



World Geography

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STANDARDS	PAGE REFERENCES
<p>Social Studies Content Standard 1</p>	
<p>Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real-world situations.</p>	
<p>1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p>	<p>Student Edition: These skills are practiced in the <i>Viewpoint</i> features on pages 44-45, 170-171, 248-249, 326-327, 394-395, 474-475, 548-549, 624-625, 698-699, 772-773, 842-843. Related reading, thinking, and research skills are practiced on pages 382, 400, 606, 700, and 844.</p> <p>Teacher Wraparound Edition: Teachers reinforce these skills with the Focus, Teach, Assess, Close, Looking to the Future, and What Can You Do features in each <i>Viewpoint</i> (44-45, 170-171, 248-249, 326-327, 394-395, 474-475, 548-549, 624-625, 698-699, 772-773, 842-843).</p>
<p>2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).</p>	<p>Student Edition: 382, 606</p> <p>Teacher Wraparound Edition: T34-T35; TS 382, 606</p>

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<p>3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).</p>	<p>Student Edition: Skills necessary to synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences are practiced on pages 50, 204, 282, 400, 532, 606, 626, 700, 774, 804, 844.</p>
<p>Social Studies Content Standard 2</p>	
<p>Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.</p>	
<p>1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).</p>	<p>Student Edition: 83, 86-89, 144-145, 224-225, 295, 296, 297-298, 299-300, 369-373, 452, 524, 597, 669-672, 743, 745, 819-820 <i>Skills for Life</i> 87, 88, 145 <i>Section Assessment</i> 373 #4 Teacher Wraparound Edition: CLA 88, 670, 818; CTA 83; D 87; De 372; DI 87; E 524; TTA 144, 523</p>
<p>2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.</p>	<p>Student Edition: The United States' political system is discussed on pages 144-145 and can be compared with others discussed on pages 224-225, 299-300, 372-373, 452, 524, 597, 670-672, 745, and 820. Teacher Wraparound Edition: CLA 88, 818; CTA 595, 743; G 597; TTA 144, 523, 596</p>
<p>3. Identify representative political leaders and philosophies from selected historical and contemporary settings.</p>	<p>Student Edition: 144-145, 224-225, 295, 296, 297-298, 299-300, 369-373, 452, 524, 595, 597, 669-672, 743, 745, 819-820 Teacher Wraparound Edition: De 372; E 524, 745; IC 743; MAP 225, 371</p>
<p>4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.</p>	<p>Student Edition: 144 Teacher Wraparound Edition: The federal system of the United States is discussed on TTA 144. Information about tribal sovereignty can be added here.</p>

STANDARDS	PAGE REFERENCES
5a. Analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.	<p>Student Edition: Information on various systems of government are discussed in general on pages 87-89 and specifically on pages 144-145, 224-225, 299-300, 372-373, 452, 524, 597, 670-672, 745, 820. Students can use this information to analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.</p>
5b. Analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens.	<p>Student Edition: 142, 143, 144, 147, 150</p>
6. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).	<p>Student Edition: The related skills of comparing and contrasting, identifying cause-and-effect relationships, predicting consequences, decision making, and problem solving are practiced on pages 50, 204, 626, 700, and 844. Examples of conflict and cooperation in and among groups can be found on pages 138-139, 292-293, 530-531, 598-599, 666-667, 746-747</p> <p>Teacher Wraparound Edition: C 139, 293, 531, 599, 667, 747</p>
7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.	<p>Student Edition: Students can reach this standard by studying the current state of technology in various world regions. This information appears on pages 158, 241, 317, 319, 392, 467, 541, 616, 691, 765, and 837. <i>Skills for Life</i> 542, 616</p> <p>Teacher Wraparound Edition: C 393; CLA 159; FYI 160; T 151; TTA 541</p>
<p>Social Studies Content Standard 3</p>	
<p>Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).</p>	
1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).	<p>Student Edition: 4-11, <i>Map and Graph Skillbuilder</i> 126, 172, 232, 308, 432, 476, 580, 680, 754 <i>Technology Skillbuilder</i> 828</p> <p>Teacher Wraparound Edition: CLA 8; CTA 4, 6, 7, 11; EC 5</p>

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<p>2. Differentiate and analyze the relationship among various regional and global patterns of geographic phenomena (e.g., landforms, soils, climate, vegetation, natural resources, population).</p>	<p>Student Edition: 35-36, 47-49, 55-58, 59-64, 65-69, 75-79 <i>Map Study</i> 66, 67, 78</p> <p>Teacher Wraparound Edition: AI 62; C 36, 58, 79; CCA 51, 71; CLA 57, 67, 77; E 36; TTA 63</p>
<p>3. Assess the major impacts of human modification on the environment (e.g., global warming, deforestation, erosion, pollution).</p>	<p>Student Edition: 91-92, 94-95 <i>Viewpoint</i> 170-171, 248-249, 326-327, 474-475, 548-549, 624-625, 772-773, 842-843</p> <p>Teacher Wraparound Edition: C 171, 249, 327, 475, 549, 625; CTA 94; GI 249, 327, 624, 773, 843; LTF 170, 248, 326, 474, 548, 624, 772, 842; WCYD 171, 249, 327, 475, 549, 625, 773, 843</p>
<p>4. Analyze how human settlement patterns create cooperation and conflict, which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).</p>	<p>Student Edition: 77-79, 134-135, 213-215, 242-244, 245-246, 289, 442, 452, 469-470, 516, 538-539, 598-599, 619, 663, 698-699, 737, 770-771</p> <p>Teacher Wraparound Edition: CTA 214, 442, 472; L 598; LTF 698; R 291</p>
<p>5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.</p>	<p>Student Edition: 8-13</p> <p>The skills related to selecting and applying appropriate geographical resources are practiced in the <i>Skillbuilder</i> features on pages 28, 50, 70, 204, 232, 308, 328, 382, 550, 606, 680, 754, 828, 844.</p>
<p>6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).</p>	<p>Student Edition: 94-95, 165-169, 242-244, 247, 320-323, 472-473, 543-547, 619-621, 696-697, 767, 770-771 <i>Viewpoint</i> 170-171, 248-249, 326-327, 474-475, 548-549, 624-625, 772-773, 842-843</p> <p>Teacher Wraparound Edition: CLA 322, 768; CTA 94, 168, 245, 472, 546; G 168; LTF 170, 248, 326, 474, 548, 624, 772, 842; WCYD 171, 249, 327, 475, 549, 625, 773, 843</p>
<p>7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).</p>	<p>Student Edition: <i>World Culture</i> 163, 223, 296, 318, 455, 741</p> <p>Teacher Wraparound Edition: EC 318; WC 163, 223, 296, 318, 455, 741</p>

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Social Studies Content Standard 4	
Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.	
1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.	<p>Student Edition: 144 <i>Skillbuilder</i> 382, 606</p> <p>Teacher Wraparound Edition: T34-T35; CTA 143; TTA 144</p>
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.	<p>Student Edition: Skills necessary to interpreting how selected cultures, historical events, periods, and patterns of change influence each other are practiced on pages 50, 204, 626, 700, 774, 804, and 844. Cultural change and cultural contacts are discussed on pages 84-85.</p> <p>Teacher Wraparound Edition: T34-T35; TTA 84</p>
3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.	<p>Student Edition: Skills necessary to applying ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues are practiced on pages 2, 50, 204, 282, 382, 400, 532, 606, 626, 700, 804, 844. These skills are also practiced in the <i>Viewpoint</i> features on pages 44-45, 170-171, 248-249, 326-327, 394-395, 474-475, 548-549, 624-625, 698-699, 772-773, 842-843.</p> <p>Teacher Wraparound Edition: T34-T35 <i>The Critical Thinking Activity</i> features throughout the text help students in reaching this standard. Teachers reinforce these skills with the Focus, Teach, Assess, Close, Looking to the Future, and What Can You Do features in each <i>Viewpoint</i> (44-45, 170-171, 248-249, 326-327, 394-395, 474-475, 548-549, 624-625, 698-699, 772-773, 842-843).</p>
4a. Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.	<p>Student Edition: The history of various world regions is studied on pages 140-144, 220-225, 294-300, 367-373, 446-452, 519-524, 592-597, 668-672, 740-745, and 816-821.</p>

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4b. Analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.	<p>Student Edition: The skills necessary to analyze issues using historical evidence to form and support a reasoned position are practiced on pages 50, 204, 382, 606, 626, 700, 774, 844.</p> <p>Teacher Wraparound Edition: T34-T35</p>
5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.	<p>Student Edition: 160, 161-162, 240-241, 318-319, 466-467, 541-542, 616, 690-691, 762-763</p> <p>Teacher Wraparound Edition: CLA 159; CTA 240; E 765; EC 690; FYI 241; T 467; TTA 541, 763</p>
6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).	<p>Student Edition: The skills necessary to investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems are practiced on pages 50, 204, 282, 382, 532, 606, 626, 774, 804.</p> <p>Teacher Wraparound Edition: T34-T35</p> <p>The <i>Critical Thinking Activity</i> features throughout the text help students in reaching this standard, i.e. CTA 94.</p>
7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).	<p>Student Edition: American Indian tribes in the United States are discussed on pages 141 and 144.</p> <p>Teacher Wraparound Edition: CLA 142</p>
Social Studies Content Standard 5	
Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.	
1. Analyze the impact of supply and demand, scarcity, prices, incentives, competition, and profits and how these influence what is produced and distributed in various economic systems.	<p>Student Edition: 89-90, 93-94, 240, 314, 468, 614-615, 762-763 <i>Map Study</i> 92</p> <p>Teacher Wraparound Edition: CLA 93, 239; CTA 89; IC 468</p>

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<p>2. Use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.</p>	<p>Student Edition: 89-90, 93-94, 157-161, 237-240, 313-318, 464-466, 611-616, 685-690, 759-763 <i>Map Study</i> 92 Teacher Wraparound Edition: CLA 93, 315; CTA 89; FYI 160</p>
<p>3. Assess the costs and benefits to society of allocating goods and services through private and public sectors.</p>	<p>Student Edition: 89-90, 306, 315, 614-615, 685-686 Teacher Wraparound Edition: CTA 89, 762</p>
<p>4. Compare and contrast how values and beliefs influence economic decisions in different economic systems.</p>	<p>Student Edition: 89-90, 157-158, 315-316, 466, 617, 689-690 Teacher Wraparound Edition: CTA 466, 762; FYI 614, 689</p>
<p>5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit card companies, banks, insurance companies).</p>	<p>Student Edition: The operations, rules, and procedures of common financial instruments and financial institutions can be introduced with the information on economic systems and trade on pages 89-90 and 93-94. Teacher Wraparound Edition: CTA 590</p>
<p>6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security programs, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).</p>	<p>Student Edition: Overviews of the economy of each world region, including information on technology, interdependence, and competition, are found on pages 89-90, 93-94, 157-161, 237-240, 313-318, 464-466, 611-616, 685-690, and 759-763. National policies are discussed on pages 150, 230, 306, 456-457, 527, 604-605, 676-677, and 752.</p>
<p>Social Studies Content Standard 6</p>	
<p>Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.</p>	
<p>1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.</p>	<p>Student Edition: 150, 229-230, 245, 305-306, 455-456, 516, 527, 604-605, 676-677, 752 <i>Graph Study</i> 150 Teacher Wraparound Edition: CLA 148; CTA 304, 676; EC 306</p>

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<p>2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.</p>	<p>Student Edition: 146-150, 213, 226-229, 301-305, 448, 454-455, 525-529, 593-594, 600-605, 673-679, 748-753 <i>Map Study</i> 302 <i>Graph Study</i> 303, 674 NOTE: The <i>World Culture</i> feature highlights the music, arts, or architecture of various cultures on pages 117, 149, 163, 223, 228, 296, 304, 318, 380, 455, 466, 528, 546, 604, 614, 648, 678, 742, 750, 812, 817. Teacher Wraparound Edition: CLA 228, 303, 455, 527, 602, 675, 750; CN 148, 229; CTA 449, 743; EC 451; T 147; TTA 230, 604; WC 147, 149</p>
<p>3. Analyze the impact of ethnic, national, and global influences on specific situations or events.</p>	<p>Student Edition: 148, 227-228, 242-244, 288-289, 450-452, 453-454, 521-522, 596 <i>Geography and History</i> 292-293, 530-531, 598-599, 666-667, 746-747 Teacher Wraparound Edition: C 293, 531; CLA 148, 441, 521; CN 229; CTA 149, 290, 449; T 147, 599, 667</p>
<p>4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana’s history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).</p>	<p>Student Edition: 141, 147-150 <i>World Culture</i> 147, 149 Teacher Wraparound Edition: CLA 142, 148; CTA 149; T 147; TTA 230; WC 147</p>
<p>5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.</p>	<p>Student Edition: 147-148, 227-228, 288, 439-442, 450-451, 453-454, 588, 596, 744-745 <i>Geography and History</i> 292-293, 530-531, 598-599 Teacher Wraparound Edition: C 293, 531, 599; CLA 148; CN 148, 229; CTA 149; DI 588; T 147</p>
<p>6. Analyze the interactions of individuals, groups, and institutions in society (e.g., social mobility, class conflict, globalization).</p>	<p>Student Edition: 150, 212, 225, 245, 288-289, 305-306, 450-452, 453-454, 456, 521-522 <i>Graph Study</i> 150 Teacher Wraparound Edition: CLA 148, 441, 521; CN 229; CTA 150, 290, 304, 449, 590; EC 306; TTA 523</p>