



World Geography and Cultures

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STANDARDS	PAGE REFERENCES
<p>Standard A: Geography</p>	
<p>Performance Standards</p>	
<p>A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration</p>	<p>Student Edition: 5-14, 17-21, 35-40, 51-53, 55-59, 71-74 <i>National Geographic</i> 37, 52, 73 <i>Writing About Geography</i> 40 Teacher Wraparound Edition: AC 20, 37, 39; DI 13; HO 52; WS 19</p>
<p>A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models</p>	<p>Student Edition: 15, 21 <i>National Geographic</i> 150 Teacher Wraparound Edition: A 685; AC 19</p>

STANDARDS	PAGE REFERENCES
<p>A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features</p>	<p>Student Edition: 17</p> <p>The following physical maps also may be creatively used by the teacher to meet this standard.</p> <p>RA4, RA16, RA24, RA26, RA28, RA32, RA34-RA35, RA38, 120, 190, 268, 348, 412, 498, 582, 654, 724, 792</p> <p>Teacher Wraparound Edition: DI 23, 252</p>
<p>A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment</p>	<p>Student Edition: 71-74, 149-150, 297, 463, 545-546, 607, 819-820</p> <p><i>Critical Thinking</i> 74 #6</p> <p><i>National Geographic</i> 71</p> <p>Teacher Wraparound Edition: HO 71; T 72, 149; WS 820</p>
<p>A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns</p>	<p>Student Edition: 106, 134-135, 211, 359-360, 427-428, 514, 737-738, 807</p> <p><i>Critical Thinking</i> 360 #3, #7</p> <p><i>Main Ideas</i> 514 #5</p> <p>Teacher Wraparound Edition: AC 108, 134; C 428, 514; HO 427</p>
<p>A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world</p>	<p>Student Edition: 38, 109-110, 132, 251, 512, 513, 776-777, 845</p> <p><i>National Geographic</i> 845</p> <p><i>Why Geography Matters</i> 248-249, 594-595</p> <p>Teacher Wraparound Edition: AC 109, 512, 845; CT 38, 776, 845; DI 737, 777; WS 19, 39</p>
<p>A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world</p>	<p>Student Edition: 107-109, 217, 222, 613</p> <p><i>Critical Thinking</i> 110 #7, 758 #5</p> <p><i>National Geographic</i> 106-107, 246, 441, 755, 756</p> <p>Teacher Wraparound Edition: C 110; CT 108, 222; HO 756</p>

STANDARDS	PAGE REFERENCES
<p>A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them</p>	<p>Student Edition: 19, 61-64, 110, 251, 425, 430 <i>Critical Thinking</i> 254 #6-#7, 432 #6 <i>National Geographic</i> 62, 63 <i>Why Geography Matters</i> 248-249</p> <p>Teacher Wraparound Edition: C 64, 432; CT 430; DI 430; HO 61</p>
<p>A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood</p>	<p>Student Edition: 220, 229, 232, 303, 459, 758 <i>Culture</i> 153 <i>Picture</i> 240-241, 718-719 <i>Writing About Geography</i> 220</p> <p>Teacher Wraparound Edition: Ac 127; HO 440; MA 719</p>
<p>A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development</p>	<p>Student Edition: 152, 167-168, 245, 325, 630 <i>Case Study</i> 258-261, 402-405</p> <p>Teacher Wraparound Edition: CT 701; DI 167; WS 630</p>
<p>A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture</p>	<p>Student Edition: 152, 167-168, 245, 325, 393, 630, 700-701 <i>Case Study</i> 258-261, 402-405 <i>Main Idea</i> 394 #3</p> <p>Teacher Wraparound Edition: CT 701; DI 167; WS 393</p>
<p>A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world</p>	<p>Student Edition: 52-53, 172-176, 252-253, 482-484, 637-638 <i>Critical Thinking</i> 254 #6, 334 #5, 484 #6 <i>National Geographic</i> 106-107 <i>Picture</i> 398</p> <p>Teacher Wraparound Edition: CT 175, 637; HO 106; RS 482; T 174; WS 252</p>

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A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries	<p>Student Edition: 18, 77, 253-254, 313, 314, 316, 441, 453 <i>Critical Thinking</i> 24 #6, 316 #7 <i>National Geographic</i> 77, 253</p> <p>Teacher Wraparound Edition: CT 78; DYK 78; RS 440</p>
Standard B: History	
Performance Standards	
B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches	<p>Student Edition: R2, R10, R13, R14 <i>Document-Based Questions</i> 319, 367, 435, 571, 603, 673, 831</p> <p>Teacher Wraparound Edition: T R2, R10, R13, R14</p>
B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion	<p>Student Edition: R2, R10, R11, R12, R13, R14 <i>Document-Based Questions</i> 319, 367, 435, 571, 603, 673, 831</p> <p>Teacher Wraparound Edition: T R2, R10, R11, R12, R14</p>
B.12.3 Recall, select, and analyze significant historical periods and the relationships among them	<p>Student Edition: 151-152, 229-231, 296-297, 308, 379-382, 750-751, 826-827 <i>Critical Thinking</i> 309 #5 <i>Main Ideas</i> 232 #4</p> <p>Teacher Wraparound Edition: C 154, 309, 382; CT 231; DI 297; HO 152, 751; WS 296</p>
B.12.4 Assess the validity of different interpretations of significant historical events	<p>Student Edition: R2, R10, R13, R14 <i>Document-Based Questions</i> 319, 367, 435, 571, 603, 673, 831</p> <p>Teacher Wraparound Edition: T R2, R10, R13, R14</p>

STANDARDS	PAGE REFERENCES
<p>B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments</p>	<p>Student Edition: 77, 101-102, R3, R8, R9, R12 <i>Critical Thinking</i> 104 #5 <i>Main Ideas</i> 104 #3</p> <p>Teacher Wraparound Edition: CT 101; T R2, R8, R9, R12</p>
<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p>	<p>Student Edition: 101, 151 <i>Main Ideas</i> 154 #3</p> <p>Teacher Wraparound Edition: AC 151</p>
<p>B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created</p>	<p>Student Edition: 159, 226, 309, 316, 447, 459, 528, 685, 753, 823 <i>Culture</i> 218, 302 <i>Main Ideas</i> 220 #5, 447 #3</p> <p>Teacher Wraparound Edition: AC 78, 153; DI 302; HO 300, 307, 684</p>
<p>B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history</p>	<p>Student Edition: 219, 223, 230, 232, 391, 392, 531, 679 <i>Culture</i> 218, 302 <i>National Geographic</i> 380-381 <i>Why Geography Matters</i> 377</p> <p>Teacher Wraparound Edition: AS 380; DI 380; RS 219</p>
<p>B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p>	<p>Student Edition: 71-72, 78-79, 108, 296, 300, 307, 559, 607, 687, 699, 768, 776, 777 <i>Critical Thinking</i> 74 #5, 561 #6, 610 #5</p> <p>Teacher Wraparound Edition: CT 108, 776; DI 297, 607; SP 71; WS 79, 297</p>

STANDARDS	PAGE REFERENCES
<p>B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values</p>	<p>Student Edition: 78-79, 297, 302, 308 <i>Critical Thinking</i> 79 #6, 303 #6, #7, 309 #6</p> <p>Teacher Wraparound Edition: Ac 202; SP 84</p>
<p>B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war</p>	<p>Student Edition: 151, 152, 446-447, 566, 639-640 <i>Case Study</i> 782-785 <i>Critical Thinking</i> 447 #6, 640 #7 <i>Why Geography Matters</i> 448-449, 460-461</p> <p>Teacher Wraparound Edition: C 449; CT 446, 639; RS 449; T 448</p>
<p>B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</p>	<p>Student Edition: 148, 149, 150 <i>Picture</i> 2-3 <i>Voices Around the World</i> 148</p> <p>Teacher Wraparound Edition: DYK 78; F 2</p>
<p>B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions</p>	<p>Student Edition: 78-79, 222, 223, 225, 228, 229-230, 297, 302, 308 <i>Critical Thinking</i> 79 #6, 303 #7, 309 #6 <i>Picture</i> 2-3</p> <p>Teacher Wraparound Edition: Ac 224, 228; CT 222, 302; DI 297; WS 297</p>
<p>B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity</p>	<p>Student Edition: 373, 442, 466, 608, 609 <i>Picture</i> 674-675 <i>World Religions</i> 80-99</p> <p>Teacher Wraparound Edition: CT 95, 608; DI 82, 86; MA 88, 94; WS 85</p>

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<p>B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved</p>	<p>Student Edition: 314, 382, 684 <i>Why Geography Matters</i> 310-311</p> <p>Teacher Wraparound Edition: CT 377; MA 310</p>
<p>B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world</p>	<p>Student Edition: 109, 158, 170-171, 175, 246, 382, 565, 566 <i>Critical Thinking</i> 110 #7 <i>Main Ideas</i> 171 #3</p> <p>Teacher Wraparound Edition: RS 109; WS 246</p>
<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p>	<p>Student Edition: 170, 302, 308, 441, 530, 532 <i>Why Geography Matters</i> 376-377 <i>Writing About Geography</i> 104, 171</p> <p>Teacher Wraparound Edition: Ac 532; CT 441</p>
<p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Student Edition: 79, 149, 152, 228, 230, 315, 536, 541-542, 546-547 <i>Critical Thinking</i> 543 #8 <i>Writing About Geography</i> 548</p> <p>Teacher Wraparound Edition: Ac 542; C 538; CT 541; HO 152</p>
<p>Standard C. Political Science and Citizenship</p>	
<p>Performance Standard</p>	
<p>C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens</p>	<p>Student Edition: 101-102, 547, 703 <i>Critical Thinking</i> 104 #5</p> <p>Teacher Wraparound Edition: WS 703</p>

STANDARDS	PAGE REFERENCES
C.12.2 Describe how different political systems define and protect individual human rights	<p>Student Edition: 102, 302, 315, 446, 532, 547, 703</p> <p>Teacher Wraparound Edition: Ac 532; WS 703</p>
C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time	<p>Student Edition: 151, 152, 158</p> <p>Teacher Wraparound Edition: AC 151</p>
C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized	<p>Student Edition: 101-102, 151, 158, 231 <i>Critical Thinking</i> 104 #4 <i>Main Ideas</i> 104 #3 <i>National Geographic</i> 230</p> <p>Teacher Wraparound Edition: Ac 151; RS 102</p>
C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion	<p>Student Edition: 101-102, 302, 446, 703 <i>Critical Thinking</i> 104 #4 <i>Main Ideas</i> 104 #3</p> <p>Teacher Wraparound Edition: CT 101, 446; WS 703</p>
C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers	<p>Student Edition: 101, 151</p> <p>Teacher Wraparound Edition: Ac 151; CT 101</p>
C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior	<p>This standard can be covered during classroom discussion about the American political process.</p>
C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position	<p>Student Edition: R3, R8, R12, R14, R19 <i>Document-Based Questions</i> 319, 367, 435, 571, 603, 673, 831</p> <p>Teacher Wraparound Edition: T R3, R8, R12, R14, R19</p>

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C.12.9 Identify and evaluate the means through which advocates influence public policy	This standard can be covered during classroom discussion about the American political process.
C.12.10 Identify ways people may participate effectively in community affairs and the political process	<p>Student Edition: 547, 566, 608, 703 <i>Writing About Geography</i> 610</p> <p>Teacher Wraparound Edition: AC 547, 608; WS 703</p>
C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy	This standard can be covered during classroom discussion about the American political process.
C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement	<p>Student Edition: 152, 158, 170-171, 246, 460-461, 683, 839 <i>Connecting To</i> 386-387 <i>Main Ideas</i> 171 #3 <i>Why It Matters</i> 115, 649</p> <p>Teacher Wraparound Edition: F 386; HO 246; WS 246</p>
C.12.13 Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice	<p>Student Edition: 101-102, 151, 229-231, 315, 465, 526-527, 821 <i>Critical Thinking</i> 104 #4 <i>Main Ideas</i> 104 #3</p> <p>Teacher Wraparound Edition: AC 151; CT 101, 231, 315; HO 101</p>
C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals	<p>Student Edition: 547, 608, 703 <i>Critical Thinking</i> 548 #6 <i>Writing About Geography</i> 548</p> <p>Teacher Wraparound Edition: Ac 547, 608; WS 703</p>

STANDARDS	PAGE REFERENCES
C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust	<p>Student Edition: 79, 149, 152, 228, 230, 302, 315, 446, 532, 536, 541-542, 546-547</p> <p><i>Critical Thinking</i> 543 #8</p> <p><i>Writing About Geography</i> 548</p> <p>Teacher Wraparound Edition: Ac 532; CT 541; DYK 230; WS 152</p>
C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women	<p>Student Edition: 547, 608, 703</p> <p><i>Critical Thinking</i> 548 #6</p> <p><i>Writing About Geography</i> 548</p> <p>Teacher Wraparound Edition: Ac 547, 608; WS 703</p>
Standard D: Economics	
Performance Standards	
D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices	<p>Student Edition: 77-78, 103-104, 167, 391</p> <p><i>Main Ideas</i> 104 #2</p> <p><i>National Geographic</i> 106</p> <p>Teacher Wraparound Edition: Ac 103; CT 168; DI 167; RS 107; SP 103, 699</p>
D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time	<p>Student Edition: 103-104, 107-109, 167, 391, 698</p> <p><i>Critical Thinking</i> 104 #6, 703 #7</p> <p><i>Main Ideas</i> 104 #2</p> <p>Teacher Wraparound Edition: Ac 103, 108, 699; C 171; CT 103; HO 391; SP 103</p>

STANDARDS	PAGE REFERENCES
D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy	<p>Student Edition: 166-171, 246, 839 <i>Main Ideas</i> 171 #3 <i>National Geographic</i> 106-107, 170 <i>Why It Matters</i> 115 <i>Writing About Geography</i> 171</p> <p>Teacher Wraparound Edition: Ac 167; HO 246; RS 170; SP 107</p>
D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world	<p>Student Edition: 152, 166-171, 246, 325, 393, 700 <i>Main Ideas</i> 171 #3 <i>Why It Matters</i> 115 <i>Writing About Geography</i> 171</p> <p>Teacher Wraparound Edition: Ac 167; CT 168; DI 167; HO 169, 246; RS 246; SP 701</p>
D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices	This standard can be covered during classroom discussion about economic policy.
D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world	<p>Student Edition: 103-104, 107-109, 167, 391, 698 <i>Critical Thinking</i> 104 #6, 703 #7 <i>Main Ideas</i> 104 #2</p> <p>Teacher Wraparound Edition: Ac 103, 108, 699; C 171; CT 103; HO 391; SP 103</p>
D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events	<p>Student Edition: 103-104, 107-109, 167, 391, 698 <i>Critical Thinking</i> 104 #6, 703 #7 <i>Main Ideas</i> 104 #2</p> <p>Teacher Wraparound Edition: Ac 103, 108, 699; C 171; CT 103; HO 391; SP 103</p>

STANDARDS	PAGE REFERENCES
<p>D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade</p>	<p>Student Edition: 107-109, 170-171, 479, 567, 702 <i>Critical Thinking</i> 110 #7 <i>National Geographic</i> 106-107, 108 <i>Writing About Geography</i> 110, 171</p> <p>Teacher Wraparound Edition: CT 702; DI 478; RS 170</p>
<p>D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)</p>	<p>This standard can be covered during classroom discussion about economic policy.</p>
<p>D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system</p>	<p>Student Edition: 77-78, 103-104, 167, 391 <i>Main Ideas</i> 104 #2 <i>National Geographic</i> 106</p> <p>Teacher Wraparound Edition: Ac 103; CT 168; DI 167; RS 107; SP 103, 694</p>
<p>D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials</p>	<p>This standard can be covered during classroom discussion about economic policy.</p>
<p>D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems</p>	<p>Student Edition: 103-104, 107-109, 167, 391, 698 <i>Critical Thinking</i> 104 #6, 703 #7 <i>Main Ideas</i> 104 #2</p> <p>Teacher Wraparound Edition: Ac 103, 108, 699; C 171; CT 103; HO 391; SP 103</p>

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<p>D.12.13 Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies</p>	<p>Student Edition: 107-109, 170-171, 479, 567, 702 <i>Critical Thinking</i> 110 #7 <i>National Geographic</i> 106-107, 108 <i>Writing About Geography</i> 110, 171</p> <p>Teacher Wraparound Edition: CT 702; DI 478; RS 170</p>
<p>D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System</p>	<p>Student Edition: 166-167 (industries in the U.S. and Canada)</p> <p>This standard also can be covered during classroom discussion about economic policy.</p>