



# The World and Its People

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STANDARDS	PAGE REFERENCES
<b>THE WORLD IN SPATIAL TERMS</b>	
<p><b>6.1. Broad Concept:</b> Students use maps, globes, atlases, and other technologies to acquire and process information about people, places, and environments.</p>	
<p>1. Demonstrate that, in attempting to represent the round Earth on flat paper, all maps distort.</p>	<p><b>Student Edition:</b> 6-7</p> <p><b>Teacher Wraparound Edition:</b> C 15; DYK 7; T 4, 6, 7</p>
<p>2. Explain that maps contain spatial elements of point, line, area, and volume.</p>	<p><b>Student Edition:</b> 4-5, 60</p> <p><b>Teacher Wraparound Edition:</b> CK 6; DI 5; DYK 4; T 5, 60; TT 20D</p>
<p>3. Locate cardinal directions, poles, equator, hemispheres, continents, oceans, major mountain ranges, and other major geographical features of the Eastern and Western hemispheres.</p>	<p><b>Student Edition:</b> RA2–RA30, 4-5, 14-15, 30, 60, 196</p> <p><b>Teacher Wraparound Edition:</b> CLA 14; T 30, 60, 196</p> <p>NOTE: A list of all maps appears on pages T12-T14.</p>

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<p>4. Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.</p>	<p><b>Student Edition:</b> RA2–RA30, 4-5, 14-15, 30, 60, 196</p> <p><b>Teacher Wraparound Edition:</b> CLA 14; T 30, 60, 196</p> <p>NOTE: A list of all maps appears on pages T12-T14.</p>
<p>5. Explain how latitude affects climates of continents.</p>	<p><b>Student Edition:</b> 31, 53-54, 61-68</p> <p><i>Analyzing the Diagram</i> 31</p> <p><i>Reading Check</i> 54, 62, 65, 66</p> <p><b>Teacher Wraparound Edition:</b> CTA 55; DI 31</p>
<p>6. Explain the relationship between lines of longitude and time zones.</p>	<p><b>Student Edition:</b> 5, 613</p> <p><b>Teacher Wraparound Edition:</b> T 613</p>
<p>7. Locate and define various large regions in the Eastern and Western hemispheres, and divide those regions into smaller regions based on race, language, nationality, or religion.</p>	<p><b>Student Edition:</b> 2, 24, 85</p> <p><i>Assessment 27 #6</i></p> <p><i>Applying Map Skills</i> 84</p> <p><i>Regional Atlas</i> 114-123, 176-187, 280-291, 392-401, 454-463, 534-547, 624-635, 724-733</p> <p><b>Teacher Wraparound Edition:</b> 5MP 114; C 457; CB 280; CPA DI 24; RAA 120, 184, 286; RS 179, 283, 463, 537, 547</p>
<p>8. Ask geographic questions and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions.</p>	<p><b>Student Edition:</b> 28, 164, 376, 448, 478, 528, 752, 763</p> <p><i>TIME Reports</i> 101-107, 137-143, 259-265, 327-333, 441-447, 521-527, 591-597, 671-677, 745-751</p> <p><i>Primary Source</i> 99, 167, 380, 432, 475, 606</p> <p><b>Teacher Wraparound Edition:</b> CTA 102; DI 138, 329, 443; F 102; MAP 137; RS 139, 261, 329, 443; T 164, 376, 448, 478, 528, 752, 763</p>

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<p>9. Give examples of how maps can be used to convey a point of view, so that critical analysis of map sources is essential.</p>	<p><b>Student Edition:</b> 7, 9-10, 682</p> <p><b>Teacher Wraparound Edition:</b> T 7, 9, 10, 682</p>
<p>10. Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making.</p>	<p><b>Student Edition:</b> 80-83, 144</p> <p><b>Teacher Wraparound Edition:</b> T 81, 144</p>
<p><b>PLACES AND REGIONS</b></p>	
<p><b>6.2. Broad Concept:</b> Students acquire a framework for thinking geographically, including the location and unique characteristics of places.</p>	
<p>1. Name and locate the world’s continents, major bodies of water, major mountain ranges, major river systems, major countries, and major cities.</p>	<p><b>Student Edition:</b> RA2–RA30, 4-5, 14-15, 30, 60, 196</p> <p><b>Teacher Wraparound Edition:</b> CLA 14; T 30, 60, 196</p> <p>NOTE: A list of all maps appears on pages T12-T14</p>
<p>2. Give examples and analyze ways in which people’s changing views of places and regions reflect cultural change.</p>	<p><b>Student Edition:</b> 84-85, 100</p> <p><i>Assessment 85 #4</i></p>
<p>3. Explain that the concept of “region” has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth.</p>	<p><b>Student Edition:</b> 2, 24, 85</p> <p><i>Assessment 27 #6</i></p> <p><i>Applying Map Skills 84</i></p> <p><i>Regional Atlas 114-123, 176-187, 280-291, 392-401, 454-463, 534-547, 624-635, 724-733</i></p> <p><b>Teacher Wraparound Edition:</b> 5MP 114; C 457; CB 280; DI 24; RAA 120, 184; RS 179, 283, 463, 537, 547</p>

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<p>4. Give examples of critical issues that may be region-specific and others that cross regional boundaries within the United States.</p>	<p><b>Student Edition:</b> 133-137 <i>Reading Check</i> 136 <i>TIME Reports</i> 137-140</p> <p><b>Teacher Wraparound Edition:</b> CLA 134; DI 138; IA 141; IC 121; IS 139; MAP 134; RS 127, 133</p>
<p>5. Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region.</p>	<p><b>Student Edition:</b> 36, 55, 192, 193, 213, 690 <i>Believe It or Not!</i> 55 <i>On Location</i> 215</p> <p><b>Teacher Wraparound Edition:</b> BS 36; CD 692; CK 55; DYK 55; EC 37; MAP 215; T 691; TG 55</p>
<b>HUMAN SYSTEMS</b>	
<p><b>6.3. Broad Concept:</b> Students identify and analyze the human activities that shape Earth's surface, including population numbers, distribution and growth rates, and cultural factors.</p>	
<p>1. Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).</p>	<p><b>Student Edition:</b> 41, 87-91 <i>On Location</i> 90 <i>Assessment</i> 91 #3, #5</p> <p><b>Teacher Wraparound Edition:</b> DI 41; MAP 90; RS 88, 91</p>
<p>2. Explain the concept of population dynamics and, through maps, establish current world patterns of population distribution, density, and growth.</p>	<p><b>Student Edition:</b> 87-91, 334 <i>Analyzing the Graph and Chart</i> 88 <i>Applying Map Skills</i> 89, 149, 205, 384, 560, 587, 653, 700 <i>Reading Check</i> 90, 91 <i>Assessment</i> 91 #2, #4, #6-#8</p> <p><b>Teacher Wraparound Edition:</b> DI 89; RS 88; TTA 90</p>

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<p>3. Identify the demographic structure of a population and reasons for variations between places, including developing and developed nations.</p>	<p><b>Student Edition:</b>  96, 116-117, 149-150, 167-169, 179, 394, 457, 537  <i>Graphic Study</i> 121 #2, 183 #2, 287 #2, 541 #2  <i>Standardized Test Practice</i> 173 #1-#2  <i>Data Bits</i> 179, 283, 395, 457, 537, 627, 727  <i>Building Graph Reading Skills</i> 751</p> <p><b>Teacher Wraparound Edition:</b>  MAP 150; RS 151; TTA 150</p>
<p>4. Relate population growth rates to health statistics, food supply, or other measures of well-being.</p>	<p><b>Student Edition:</b>  87-90  <i>Eye on the Environment</i> 498-499</p> <p><b>Teacher Wraparound Edition:</b>  DI 89; RS 88</p>
<p>5. Map the distribution patterns of the world's major religions, and identify architectural features associated with each.</p>	<p><b>Student Edition:</b>  82, 150, 473-477, 640-641  <i>Applying Map Skills</i> 81  <i>Analyzing the Chart</i> 82  <i>Data Bits</i> 537  <i>Making Connections</i> 562  <i>Exploring Culture</i> 711</p> <p><b>Teacher Wraparound Edition:</b>  EC 711; MAGB 562; MAP 393; RP 473</p>
<p>6. Describe the effect of religion on world economic development patterns, cultural conflict, and social integration.</p>	<p><b>Student Edition:</b>  82, 473-477, 511-512, 640-641  <i>Primary Source</i> 475  <i>Teen Scene</i> 710</p> <p><b>Teacher Wraparound Edition:</b>  CB 641; CTA 476; PS 475</p>
<p>7. Map the distribution pattern of the world's major languages, and explain the concept of a <i>lingua franca</i> (a widely used second language; a language of trade and communication).</p>	<p><b>Student Edition:</b>  11, 81, 150, 167-168  <i>Map Study</i> 286  <i>Analyzing the Chart</i> 385</p> <p><b>Teacher Wraparound Edition:</b>  IC 82; MSSP 286</p>

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<p>8. Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.</p>	<p><b>Student Edition:</b> 149-151, 168-169 <i>TIME Reports</i> 745-751</p> <p><b>Teacher Wraparound Edition:</b> C 169; CEJ 750; CLA 149; F 746; IA 749; IC 148; MC 745; RS 751; TTA 746</p>
<p>9. Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict.</p>	<p><b>Student Edition:</b> 379-380, 430, 518, 520, 585, 644-645 <i>TIME Reports</i> 101-107, 137-143, 522, 525, 745-751 <i>Primary Source</i> 380</p> <p><b>Teacher Wraparound Edition:</b> CA 107, 751; CTA 102, 140; DYK 138; EI 749; F 138; IA 105, 525; IS 139; MAP 379; MC 137; PS 137; RS 105, 747; T 525; TB 101, 137, 745; UCE 141</p>
<p>10. Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.</p>	<p><b>Student Edition:</b> 320-321, 325-326, 511, 518, 526, 592-593, 699 <i>Reading Check</i> 321 <i>TIME Reports</i> 327</p> <p><b>Teacher Wraparound Edition:</b> C 333; CEJ 332, 526; CTA 330; EI 592; IA 331; MC 137; RIS 331; RS 320, 330; TB 327; TTA 328; YGY 332</p>
<p><b>ECONOMIC SYSTEMS AND URBANIZATION</b></p>	
<p><b>6.4. Broad Concept:</b> Students describe rural and urban land use, ways of making a living, cultural patterns, and economic and political systems.</p>	
<p>1. Describe the worldwide trend toward urbanization, and graph this trend.</p>	<p><b>Student Edition:</b> 90-91, 150 <i>Reading Check</i> 91 <i>Assessment</i> 91 #4 <i>Assessment and Activities</i> 110 #7, #15</p> <p><b>Teacher Wraparound Edition:</b> TTA 90</p>

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<p>2. Understand the relationships between changing transportation technologies and increasing urbanization.</p>	<p><b>Student Edition:</b> 90-91, 98 <i>Analyzing the Time Line</i> 98 <i>Reading Check</i> 98</p>
<p>3. Explain that the internal structure of cities varies in different regions of the world, and give examples.</p>	<p><b>Student Edition:</b> 90-91, 431-432, 488 <i>Reading Check</i> 91 <i>Assessment</i> 488 #6</p>
<p>4. Analyze the changing structure and functions of cities over time.</p>	<p><b>Student Edition:</b> 90-91, 150, 431-432, 488 <i>Reading Check</i> 91 <i>Assessment</i> 91 #4 <b>Teacher Wraparound Edition:</b> TTA 90</p>
<p>5. Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each, and identify influences leading to potential change.</p>	<p><b>Student Edition:</b> 93-94, 131-132, 663-664 <i>Analyzing the Chart</i> 94 <i>Reading Check</i> 94, 664 <i>Assessment</i> 96 #6, 136 #5, #6 <i>On Location</i> 663 <b>Teacher Wraparound Edition:</b> CTA 663; MAP 663; T 132</p>
<p>6. Explain the meaning of the word infrastructure, and analyze its relationship to a country's level of development.</p>	<p><b>Student Edition:</b> 96 <i>Assessment</i> 96 #4 NOTE: The term <i>infrastructure</i> can be introduced with the discussion of developing countries' attempts to industrialize on page 96.</p>
<p>7. Explain how change in communication and transportation technology is contributing to both cultural convergence and divergence. Explain how places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).</p>	<p><b>Student Edition:</b> 97-100 <i>Reading Check</i> 98 <i>TIME Reports</i> 102-106 <i>Exploring Our World</i> 473 <b>Teacher Wraparound Edition:</b> DI 99, 103; DYK 102; RP 473; RS 98; TB 101</p>

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<p>8. Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.</p>	<p><b>Student Edition:</b> 515 <i>On Location</i> 519 <i>Building Citizenship</i> 634</p> <p><b>Teacher Wraparound Edition:</b> BC 634; CTA 519; T 132</p>
<p>9. Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.</p>	<p><b>Student Edition:</b> 94-95, 96, 133-135, 161-163 <i>Applying Map Skills</i> 95, 161, 437, 583, 650 <i>Assessment</i> 96 #2, #4</p> <p><b>Teacher Wraparound Edition:</b> C 163; CLA 134; MAP 134, 162; RS 133</p>
<b>PHYSICAL SYSTEMS</b>	
<p><b>6.5. Broad Concept:</b> Students acquire a framework for thinking about Earth’s physical systems: Earthsun relationships, climate and related ecosystems, and landforms.</p>	
<p>1. Recall and apply knowledge concerning Earth-sun relationships, including “reasons for seasons” and time zones.</p>	<p><b>Student Edition:</b> 29-32 <i>Believe It or Not!</i> 30 <i>Analyzing the Diagram</i> 31 <i>Assessment</i> 32 #4-#8</p> <p><b>Teacher Wraparound Edition:</b> ADSP 31; C 32; DI 31</p>
<p>2. Categorize elements of the natural environment as belonging to one of the four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere.</p>	<p><b>Student Edition:</b> 69-72 <i>Reading Check</i> 70, 71, 72 <i>On Location</i> 70, 71 <i>Assessment</i> 72 #2</p> <p><b>Teacher Wraparound Edition:</b> DI 71; RS 70</p>
<p>3. Explain the difference between weather and climate.</p>	<p><b>Student Edition:</b> 52-53 <i>Reading Check</i> 53</p> <p><b>Teacher Wraparound Edition:</b> RP 52</p>

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<p>4. Identify and account for the distribution pattern of the world's climates.</p>	<p><b>Student Edition:</b>            53-58, 61-68  <i>Reading Check</i> 54, 56 (#2), 58, 62, 67  <i>Applying Map Skills</i> 54, 57, 63  <i>Analyzing the Diagram</i> 56, 58</p> <p><b>Teacher Wraparound Edition:</b>            C 68; CK 54; CTA 55; R 67; RP 61; RS 54, 62, 65</p>
<p>5. Describe distinct patterns of natural vegetation and biodiversity and their relations to world climate patterns.</p>	<p><b>Student Edition:</b>            61-68  <i>On Location</i> 62, 65, 66  <i>Applying Map Skills</i> 64</p> <p><b>Teacher Wraparound Edition:</b>            CB 66; CLA 67; DYK 64; MAP 62, 66, 67; NTT 64</p>
<p>6. Integrate understandings concerning the physical processes that shape Earth's surface and result in existing landforms: plate tectonics, mountain building, erosion, and deposition.</p>	<p><b>Student Edition:</b>            34-38, 39-41  <i>Analyzing the Diagram</i> 35, 66  <i>Reading Check</i> 37, 38  <i>Assessment</i> 38 #1-#8, 42 #5</p> <p><b>Teacher Wraparound Edition:</b>            ADSP 35, 36; C 38; DI 36; EC 37; RS 35</p>
<p>7. Give specific examples, in terms of places where they occur, of the physical processes that shape Earth's surface.</p>	<p><b>Student Edition:</b>            34-38, 39-41  <i>Analyzing the Diagram</i> 36  <i>Assessment</i> 38 #8</p> <p><b>Teacher Wraparound Edition:</b>            EC 37; MAP 40</p>
<p>8. Describe the ways in which Earth's physical processes are dynamic and interactive.</p>	<p><b>Student Edition:</b>            34-38, 39-41  <i>Analyzing the Diagram</i> 36  <i>Exploring Culture</i> 38  <i>Assessment</i> 38 #3-#5, #7</p> <p><b>Teacher Wraparound Edition:</b>            C 38</p>

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<p>9. Map with precision the occurrence of earthquakes over a given period (at least several months), and draw conclusions concerning regions of tectonic instability.</p>	<p><b>Student Edition:</b> 36, 192, 502, 690 <i>Analyzing the Diagram</i> 36 <i>Reading Check</i> 192</p> <p><b>Teacher Wraparound Edition:</b> ADSP 36; MAP 192; T 691</p>
<p>10. Explain the safety measures people can take in the event of an earthquake, tornado, or hurricane, and map the occurrence of each of these natural hazards in the United States over a given period of time.</p>	<p><b>Student Edition:</b> 36-37, 55 <i>Exploring Culture</i> 37</p> <p><b>Teacher Wraparound Edition:</b> CTA 37; DYK 55; EC 37; TG 55</p>
<p>11. Use a variety of means to research the sources of different types of pollution in the local community and design measures that can be taken to reduce each type of pollution.</p>	<p><b>Student Edition:</b> 58-59, 69-72, 135-136 <i>Assessment 59 #7</i> <i>On Location</i> 70 <i>Reading Check</i> 70, 71, 136</p> <p><b>Teacher Wraparound Edition:</b> C 72; DI 71; RP 69; RS 70; TTA 135</p>
<b>ENVIRONMENT AND SOCIETY</b>	
<p><b>6.6. Broad Concept:</b> Students analyze ways in which humans affect and are affected by their physical environment.</p>	
<p>1. Identify human-caused threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, salinization, overfishing, urban sprawl, and species extinction.</p>	<p><b>Student Edition:</b> 58-59, 69-72, 135-136, 326, 351, 428, 664, 693 <i>Assessment 59 #7</i> <i>On Location</i> 70 <i>Reading Check</i> 70, 71, 136, 326, 428 <i>Eye on the Environment</i> 76-77, 250-251, 772-773</p> <p><b>Teacher Wraparound Edition:</b> C 72; DI 71; GI 77; RP 69; RS 70; T 772; TTA 135</p>

STANDARDS	PAGE REFERENCES
<p>2. Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.</p>	<p><b>Student Edition:</b>  36-37, 55, 192, 193, 212-213, 360, 502, 616-617, 646-647, 690  <i>Exploring Culture</i> 37  <i>Believe It or Not</i> 55  <i>On Location</i> 192</p> <p><b>Teacher Wraparound Edition:</b>  CTA 37; DYK 55; T 691; TG 55</p>
<p>3. Analyze the possible consequences of a natural disaster on the local community, and devise plans to cope with, minimize, or mitigate their effect.</p>	<p><b>Student Edition:</b>  36-37, 55  <i>Exploring Culture</i> 37</p> <p><b>Teacher Wraparound Edition:</b>  CTA 37; DYK 55; EC 37; T 690; TG 55</p>
<p>4. Evaluate how and why the ability of Earth to feed its people has changed over time.</p>	<p><b>Student Edition:</b>  94-95, 509, 639, 693  <i>On Location</i> 639</p>
<p>5. Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and nonrenewable resources.</p>	<p><b>Student Edition:</b>  92-93, 94-95, 132, 161-163  <i>Believe It or Not!</i> 93  <i>Applying Map Skills</i> 132, 214, 425, 583, 650  <i>Map Study</i> 460, 540</p> <p><b>Teacher Wraparound Edition:</b>  BS 460; CEJ 93; IC 540; MSSP 460; RAA 540; T 93</p>
<p>6. Assess how people's perceptions of their relationship to natural phenomena have changed over time, and analyze how these changing perceptions are reflected in human activity and land use.</p>	<p><b>Student Edition:</b>  58-59, 69-72, 135-136, 326, 428  <i>Reading Check</i> 136, 326, 428  <i>Eye on the Environment</i> 76-77, 250-251, 772-773</p> <p><b>Teacher Wraparound Edition:</b>  C 72; DI 71; GI 77; RP 69; RS 70; T 772; TTA 135</p>

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<p>7. Explain and evaluate the relationships between agricultural land uses and the environment (grazing, grain cropping, and tree farming).</p>	<p><b>Student Edition:</b>  71, 72, 250, 616, 693  <i>On Location</i> 71  <i>Reading Check</i> 71, 617  <i>Exploring Economics</i> 558</p> <p><b>Teacher Wraparound Edition:</b>  MAP 71</p>
<p>8. Develop policies that are designed to guide the use and management of Earth's resources and that reflect multiple points of view.</p>	<p><b>Student Edition:</b>  69-72  <i>Eye on the Environment</i> 76-77, 250-251, 498-499, 772-773</p> <p><b>Teacher Wraparound Edition:</b>  C 251, 499; DI 71; F 76, 250, 498; GI 77, 251, 499; MAI 76, 250, 498, 772; T 70, 76, 250, 498, 772; WCYD 77, 251, 499, 773</p>
<p>9. Explain why oil — one of the major resources of North Africa, West Africa, and the Middle East — is important to the economic and political stability of the hemisphere and the world.</p>	<p><b>Student Edition:</b>  456, 514, 515, 551  <i>Map Study</i> 460  <i>Analyzing the Graph</i> 514</p> <p><b>Teacher Wraparound Edition:</b>  BS 460; MAP 456</p>