

GLENCOE CORRELATION
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WASHINGTON

Social Studies: Geography Essential Academic Learning Requirements
 Benchmark 3 – Grade 10

OBJECTIVES	PAGE REFERENCES
1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.	
1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information	
1.1.3b Use maps, tables, and graphs to construct solutions to problems involving transportation networks within regions, literacy rates, voting patterns, or the variation in population density in relation to resources and land use (Five Themes)	SE: RA34-RA35, RA38-RA39, 11, 12-13 <i>SkillBuilder 28</i> <i>Map Study 92</i> TWE: MS 11 NG 12, 13, 92 CTA 12 CLA 93
1.2 Recognize spatial patterns on Earth's surface and understand the processes that create these patterns	
1.2.3a Explain why different places of the world have particular physical and human characteristics (Five Themes)	SE: 55-58, 59-64, 65-69, 75-79, 91-95, 115-120, 121-125 TWE: CLA 61 L3 62 MSN 66
1.2.3b Evaluate how physical and human processes that change landscape can affect public policy (Five Themes)	SE: 37-43 <i>Viewpoint 44-45, 170-171, 248-249</i> TWE: L2 40 CTA 40 ETC 42 C 43 GI 171 C 171
2. The student understands the complex physical and human characteristics of places and regions.	
2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics	
2.1.3 Describe and interpret the physical processes that shape places and regions (Location, Region, Place)	SE: 37-43, 46-49, 55-58, 59-64 <i>Map Study 39</i> <i>National Geographic 40-41</i> TWE: L1 38 MSN 38 CLA 39 CTA 40 ETC 42 C 43

OBJECTIVES	PAGE REFERENCES
2.2 Describe the patterns humans make on places and regions	
2.2.3 Analyze how social, cultural, and economic influences shape the physical features of places and regions (Five Themes)	SE: 74-79, 80-85 <i>Map Study</i> 81, 82, 83 TWE: T 76 MSN 76, 81 MS 81, 82, 83 CTA 83
2.3 Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions	
2.3.3 Analyze how cultural and physical features define the Pacific Rim as a region (Five Themes)	SE: 41, 116, 123-124, 194, 646-647, 706-707, 721, 722, 766-768
3. The student observes and analyzes the interaction between people, the environment, and culture.	
3.1 Identify and examine people's interaction with and impact on the environment	
3.1.3a Analyze and evaluate the positive benefits and negative consequences of people's different uses of the environment (Human/Environment Interaction, Region)	SE: 58, 94-95 <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 394-395, 772-773, 842-843 TWE: T 44, 170, 248 C 45, 171, 249, 327, 395
3.1.3b Analyze how environmental knowledge and responsible action can encourage species' survival in the midst of air, water, and land issues (Human/Environment Interaction, Region)	SE: 58, 94-95 <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 394-395, 772-773, 842-843 TWE: T 44, 170, 248 C 45, 171, 249, 327, 395
3.2 Analyze how the environment and environmental changes affect people	
3.2.3a Detect and interpret how changes in the physical environment enhance or diminish its capacity to support human activity (Five Themes)	SE: 58, 94-95 <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 394-395, 772-773, 842-843 TWE: T 44, 170, 248 C 45, 171, 249, 327, 395
3.2.3b Analyze how technological innovation may both solve environmental problems and create new ones (Five Themes)	SE: 58, 94-95 <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 394-395, 772-773, 842-843 TWE: T 44, 170, 248 C 45, 171, 249, 327, 395
3.3 Examine cultural characteristics, transmission, diffusion, and interaction	
3.3.3a Evaluate how the numerous subcultures that comprise a national culture interact and examine the consequences of their interaction (Five Themes)	SE: 80-85, 146-148, 226-228 <i>Map Study</i> 81, 82, 83 TWE: T 81, 147 MS 81, 82 CLA 82, 148 L1 83 TT 84 E 85 MSN 227

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3.3.3b Analyze how peoples' responses to policy debates are shaped by cultural influences (Five Themes)	This objective can be met during teacher/class discussion.
3.3.3c Examine how communication technologies are bridging and impacting cultures (Five Themes)	SE: 85, 162, 241, 319, 392-393 TWE: C 393

Social Studies Skills: Essential Academic Learning Requirements

1. Inquiry and Information Skills	
1.1 Apply the methods of Social Science inquiry and information skills to be an informed citizen	
1.1.3a Formulate a thesis statement in the social studies that examines whys as well as hows	SE: <i>SkillBuilder</i> 250, 282, 606, 730 TWE: RAA 262 TS 250, 282, 606, 730 CPA 264
1.1.3b Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources	SE: <i>SkillBuilder</i> 328, 382, 606 TWE: TS 328, 382, 606 CTA 25 CLA 12
1.1.3d Evaluate reliability, credibility, and validity of information from a variety of social studies sources	SE: <i>SkillBuilder</i> 328, 382, 606, 774 TWE: TS 328, 382, 606, 774
1.1.3e Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making grids that explain problems and/or construct solutions	SE: <i>SkillBuilder</i> 28 <i>Map Study</i> 81 TWE: TS 28 ETC 5, 13 CLA 8, 88 CTA 4, 12 MS 81
1.1.3f Create a product that uses social studies content to support a thesis and present product in appropriate manner to a meaningful audience	TWE: CLA 88, 93, 135, 142, 148, 244 CCA 71 CPA 111 RAA 107 TTA 161
2. Interpersonal and Group Process Skills	
2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society	
2.1.3a Voice original ideas; demonstrate content knowledge; persuade audience; listen critically and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise	TWE: CLA 88, 93, 135, 142, 148, 167, 244, 322, 441 C 171

OBJECTIVES	PAGE REFERENCES
2.1.3b Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences	TWE: CLA 88, 93, 135, 142, 148, 167, 244, 322, 441 C 171
2.1.3c Select appropriate people to gain needed information, identify bias of subject, ask questions to refine and verify understanding	SE: <i>SkillBuilder</i> 328, 382, 606 TWE: TS 328, 382, 606 CTA 25 CLA 12
3. Critical Thinking Skills	
3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions	
3.1.4a Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem	SE: <i>SkillBuilder</i> 50, 282, 328, 382, 400, 606, 774 TWE: TS 50, 282, 328, 382, 400, 606, 774
3.1.4b Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audience; analyze credibility and authenticity	SE: <i>SkillBuilder</i> 50, 282, 328, 382, 400, 606, 774 TWE: TS 50, 282, 328, 382, 400, 606, 774
3.1.4c Compare benefits and costs, suggest logical alternatives, predict probable consequences, provide evidence to justify best solution, select most effective manner of communicating solution	SE: <i>Viewpoint</i> 44-45, 170-171, 248-249 <i>SkillBuilder</i> 204 TWE: T 44, 248 LF 44, 170 C 45, 171 F 170
3.1.4d Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors	SE: <i>Viewpoint</i> 44-45, 170-171, 248-249 <i>SkillBuilder</i> 204 TWE: T 44, 248 LF 44, 170 C 45, 171 F 170
3.1.4e Group human and natural events into broadly defined eras and use timelines to explain patterns of continuity and change in the succession of events	SE: 294-300, 367-373, 446-452, 519-524 TWE: RAA 261 L2 295 TTA 369, 371, 450 CLA 448
3.1.4f Reconstruct and express multiple points of view and integrate an historic, geographic, civic, or economic perspective	TWE: CLA 142, 369, 448, 521 CTA 222, 297 L2 222 TTA 224, 371

Codes Used for TWE Pages

C	Close
CCA	Chapter Culminating Activity
CLA	Cooperative Learning Activity
CPA	Country Profile Activity
CTA	Critical Thinking Activity
E	Enrich
ETC	Extending the Content
F	Focus
GI	Global Issues
L1	L1
L2	L2
L3	L3
LF	Looking to the Future
MS	Map Study
MSN	Meeting Special Needs Activity
NG	National Geographic
RAA	Regional Atlas Activity
T	Teach
TS	Teaching the Skill
TT	Team-Teaching Activity