

GLENCOE CORRELATION
WORLD GEOGRAPHY
KANSAS
Curricular Standards for Geography

OBJECTIVES	PAGE REFERENCES
GEOGRAPHY	
Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.	
Benchmark 1 - Maps and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
1. locates major political and physical features of Earth from memory and compares the relative locations of those features (see Appendix 2 for assessment items).	SE: <i>Locating Places</i> 30, 52, 72, 98, 154, 174 TWE: CLA 15
2. interprets maps and other graphic representations to analyze world events to suggest solutions to world problems (e.g., suburban areas vs. inner cities, development vs. conservation, land use in the world or local community, nuclear waste disposal, relocation of refugees).	SE: 12-13 <i>SkillBuilder</i> 28 TWE: CTA 12 ETC 13 CLA 57, 93 TTA 63, 324 CPA 488 L2 93
3. analyzes ways in which mental maps influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, pioneer settlement sites).	SE: 133-137, 165-169 <i>Viewpoint</i> 170-171, 248-249 TWE: CLA 135, 167 T 170, 248 E 169 GI 171, 249 LF 170, 248
4. produces maps and other geographic representations, using data from a variety of sources (e.g., census data, interviews, GIS and other databases, questionnaires) to answer geographic questions and solve geographic problems.	TWE: CLA 8, 21, 35, 57, 77, 117 CTA 4, 12 CCA 51 TTA 63
5. uses geographic tools and technology to interpret and justify spatial organization.	SE: RA2-RA40, 2-11 <i>National Geographic</i> 20, 21 <i>SkillBuilder</i> 126, 172, 232 TWE: MSN 3 CLA 9 CTA 4, 14 NG 20, 21

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Benchmark 2: Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the earth's surface.	
1. demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, religion, language, occupations, industries, resources, governmental systems, economic systems).	SE: 21, 65-69 <i>National Geographic</i> 66, 67, 83 TWE: CLA 21, 67 NG 66, 67, 83 E 69 C 69 T 66
2. explains the factors that contribute to human and physical changes in regions (i.e., environmental changes expand or contract regions, technology alters perception and use of the place, migration changes cultural characteristics).	SE: 242-247 <i>National Geographic</i> 243 <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 394-395, 772-773, 842-843 TWE: F 170 NG 243 GI 171 C 45, 171 T 170
3. uses regions to analyze past and present geographic issues to answer geographic questions (illustrations: conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).	SE: 104-106, 140-145, 162-163, 180-181, 220-225, 240, 439-443 TWE: MSN 141 E 145 CLA 142, 441 L2 222
4. explains why regions are important to individual and group identities as symbols for unifying or fragmenting society (e.g., Arab World, Bible Belt, Japanese during W.W. II, Chinatown).	SE: 439-443, 446-452, 453-457, 671-672, 735-737, 748-750, 824-825 TWE: CLA 441, 737 CN 441
5. analyzes the ways in which people's perception and use of places and regions reflect individual perspective and cultural change (e.g., land use, property value, settlement patterns, job opportunities).	SE: 133-137, 146-151, 211-217, 226-231 TWE: T 147 TTA 215 CLA 148 E 217 C 217 L3 228
Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.	
1. describes which physical processes affect different regions of the world (i.e., desertification in the Sahel, earthquakes in the Pacific Rim, drought and dust storms in the Plains, soil degradation in the tropics, floods, hurricanes).	SE: 37-43, 194, 646-647 <i>National Geographic</i> 39, 646 TWE: CLA 39 NG 39, 646 FYI 41 CTA 40 C 43

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2. explains Earth's physical processes, patterns, and cycles using concepts of physical geography (e.g., folding, faulting, volcanism, atmospheric and ocean circulation).	SE: 37-43, 55-58, 59-64, 194, 646-647 <i>National Geographic</i> 39, 646 TWE: CLA 39 NG 39, 646 FYI 41 CTA 40 C 43 MSN 38
3. analyzes the distribution of ecosystems by interpreting relationships between soil, climate, plant, and animal life.	SE: <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: T 170 LF 44 F 44 GI 44
4. describes the ways in which Earth's physical processes are dynamic and interactive (i.e., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes).	SE: 37-43, 46-49, 55-58, 59-64 TWE: CLA 39, 57 MSN 38 ETC 42 C 43, 58
5. analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., carrying capacity, biological magnification, reduction of species diversity, acid rain, ozone depletion, contamination).	SE: <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: T 170 LF 44 F 44 GI 44
Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
1. predicts trends and evaluates the local-to-global impact of population growth and migration on physical and human systems in response to environmental, social, economic, political, and technological changes (i.e., stress on infrastructure, impact on environment, cultural diffusion, socioeconomic changes and pressures).	SE: 75-79, 94-95, 133-137, 211-217 TWE: T 76 CLA 77 CTA 78 E 79 R 79 C 79
2. analyzes how communication and transportation contribute to both cultural divergence and cultural convergence (e.g., nationalism, ethnic elitism, cross-cultural adaptation, popularization of ethnic foods).	SE: 85, 161-163, 318-319, 466-468, 541-542, 690-691 TWE: BI 138 ETC 318, 690 TTA 541 C 151

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<p>3. evaluates the spatial aspects of economic activities and systems (e.g., market areas and demand, locational advantages, trade partnerships, land value, labor supply and cost, resource availability, transportation access, interdependence; primary, secondary, tertiary, quarternary economic activities (illustrations: electronics assembly in northern Mexico, relationships between zoning laws and land values, trade routes before and after building a major canal, impact of foreign investment or international debt crisis).</p>	<p>SE: 142-144, 150-151, 157-163, 237-241, 313-319 TWE: T 158 CTA 160 L3 160 CLA 239, 315 MSN 314</p>
<p>4. analyzes the functions, structures, and characteristics of local-to-global settlement patterns (e.g., village vs. town vs. city, cities in developing vs. developed countries, rise of megalopoli, edge cities and metropolitan corridors, impact of transportation technology, increasing number of ethnic enclaves).</p>	<p>SE: 75-79, 133-137, 211-217 <i>National Geographic</i> 77, 215 TWE: T 134 NG 77, 215 C 79 TTA 215</p>
<p>5. explains how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (i.e., regional planning districts, free-trade zones, trade partnerships, disputes resulting from national, ethnic, religious, economic differences, conflicts between internal interests and external forces).</p>	<p>SE: 240, 245-247, 314-315, 393, 449-452, 468 <i>National Geographic</i> 314-315 TWE: NG 315 T 314 R 443 CTA 442</p>
<p>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.</p>	
<p>1. evaluates the local-to-global impacts that technology has on human modification of the physical environment (e.g., capacity to support human activity, Green Revolution, clear cut logging, construction on flood plains, strip-mining, desert settlements, over-fishing, internal combustion engines, toxic waste, modern farming practices).</p>	<p>SE: 242-247 <i>National Geographic</i> 243 <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 394-395, 772-773, 842-843 TWE: F 170 NG 243 GI 171 C 45, 171 T 170</p>
<p>2. evaluates alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, aquaculture, alternative uses for marginal land, seawalls, earthquake-resistant construction).</p>	<p>SE: 158-159, 238-239, 243-247, 320-325 <i>Viewpoint</i> 474-475 TWE: ETC 40 IC 159 CLA 159 LF 474</p>

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3. evaluates policies and programs for resource use and management (e.g., EPA, building restrictions, mandated recycling, international agreements on using the seas, differing views on rain forest use).	SE: 91-92, 242-247 <i>National Geographic</i> 243 <i>Viewpoint</i> 44-45, 170-171, 248-249, 326-327, 394-395, 772-773, 842-843 TWE: F 170 NG 243 GI 171 C 45, 171 T 170
4. explains the relationship between resources and the exploration, colonization, and settlement patterns of different regions of the world (i.e., mercantilism, imperialism, colonialism, Gold Rush, Alaskan pipeline).	SE: 141, 222-223, 521-524 TWE: L2 222

Codes Used for TWE Pages

BI	Background Information
C	Close
CCA	Chapter Culminating Activity
CLA	Cooperative Learning Activity
CN	Culture Note
CPA	Country Profile Activity
CTA	Critical Thinking Activity
E	Enrich
ETC	Extending the Content
F	Focus
FYI	FYI
GI	Global Issues
IC	Interdisciplinary Connections
L2	L2
L3	L3
LF	Looking to the Future
MSN	Meeting Special Needs Activity
NG	National Geographic
R	Reteach
T	Teach
TTA	Team-Teaching Activity