how geography enables people to comprehend the relationships between people, places, and environments over time.</i></p> <ol style="list-style-type: none"> 1. I can explain and use the components of maps to answer geographic questions. 2. I can apply latitude and longitude to locate places on Earth and describe the uses of related technology. 3. I can analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpretation. 4. I can analyze and give examples of the consequences of human impact on the physical environment. 5. I can identify the names and locations of countries, major cities, and physical features and characteristics in the Eastern Hemisphere. 6. I can describe and compare major cultural characteristics such as language, religion, and ethnicity. 7. I can analyze the distribution of natural resources and how physical processes have shaped Earth's surface. 8. I can give examples of and explain how global disasters impact the environment and influence humans.
<p>National Standards</p>	<p>6-9.GWE: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2, 2.4.3, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5</p>

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Mastery Learning Map

7th Grade Geography of the Eastern Hemisphere

3. Competency Statements for Economics

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can describe basic economic concepts and identify different influences on economic systems.

1. I can describe economic connections, systems and issues, and define scarcity and its impact on trade and settlements.
2. I can compare the standard of living of various countries.
3. I can identify economic connections between a local community and the countries of the Eastern Hemisphere and identify specific important natural resource deposits.
4. I can investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.

National Standards

6-9.GEH: 3.1.1, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6

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Mastery Learning Map

7th Grade Geography of the Eastern Hemisphere

4. Competency Statements for Civics and Government

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can compare and analyze governments of the Eastern Hemisphere.

1. I can identify the major forms of government in the Eastern Hemisphere and compare them with the United States.
2. I can describe the functions of a government.
3. I can give examples of different routes to independence from colonial rule taken by countries.

National Standards

6-9.GEH: 4.5.1, 4.5.2

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Mastery Learning Map

7th Grade Geography of the Eastern Hemisphere

5. Competency Statements for Global Perspectives

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can analyze multiple perspectives and global interdependence.

1. I can discuss how social institutions, including family, religion, education, language, literature and the arts shape culture and influence behavior in different societies.
2. I can define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.
3. I can discuss present conflicts between cultural groups and nation states.
4. I can give examples of benefits of global connections.
5. I can give examples of the cause of consequences of current global issues.

National Standards

6-9.GWH: 5.1.1, 6-9.GWH.5.1.2, 6-9.GWH.5.1.3, 6-9.GWH.5.1.4, 6-9.GWH.5.1.5, 6-9.GWH.5.1.6

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Mastery Learning Map

7th Grade Geography of the Eastern Hemisphere

6. Competency Statements for Communication

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can analyze and share sources of information with peers.

1. I can conduct research using relevant and reliable sources.
2. I can produce an accurate works cited document.
3. I can present information in meaningful ways.
4. I can state a claim and back it with accurate and appropriate evidence.

National Standards



Moscow School District #281

Mastery Learning Map

8th Grade Ancient World History (Pre-History through Middle Ages)

1. Competency Statements for History

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can analyze, interpret, and share sources of information while demonstrating understanding of global connections through time, explaining the rise and traits of human civilizations, and the role of natural resources.

1. I can describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural developments over time (writing, art, architecture, math, science, etc.).
2. I can explain the rise of civilization from hunter-gatherer communities and the traits which make a civilization.
3. I can analyze the characteristics of early civilizations (government types, social classes, religions, gender roles, economics, conflicts, etc.).
4. I can explain how man adapted the environment to develop civilization.
5. I can identify key technological advancements developed by ancient civilizations.

National Standards

6-9.WHC: 1.6.1, 1.6.2, 1.6.3, 1.7.1, 1.7.2, 1.8.1, 1.8.2, 1.8.3, 1.9.1., 1.9.2, 1.9.3, 1.9.4

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Mastery Learning Map

8th Grade Ancient World History (Pre-History through Middle Ages)

2. Competency Statements for Geography

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can analyze map data, explain how humans modify and impact the physical environment, understand reasons why human populations migrate and settle, and the effect of geography on human civilizations.

1. I can interpret different types of maps, globes, graphs, charts, databases and models.
2. I can identify main reasons people move.
3. I can describe how climate, physical features, transportation routes, and waterways impact civilizations.
4. I can explain how resources and geography can contribute to the rise and decline of civilizations.
5. I can explain how humans impact the physical environment.

National Standards

6-9.WHC.: 2.1.1, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.4.1, 2.5.1, 2.5.2, 2.5.3, 2.5.4

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Mastery Learning Map

8th Grade Ancient World History (Pre-History through Middle Ages)

3. Competency Statements for Economics

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can explain basic economic concepts and the different influences on economic systems.

1. I can explain the role of money and barter systems.
2. I can describe how economic opportunities and natural resources impact standard of living.
3. I can identify key economic principles and impacts on society.

National Standards

6-9.WHC.: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4

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Mastery Learning Map

8th Grade Ancient World History (Pre-History through Middle Ages)

4. Competency Statements for Civics and Government

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can compare and contrast the different government types and styles of ancient civilizations and build an understanding of the contributions to democracy.

1. I can compare and contrast the different government structures of ancient civilizations.
2. I can describe the developments of ancient civilizations which contribute to democracy.

National Standards

6-9.WHC.: 4.4.1, 4.4.2, 4.4.3

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Mastery Learning Map

8th Grade Ancient World History (Pre-History through Middle Ages)

5. Competency Statements for Global Perspectives

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can apply my knowledge of multiple perspectives, cultures, and global interdependence to the larger historical narrative.

1. I can identify common reasons for conflicts between civilizations (resources, trade routes, land expansion, religion, etc.).
2. I can analyze situations using different pieces of evidence in order to understand multiple perspectives of issues.
3. I can make connections of historical events to modern issues.

National Standards

6-9.WHC: 5.1.1, 5.1.2, 5.1.3

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Mastery Learning Map

8th Grade Ancient World History (Pre-History through Middle Ages)

6. Competency Statements for Communication

“Learning Targets” are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.

I can analyze, interpret, and share sources of information.

1. I can perform research using relevant and reliable sources.
2. I can produce an accurate works cited document.
3. I can present information in meaningful ways.
4. I can state a claim and back it with accurate and appropriate evidence.

National Standards