



World Geography and Cultures

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| STANDARDS | PAGE REFERENCES |
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| <p>STANDARD 1:</p> | |
| <p>Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.</p> | |
| <p>1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> selecting appropriate maps, map projections, and other graphic representations to analyze geographic problems; | <p>Student Edition:</p> <p><i>Reference Atlas</i> RA1-RA41</p> <p><i>Geography Skills Handbook</i> 4-15</p> <p><i>Regional Atlas</i> 120, 122-124, 190, 192-195, 268, 270-273, 654, 656, 658-659</p> <p>Teacher Wraparound Edition:</p> <p>A 10; B 120, 190, 268; CT 5, 6, 7, 9, 12, 13; DI 6, 8, 13; RS 7, 10, 120, 273, 654, 658; SP 8, 9, 10, 120, 122, 124, 190, 192, 194, 195, 268, 270, 272</p> |

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| <ul style="list-style-type: none"> constructing maps using fundamental cartographic* principles including translating narratives about places and events into graphic representations; | <p>Student Edition: <i>Reference Atlas</i> RA1-RA41 <i>Geography Skills Handbook</i> 4-14 <i>Regional Atlas</i> 120-125, 268-273, 412-417, 582-587, 724-729</p> <p>Teacher Wraparound Edition: A 14; DI 5, 6, 726</p> |
| <ul style="list-style-type: none"> interpreting maps and other geographic tools, through the analysis of case studies and using data; and | <p>Student Edition: <i>Reference Atlas</i> RA1-RA41 <i>Geography Skills Handbook</i> 4-15 <i>Regional Atlas</i> 120, 122-124, 190, 192-195, 268, 270-273, 654, 656, 658-659 <i>Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-451, 572-575, 644-647, 714-717, 782-785, 850-853 <i>Skills Handbook</i> R15-R18</p> <p>Teacher Wraparound Edition: A 10; B 120, 190, 268; CT 5, 6, 9, 12, 13, R18, R19; DI 6, 8, 13; RS 10, 120, 273, 654, 658, R17; SP 8, 9, 10, 120, 122, 124, 190, 192, 194, 195, 268, 270, 272, 656, R18; WS R15</p> |
| <ul style="list-style-type: none"> using geographic tools to represent and interpret Earth's physical and human systems. | <p>Student Edition: 16-21 <i>Geography Skills Handbook</i> 4-15 <i>Map Study</i> 17 <i>Chart Study</i> 21</p> <p>Teacher Wraparound Edition: A 10, 20, 21; CT 5, 6, 9, 12, 13, 18; DI 6, 8, 13, 20; RS 10; SP 8, 9, 10</p> |

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| <p>1.2 Students develop knowledge of Earth to locate people, places, and environments.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> drawing a complex and accurate map from memory to answer questions about the location of human and physical features; | <p>Skill practice in mental mapping can be found using the following pages.</p> <p>Student Edition: <i>Geography and You</i> 206, 514, 633, 666, 670, 742 <i>Section Review</i> 254 #10, 360 #2, 428 #8, 514 #2, 600 #9, 633 #10, 666 #8, 670 #8, 742 #9, 805 #8</p> <p>Teacher Wraparound Edition: MC 289; RS 55; WS 270</p> |
| <ul style="list-style-type: none"> identifying and locating physical and human features in their own and nearby communities, in the United States, and in regions of the world (for example, rivers, mountains, regions, and countries); and | <p>Student Edition: 130-135, 138-142, 202-210, 280-288, 662-670 <i>Reference Atlas</i> RA1-RA41 <i>Regional Atlas</i> 120, 122-124, 190, 192-195, 268, 270-273, 654, 656, 658-659</p> <p>Teacher Wraparound Edition: A 133, 134; B 120, 190, 268; DI 131; RS 120, 273, 654, 658; SP 120, 122, 124, 190, 192, 194, 195, 268, 270, 272, 656</p> |
| <ul style="list-style-type: none"> analyzing maps people make from memory of the same place to determine similarities and differences. | <p>Skill practice in mental mapping can be found using the following pages.</p> <p>Student Edition: <i>Geography and You</i> 206, 514, 633, 666, 670, 742 <i>Section Review</i> 254 #10, 360 #2, 428 #8, 514 #2, 600 #9, 633 #10, 666 #8, 670 #8, 742 #9, 805 #8</p> <p>Teacher Wraparound Edition: MC 289; RS 55; WS 270</p> |
| <p>1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> analyzing geographic information using a variety of scales--local, national, international (for example, growth issues in Limon, New York City, and Southeast Asia); | <p>Student Edition: 70-72, 149, 217, 229, 525, 530, 545-546, 607, 677, 750 <i>Graph Study</i> 71, 217</p> <p>Teacher Wraparound Edition: A 72; CT 229, 677; SP 71, 607, 750; WS 72</p> |

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| <ul style="list-style-type: none"> analyzing patterns of distribution and arrangement of settlements; and | <p>Student Edition: 70-74, 149, 217, 222, 228-229, 456, 540, 607, 687, 750, 820 <i>Map Study</i> 73, 228, 607, 819 <i>Section Review</i> 74 #2-#8</p> <p>Teacher Wraparound Edition: CT 74, 217, 222, 687; DI 73; RS 228, 456, 607; SP 71, 750; WS 72</p> |
| <ul style="list-style-type: none"> analyzing patterns and processes of the diffusion of human activities. | <p>Student Edition: <i>Reference Atlas</i> RA8-RA9 <i>World Religions</i> 80-81 <i>Map Study</i> 107, 244, 245, 297, 359, 476, 477, 558, 565, 571 <i>Regional Atlas</i> 124, 272, 273, 352-353</p> <p>Teacher Wraparound Edition: DYK 80; GTM 81; SP 124, 272</p> |
| <p>STANDARD 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.</p> | |
| <p>2.1 Students know the physical and human characteristics of places.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> analyzing the human and physical characteristics that give a place meaning and significance; and | <p>Student Edition: 18 <i>Why Geography Matters</i> 136-137, 310-311, 376-377, 448-449, 460-461, 772-773 <i>Teen Life In</i> 225, 315, 374, 465, 537, 609, 689, 752, 822</p> <p>Teacher Wraparound Edition: AC 377, 461; CT 460, 461; F 136, 310, 376, 448, 460; MAP 310, 376, 449, 460, 772; RS 449; SP 449; WS 311, 448</p> |

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| <ul style="list-style-type: none"> describing the changing human and physical characteristics of places. | <p>Student Edition: 18 <i>Case Study</i> 402-405, 714-717 <i>Why Geography Matters</i> 248-249, 304-305, 634-635, 704-705</p> <p>Teacher Wraparound Edition: A 403, 715; AC 305; B 402, 714; C 405; CT 249, 635; DI 248, 705; F 248, 304, 402, 714; MAP 248; WS 403</p> |
| <p>2.2 Students know how and why people define regions.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> applying the concept of region to organize the study of a geographic issue using multiple criteria; and | <p>Student Edition: RA42, RA44-RA45, 18, 77 <i>Map Study</i> 77 <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: B 118, 119, 120, 188, 189, 190, 346, 347, 348, 496, 497, 498; F 116, 186, 344, 494</p> |
| <ul style="list-style-type: none"> analyzing changes in regions and recognizing the patterns of those changes (<i>for example, the Caribbean Basin's transition from a major sugarcane producer to a center for tourism</i>). | <p>Student Edition: 167, 173-176, 244, 250-254, 330-334, 382, 391, 564-568, 703, 706-710, 775-777 <i>Map Study</i> 169</p> <p>Teacher Wraparound Edition: A 173; C 568; CT 251; DI 167, 174, 251, 777; RS 775; SP 708; WS 252, 565, 777</p> |

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| <p>2.3 Students know how culture* and experience influence people's perceptions of places and regions.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> analyzing why places and regions are important to human identity; | <p>Student Edition: 18, 76-77 <i>Map Study</i> 76, 77 <i>What Makes This a Region?</i> 118-119, 188-189, 346-347, 496-497 <i>Teen Life In</i> 225, 315, 374, 465, 537, 609, 689, 752, 822</p> <p>Teacher Wraparound Edition: B 118, 119, 188, 346, 497; DI 225 (top); RS 18; SP 537; WS 315, 374, 689</p> |
| <ul style="list-style-type: none"> comparing and contrasting how and why different groups in society view places and regions differently; and | <p>Student Edition: 443, 446, 639, 677, 679 <i>Section Review</i> 79 #8 <i>Map Study</i> 446 <i>Reading Check</i> 446 <i>Why Geography Matters</i> 448-449 <i>Caption Question</i> 614</p> <p>Teacher Wraparound Edition: AC 449; B 497; CT 446, 639; MAP 448; RS 449; SP 449; WS 448</p> |
| <ul style="list-style-type: none"> analyzing the ways places and regions reflect cultural change (<i>for example, old mining towns become tourist centers</i>). | <p>Student Edition: 70-74, 149, 217, 222, 228-229, 456, 540, 607, 687, 750, 820 <i>Map Study</i> 73, 228, 607, 819 <i>Section Review</i> 74 #2-#8</p> <p>Teacher Wraparound Edition: A 715, 716; CT 74, 217, 222, 687; DI 73; RS 228, 456, 607; SP 71, 750; WS 72</p> |

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| STANDARD 3: | |
| Students understand how physical processes shape Earth's surface patterns and systems. | |
| 3.1 Students know the physical processes that shape Earth's surface patterns. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> identifying the dynamics of the four basic components of Earth's physical systems: the atmosphere*, biosphere, lithosphere*, and hydrosphere*; | <p>Student Edition: 32 <i>Diagram Study</i> 32 <i>Reading Check</i> 33</p> <p>Teacher Wraparound Edition: C 33; SP 32</p> |
| <ul style="list-style-type: none"> explaining the interaction of Earth's physical systems (for example, the interaction of climate and ocean water as exemplified by <i>El Niño</i>); and | <p>Student Edition: 55-59 <i>Map Study</i> 57 <i>Diagram Study</i> 58 <i>Section Review</i> 59 #2-#9</p> <p>Teacher Wraparound Edition: CT 56; DI 58; WS 56</p> |
| <ul style="list-style-type: none"> explaining the variation in the effects of physical processes across Earth's surface (for example, the effects of wind variations in shaping landforms). | <p>Student Edition: 55-59 <i>Reading Check</i> 55</p> <p>Teacher Wraparound Edition: C 59; CT 55; SP 57; WS 57</p> |
| 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> explaining the factors that affect the distribution and characteristics of ecosystems; | <p>Student Edition: 43-44, 59, 61-63, 110 <i>Caption Question</i> 110 <i>Diagram Study</i> 61 <i>Map Study</i> 63, 141, 286, 431 <i>Regional Atlas</i> 194</p> <p>Teacher Wraparound Edition: C 59; SP 43, 61, 194</p> |

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| <ul style="list-style-type: none"> explaining the importance of ecosystems in understanding the environment; and | <p>Student Edition: 19, 53, 64, 109-110 <i>Caption Question</i> 110</p> <p>Teacher Wraparound Edition: A 109; WS 109</p> |
| <ul style="list-style-type: none"> analyzing the diversity and productivity of ecosystems. | <p>Student Edition: 43-44, 59, 61-63, 110 <i>Diagram Study</i> 61 <i>Map Study</i> 63, 141, 286, 431 <i>Regional Atlas</i> 194</p> <p>Teacher Wraparound Edition: C 59; SP 43, 61, 194</p> |
| <p>STANDARD 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p> <p>4.1 Students know the characteristics, location, distribution, and migration of human populations.</p> <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> evaluating trends and effects of world population numbers and patterns; and | <p>Student Edition: 70-74, 217, 222, 228-229, 456, 540, 607, 687, 750, 820 <i>Map Study</i> 73, 228, 607, 819 <i>Section Review</i> 74 #2-#8 <i>Case Study</i> 644-647, 714-717</p> <p>Teacher Wraparound Edition: C 74, 217, 687; DI 73, 222; RS 607; SP 71, 607; WS 72</p> |
| <ul style="list-style-type: none"> analyzing the physical and cultural impact of human migration. | <p>Student Edition: 73-74, 217, 222, 228-229, 444, 456, 607, 687, 750, 755 <i>Reading Check</i> 74, 217, 444, 750 <i>Graph Study</i> 456 <i>Map Study</i> 755</p> <p>Teacher Wraparound Edition: CT 74, 222</p> |

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| 4.2 Students know the nature and spatial distribution* of cultural patterns. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> analyzing how cultures shape the character of a region; | <p>Student Edition: 153-154, 159-160, 219-220, 309, 373-375, 458-459, 532-533</p> <p><i>Culture</i> 153</p> <p><i>Reading Check</i> 154, 220, 309, 375, 533</p> <p><i>Graph Study</i> 373</p> <p>Teacher Wraparound Edition: A 153; C 220, 309, 459, 533; CL 374; DI 159; RS 153, 373, 374</p> |
| <ul style="list-style-type: none"> describing the processes of cultural diffusion*; and | <p>Student Edition: 78-79</p> <p><i>Caption Question</i> 79</p> <p><i>Section Review</i> 79 #3-#4, #6</p> <p>Teacher Wraparound Edition: WS 79</p> |
| <ul style="list-style-type: none"> describing the effect of technology on the development and change of cultures. | <p>Student Edition: 79</p> <p><i>Section Review</i> 79 #4, #6</p> <p><i>Case Study</i> 180-183</p> <p><i>Why Geography Matters</i> 634-635</p> <p>Teacher Wraparound Edition: B 180; CT 181, 635; WS 79, 181</p> |
| 4.3 Students know the patterns and networks of economic interdependence. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> comparing and contrasting the characteristics and distribution of economic systems; | <p>Student Edition: 103-104, 167-168, 243-244, 325-326, 392, 475-476, 557-559, 629-631, 699-701</p> <p><i>Graph Study</i> 392</p> <p><i>Reading Check</i> 476, 559</p> <p>Teacher Wraparound Edition: A 699; CT 168, 243, 558, 699; DI 167, 244; DYK 476; RS 557, 630; SP 699; WS 559, 630</p> |

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| <ul style="list-style-type: none"> explaining how places of various size function as centers of economic activity; | <p>Student Edition: 132-133, 167, 217, 244, 444, 475-476, 607, 630-631, 700-701, 750, 767-768</p> <p><i>Map Study</i> 133, 630, 700</p> <p><i>Reading Check</i> 768</p> <p>Teacher Wraparound Edition: CT 133, DI 244; SP 475</p> |
| <ul style="list-style-type: none"> analyzing factors influencing economic interdependence of countries, including world trade; | <p>Student Edition: 108-109, 170-171, 246-247, 561, 633, 702-703, 770-771</p> <p><i>Graph Study</i> 108, 702</p> <p><i>Diagram Study</i> 170</p> <p><i>Reading Check</i> 171, 247, 633, 771</p> <p><i>Chart Study</i> 246</p> <p>Teacher Wraparound Edition: A 477; C 771; CT 108, 633; HOCP 246, 253, 255; RS 246; WS 246</p> |
| <ul style="list-style-type: none"> analyzing connections among local, regional, and world economies (<i>for example, transportation routes, movement patterns, and market areas</i>); and | <p>Student Edition: 168-171, 245-247, 560-561, 632-633, 701-703, 769-771</p> <p><i>Map Study</i> 168, 245, 769</p> <p><i>Reading Check</i> 169, 560, 632</p> <p>Teacher Wraparound Edition: A 477; C 771; CT 108, 245, 632, 633; HOCP 246, 253, 255; RS 246, 769; SP 169, 701; WS 246, 769</p> |
| <ul style="list-style-type: none"> analyzing how and why levels of economic development vary among places. | <p>Student Edition: 108, 167-168, 244, 325-326, 391, 475-476, 557-559</p> <p><i>Reading Check</i> 109, 476</p> <p><i>Section Review</i> 110 #4, #7</p> <p><i>Case Study</i> 258-261</p> <p>Teacher Wraparound Edition: DI 108, 258; F 258; RS 260</p> |

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| 4.4 Students know the processes, patterns, and functions of human settlement. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> analyzing the size, arrangement, structure, and function of urban areas; | <p>Student Edition: 72-74, 149, 217, 222, 228-229, 296, 300, 545, 607 <i>Map Study</i> 73, 149, 228, 295, 607 <i>Caption Question</i> 150 <i>Reading Check</i> 150</p> <p>Teacher Wraparound Edition: CT 217, 222, 229; DI 73; SP 607</p> |
| <ul style="list-style-type: none"> comparing and contrasting the differing characteristics of settlement in developing and developed countries; and | <p>Student Edition: 72-74, 149, 217, 222, 228-229, 296, 300, 545, 607 <i>Map Study</i> 73, 149, 228, 295, 607 <i>Reading Check</i> 217, 222, 300</p> <p>Teacher Wraparound Edition: CT 222, 229; DI 222; SP 149, 607</p> |
| <ul style="list-style-type: none"> examining how and why large cities grow together. | <p>Student Edition: 150, 607, 682 <i>Reading Check</i> 150, 607</p> <p>Teacher Wraparound Edition: RS 607</p> |
| 4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> analyzing why and how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales – local, national, and international; and | <p>Student Edition: 297, 301, 302, 315, 446, 613, 677 <i>Reading Check</i> 315, 446 <i>Map Study</i> 446 <i>Why Geography Matters</i> 448-449 <i>Caption Question</i> 614</p> <p>Teacher Wraparound Edition: AC 449; CT 271, 446, 613; F 448; RS 266, 449; SP 445; WS 448</p> |

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| <ul style="list-style-type: none"> analyzing how differing points of view and self-interests play a role in conflict over territory and resources. | <p>Student Edition: 109, 446, 453, 478-479, 613-614 <i>Case Study</i> 402-405 <i>Map Study</i> 446 <i>Reading Check</i> 446, 453, 479 <i>Why Geography Matters</i> 448-449</p> <p>Teacher Wraparound Edition: A 403, 404; C 405; CT 446, 453, 613; F 402; MAP 448; RS 449; SP 449; WS 448</p> |
| <p>STANDARD 5:</p> | |
| <p>Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.</p> | |
| <p>5.1 Students know how human actions modify the physical environment.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> analyzing ways the humans depend upon, adapt to, and affect the physical environment; | <p>Student Edition: 64, 130-133, 139-142, 357-360, 362-364, 591-593, 597-599 <i>Voices Around the World</i> 60, 596 <i>Regional Atlas</i> 121, 349, 583 <i>Map Study</i> 133 <i>Reading Check</i> 133, 358, 364 <i>Section Review</i> 142 #10, 364 #8, 600 #5, #7</p> <p>Teacher Wraparound Edition: A 141, 333; B 120; C 600; CT 62, 133, 358, 364, 599; DI 363; RS 358, 599; T 357; WS 141, 362</p> |
| <ul style="list-style-type: none"> evaluating ways in which technology has expanded human capacity to modify the physical environment; and | <p>Student Edition: 174-175, 224, 252-253, 282, 332-333, 396-397, 482-483, 665, 710 <i>Reading Check</i> 253, 333 <i>Diagram Study</i> 282 <i>Caption Question</i> 482, 665</p> <p>Teacher Wraparound Edition: A 665; CT 396, 482; DI 710; DYK 224; RS 396, 482; SP 483</p> |

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| <ul style="list-style-type: none"> explaining the possible global effects of human modification of the physical environment. | <p>Student Edition: 53, 64, 174-175, 252-253, 332-333, 396-397, 482-484</p> <p><i>Reading Check</i> 53 <i>Map Study</i> 396</p> <p>Teacher Wraparound Edition: A 332; DI 174; RS 332; SP 396; WS 175</p> |
| <p>5.2 Students know how physical systems affect human systems.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity; | <p>Student Edition: 53, 72, 512, 565, 613</p> <p><i>Voices Around the World</i> 70 <i>Map Study</i> 565</p> <p>Teacher Wraparound Edition: A 512; CT 565; WS 72, 512, 565</p> |
| <ul style="list-style-type: none"> identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (<i>for example, the use of irrigation in arid environments</i>); and | <p>Student Edition: 282, 426, 440, 481, 482, 629-630, 637, 665</p> <p><i>Diagram Study</i> 282 <i>Map Study</i> 427, 481</p> <p>Teacher Wraparound Edition: A 665; CT 426, 482; RS 482; SP 427; WS 282, 630</p> |
| <ul style="list-style-type: none"> analyzing how humans perceive and react to natural hazards. | <p>Student Edition: 140, 203, 254, 598-599, 663, 670</p> <p><i>Why Geography Matters</i> 136-137, 594-595, 772-773</p> <p><i>Voices Around the World</i> 202 <i>Caption Question</i> 254 <i>Section Review</i> 600 #3</p> <p>Teacher Wraparound Edition: B 120; C 600; CT 594, 663; F 136; MAP 594; RS 663; WS 772</p> |

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| <p>5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.</p> | |
| <p>As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p> | |
| <ul style="list-style-type: none"> analyzing how the changing distribution of resources affects the patterns of settlement; | <p>Patterns of settlement are discussed on the following pages.</p> <p>Student Edition: 70-74, 149, 217, 222, 228-229, 456, 540, 607, 687, 750, 820 <i>Map Study</i> 73, 228, 607, 819 <i>Section Review</i> 74 #2-#8</p> <p>Teacher Wraparound Edition: A 715, 716; CT 74, 217, 222, 687; DI 73; RS 228, 456, 607; SP 71, 750; WS 72</p> |
| <ul style="list-style-type: none"> evaluating policies and programs for resource use and management; and | <p>Student Edition: 175, 252, 331, 333-334, 397, 638, 709 <i>Case Study</i> 402-405</p> <p>Teacher Wraparound Edition: A 403, 404; C 405; CT 331; DI 397; RS 638; WS 334, 709</p> |
| <ul style="list-style-type: none"> analyzing the effects of economic activity in modifying and transforming resources. | <p>Student Edition: 173, 251-252, 331, 397, 481-482, 512, 637-638, 707 <i>Reading Check</i> 173, 252, 331, 397, 638, 707 <i>Caption Question</i> 251, 397</p> <p>Teacher Wraparound Edition: A 512, 637; CT 251, 637; DI 251; WS 252</p> |

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| STANDARD 6: | |
| Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. | |
| 6.1 Students know how to apply geography to understand the past. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> analyzing how changing perceptions of places and environments affect the behavior of people; and | <p>Student Edition: 73-74, 149, 175, 217, 222, 228, 252, 331, 333-334, 607, 638, 709, 755, 820</p> <p><i>Reading Check 74</i></p> <p>Teacher Wraparound Edition: CT 74; WS 334, 709</p> |
| <ul style="list-style-type: none"> analyzing the fundamental role that places and environments have played in history (<i>for example, the Russian winter played an important part in the defeat of Napoleon's army</i>). | <p>Student Edition: 78, 150, 364, 440, 613</p> <p><i>Map Study 78</i></p> <p><i>Section Review 79 #7</i></p> <p>Teacher Wraparound Edition: CT 78, 150, 364</p> |
| 6.2 Students know how to apply geography to understand the present and plan for the future. | |
| As students in grades 9-12 extend their knowledge, what they know and are able to do includes | |
| <ul style="list-style-type: none"> evaluating a contemporary issue using geography knowledge, skills, and perspectives; and | <p>Student Edition: <i>Case Study</i> 180-183, 258-261, 338-341, 402-405, 572-575, 644-647, 714-717</p> <p><i>Critical Thinking Skills</i> R2-R5, R8-R10, R12-R14</p> <p>Teacher Wraparound Edition: A 181, 260, 339, 340; B 180; CT 181, 182, 259, 260, R2, R4; DI 338, 339, R3 (bottom); F 180, 258; SP 180, 182, 341, R8, R10; WS 181, 261, 340</p> |
| <ul style="list-style-type: none"> comparing and contrasting how different viewpoints influence the development of policies designed to use and manage Earth's resources. | <p>Student Edition: 402-405, 782-785</p> <p><i>Critical Thinking Skills</i> R2, R10, R13</p> <p>Teacher Wraparound Edition: A 403; B 782; C 405, 785; CT 405, 783, 784, 785, R2, R13; DI 403, R10; F 402, 782; RS R10; SP 402; WS 403, 404, 783</p> |