



World Geography and Cultures

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| STANDARDS | PAGE REFERENCES |
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| SS/H 12.4.1 WORLD GEOGRAPHY, geographical skills | |
| Demonstrate geographical skills. | |
| By the end of twelfth grade, students will demonstrate geographical skills. | |
| <p>° Recognize the different map projections and explain the effects of distortion.</p> | <p>Student Edition: <i>Geography Skills Handbook</i> 5-7 <i>Practicing the Skill 7</i> #1-#5</p> <p>Teacher Wraparound Edition: CT 6, 7; DI 5, 6</p> |
| <p>° Show how maps reflect particular historical and political perspectives.</p> | <p>Student Edition: <i>Geography Skills Handbook</i> 14</p> <p>Examples of historical maps appear on the following pages: 81, 113, 151, 152, 161, 233, 271, 297, 301, 379, 446, 453</p> <p>Teacher Wraparound Edition: CT 9</p> |

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| <p>° Apply the concepts of scale, orientation, and latitude and longitude.</p> | <p>Student Edition: <i>Geography Skills Handbook</i> 8-11 <i>Practicing the Skill</i> 11 #1-#5</p> <p>Teacher Wraparound Edition: A 10; DI 8, 11; RS 10; SP 8, 10; WS 11</p> |
| <p>° Create and compare political, physical, and thematic maps of countries and regions.</p> | <p>Student Edition: <i>Reference Atlas</i> RA4-RA7, RA16-RA40 <i>Geography Skills Handbook</i> 12-14 <i>Regional Atlas</i> 120, 122, 190, 192, 268, 270, 348, 350, 412, 414, 498, 500, 582, 584, 654, 656, 724, 726, 792, 794</p> <p>Teacher Wraparound Edition: A 14; B 348, 582; CT 12, 13, 350, 654; DI 13, 121, 190; RS 120, 654; SP 14, 122, 190, 268, 270, 348, 582, 654</p> |
| <p>SS/H 12.4.2 WD GEOGRAPHY, physical and ecological processes</p> | |
| <p>Analyze how selected physical and ecological processes impact the earth's surface.</p> | |
| <p>By the end of twelfth grade, students will analyze how selected physical and ecological processes impact the earth's surface.</p> | |
| <p>° Identify natural hazards describe the characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions.</p> | <p>Student Edition: 140, 203, 254, 598-599, 663-665, 670 <i>Why Geography Matters</i> 136-137, 594-595, 772-773 <i>Caption Question</i> 254 <i>Section Review</i> 600 #3</p> <p>Teacher Wraparound Edition: AC 137; B 120; C 600; CT 594, 599; DI 136; F 136; RS 663, 773</p> |
| <p>° Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.</p> | <p>Student Edition: 58, 60-63, 138-142, 208-210, 361-364, 845 <i>Diagram Study</i> 58, 208 <i>Why Geography Matters</i> 136-137 <i>Reading Check</i> 139, 141</p> <p>Teacher Wraparound Edition: A 141; B 120; C 64; CT 62, 140, 210; DI 61; HOCP 57, 61; RS 208; SP 61, 62; WS 141, 362</p> |

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| <p>° Explain how humans influence and are influenced by the environment.</p> | <p>Student Edition: 20, 23-24, 55, 58-59, 174-175, 203, 251-253, 281-282, 331-333, 396-397, 482-484, 567, 637-638, 663-665</p> <p><i>Why Geography Matters</i> 136-137, 594-595, 772-773</p> <p><i>Reading Check</i> 175</p> <p><i>Map Study</i> 203, 396, 663</p> <p>Teacher Wraparound Edition: A 38, 39, 332; AC 137; B 120; C 484; CT 174, 251, 396, 594, 637; DI 136; DYK 252; F 136; RS 332, 333, 396, 663, 773; SP 483</p> |
| <p>° Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.</p> | <p>Student Edition: 173, 251-252, 282, 331-333, 481-483, 565, 568, 637-638</p> <p><i>Diagram Study</i> 282</p> <p><i>Caption Question</i> 483, 665</p> <p>Teacher Wraparound Edition: A 332; CT 251, 331, 482; DI 251, 638; RS 482, 638; SP 568; WS 252, 282, 481, 545</p> |
| <p>SS/H 12.4.3 WORLD GEOGRAPHY, population</p> | |
| <p>Compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.</p> | |
| <p>By the end of twelfth grade, students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.</p> | |
| <p>° Analyze past and present migration trends.</p> | <p>Student Edition: 73-74, 149, 217, 296, 300, 372, 440, 535, 545, 607, 608, 677, 750</p> <p><i>Reading Check</i> 74, 217, 300, 750</p> <p><i>Regional Atlas</i> 795</p> <p>Teacher Wraparound Edition: A 266; C 74, 677; CT 74; DI 440; WS 296</p> |

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| <p>° Analyze the social, economic, political, and environmental factors that influence cultural interaction.</p> | <p>Student Edition: 79 <i>Section Review 79 #3-#4</i> <i>Connecting to the United States</i> 238-239, 320-321, 386-387, 470-471, 552-553, 624-625, 694-695, 762-763, 832-833</p> <p>Teacher Wraparound Edition: A 239, 321, 763; AC 239, 321, 387, 471, 553, 694; C 695; CTTUS 387; DI 320; F 238, 320, 386, 470, 552, 624, 762; MAP 470; SP 694</p> |
| <p>° Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</p> | <p>Student Edition: 73-74, 79, 149, 217, 296, 300, 372, 440, 535, 545, 607, 608, 677, 750 <i>Reading Check 74, 217, 300, 750</i> <i>Section Review 79 #3-#4</i> <i>Connecting to the United States</i> 238-239, 320-321, 386-387, 470-471, 552-553, 624-625, 694-695, 762-763, 832-833</p> <p>Teacher Wraparound Edition: A 239, 266, 321, 763; AC 239, 321, 387, 471, 553, 694; C 74, 677, 695; CT 74; CTTUS 387; DI 320, 440; F 238, 320, 386, 470, 552, 624, 762; MAP 470; SP 694; WS 296</p> |
| <p>SS/H 12.4.4 WORLD GEOGRAPHY, urban development</p> | |
| <p>Analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.</p> | |
| <p>By the end of twelfth grade, students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.</p> | |

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| SS/H 12.4.5 WD GEOGRAPHY, Analyze the regional development | |
| Analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present. | |
| By the end of twelfth grade, students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present. | |
| <p>° Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.</p> | <p>Student Edition: 108-109, 158, 170-171, 246, 327-328, 770-771 <i>Map Study</i> 106-107 <i>Section Review</i> 110 #4, #8, 171 #3, #8, 247 #4 <i>Diagram Study</i> 170 <i>Case Study</i> 180-183 <i>Chart Study</i> 246 <i>Reading Check</i> 247, 771</p> <p>Teacher Wraparound Edition: A 181; B 180; CT 181; F 180; HOCP 246, 253, 255; RS 170; SP 107; WS 180, 246</p> |
| <p>° Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.</p> | <p>Student Edition: <i>Reference Atlas</i> RA4-RA7, RA16-RA40 <i>Regional Atlas</i> 120, 122, 190, 192, 268, 270, 348, 350, 412, 414, 498, 500, 582, 584, 654, 656, 724, 726, 792, 794</p> <p>Teacher Wraparound Edition: B 348, 582; CT 350, 654; DI 121, 190; RS 120, 654; SP 122, 190, 268, 270, 348, 582, 654</p> |
| <p>° Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well being of workers.</p> | <p>Student Edition: 103-104, 167-168, 243-244, 325-326, 392, 475-476, 557-559, 629-631 <i>Graph Study</i> 392 <i>Reading Check</i> 476, 559</p> <p>Teacher Wraparound Edition: CT 168, 243, 558; DI 167, 244; DYK 476; RS 557, 630; WS 559, 630</p> |

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| <p>° Explain how geographic regions change over time.</p> | <p>Student Edition: 70-72, 149-152, 217-219, 299-302, 371-372, 379-382, 444, 446, 545-547, 607-608, 676-679, 748-751, 819-821</p> <p><i>What Makes This a Region?</i> 116, 118, 123, 189, 411, 719, 722</p> <p><i>Map Study</i> 151, 301, 379, 446, 751, 821</p> <p><i>Visual Summary</i> 177, 255</p> <p><i>Why Geography Matters</i> 310-311</p> <p><i>Regional Atlas</i> 501, 727, 729, 795</p> <p>Teacher Wraparound Edition: B 119, 122, 124, 189, 411, 496, 497, 652, 656, 729; CT 123, 189, 789; DI 121; FQ 177; MAP 407; SP 188, 411, 580, 722, 723; RS 118, 496, 501, 727; WS 72, 679, 729</p> |
| <p>° Explain how characteristics of regions have led to regional labels.</p> | <p>Student Edition: 18, 77, 141, 149, 803</p> <p><i>Section Review</i> 24 #6</p> <p><i>Map Study</i> 77</p> <p><i>What Makes This a Region?</i> 116-119, 186-189, 264-267, 344-347, 408-411, 494-497, 578-581, 650-653, 720-723, 788-791</p> <p>Teacher Wraparound Edition: A 116, 720; F 116, 344; WS 141</p> |
| <p>° Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.</p> | <p>Student Edition: 173-176, 250-254, 330-334, 564-568, 706-710, 775-777</p> <p>Teacher Wraparound Edition: A 116, 173, 333; C 568; CT 251, 331; DI 174; RS 775; SP 708; WS 252, 565, 777</p> |
| <p>° Explain how technological advances have led to increasing interaction among regions.</p> | <p>Student Edition: 79, 169, 245, 478, 560, 770, 838</p> <p><i>Section Review</i> 79 #4, #6, 479 #8</p> <p><i>Why Geography Matters</i> 234-235</p> <p>Teacher Wraparound Edition: CT 245; DI 770; F 234; MAP 234; WS 79, 235</p> |

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| <p>° Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.</p> | <p>Student Edition: 107-108, 153, 159, 167-169, 219-220, 222, 225-226, 229, 231, 752, 757-758, 767-768 <i>Case Study</i> 258-261</p> <p>Teacher Wraparound Edition: B 258; CT 229, 259, 758; RS 260; WS 231, 259</p> |
| <p>° Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.</p> | <p>Student Edition: 76-79, 118-119, 170-171, 188-189, 266-267, 346-347, 540, 542, 545 <i>Map Study</i> 77 <i>Diagram Study</i> 170 <i>Reading Check</i> 171 <i>Regional Atlas</i> 415 <i>Case Study</i> 488-491, 850-853</p> <p>Teacher Wraparound Edition: A 852; B 266, 346, 488, 850; CT 542, 851; F 488; RS 118, 266, 540; WS 346</p> |
| <p>SS/H 12.4.6 WORLD GEOGRAPHY, analyze the forces</p> | |
| <p>Analyze the forces of conflict and cooperation.</p> | |
| <p>By the end of twelfth grade, students will analyze the forces of conflict and cooperation.</p> | |
| <p>° Explain the way in which the world is divided among independent and dependent countries.</p> | <p>Student Edition: 150-151, 219, 223-224, 230-231, 315, 526-527, 531-532, 536, 541-542, 750-751, 756-757 <i>Map Study</i> 230</p> <p>Teacher Wraparound Edition: A 224; CT 315, 531, 751; DI 531; RS 219, 230; WS 757</p> |

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| <p>° Describe disputes over borders, resources, and settlement areas.</p> | <p>Student Edition: 72, 453, 478-479, 558, 613, 639-640, 710 <i>Voices Around the World</i> 70 <i>Case Study</i> 402-405 <i>Why Geography Matters</i> 448-449 <i>Reading Check</i> 453, 479</p> <p>Teacher Wraparound Edition: A 403, 404; C 405; CT 558, 613, 639; DI 710; F 402, 448; MAP 448; RS 449; SP 449; WS 404, 448</p> |
| <p>° Describe the historic and future ability of nations to survive and prosper.</p> | <p>Student Edition: 151-152, 158, 176, 253-254, 297, 315, 334, 679, 684, 710 <i>Reading Check</i> 152, 254 <i>Section Review</i> 176 #4, 254 #4, 685 #7 <i>Map Study</i> 297 <i>Why Geography Matters</i> 310-311</p> <p>Teacher Wraparound Edition: AC 311, 315; DI 311; RS 253, 310; SP 297; WS 311, 334</p> |
| <p>° Explain the role of multinational organizations.</p> | <p>Student Edition: 109, 247, 566, 703</p> <p>Teacher Wraparound Edition: A 181, 566; RS 109</p> |

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| SS/H 12.4.7 WORLD GEOGRAPHY, interpret the past | |
| Apply geography to interpret the past, understand the present, and plan the future. | |
| By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future. | |
| <p>° Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.</p> | <p>Student Edition: <i>Geography Skills Handbook</i> 14 <i>Map Study</i> 107, 151, 308, 379, 441, 453, 526, 541, 608, 613, 678, 755, 826 <i>Regional Atlas</i> 123, 193, 501, 657, 795 <i>Visual Summary</i> 161, 233, 317, 399, 467 <i>Standardized Test Practice</i> 163 #10, 831 #10 <i>Chart Study</i> 243, 392, 702</p> <p>Teacher Wraparound Edition: B 122; CT 123; DI 151; SP 14</p> |
| <p>° Relate current events to the physical and human characteristics of places and regions.</p> | <p>Student Edition: 173-176, 250-254, 330-334, 564-568, 706-710, 775-777 <i>Case Study</i> 180-183, 402-405 <i>Connecting to the United States</i> 238-239, 470-471</p> <p>Teacher Wraparound Edition: A 173, 333; AC 471; B 402; C 405, 568; CT 251, 331; DI 174, 251; F 238, 402; RS 471, 775; SP 708; T 238, 470; WS 252, 403, 565, 777</p> |