

GLENCOE CORRELATION
WORLD GEOGRAPHY
SOUTH DAKOTA
Social Studies Standards
Ninth-Twelfth Grade

STANDARDS	PAGE REFERENCES
9-12 WORLD GEOGRAPHY STANDARDS	
1. Use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective by selecting appropriate maps, map projections, and other graphic representations to analyze geographic problems; constructing maps using fundamental cartographic principles including translating narratives about places and events into graphic representations; interpreting maps and other geographic tools through the analysis of case studies and using data; and using geographic tools to represent and interpret the earth's physical and human systems.	SE: RA2-RA40, 3-5, 6-7, 10-11, 12-13 TWE: GSH 1 CTA 4, 11 ETC 5 CLA 8, 9
2. Develop knowledge of the earth to locate people, places, and environments by drawing a complex and accurate map from memory to answer questions about the location of human and physical features; identifying and locating physical and human features, in the student's own and nearby communities, in the United States, and in regions of the world (e.g., rivers, mountains, regions, and countries); and analyzing maps of a certain location people have made from memory and compare to determine similarities and differences.	SE: 75-79 <i>National Geographic 77, 82, 83</i> TWE: CTA 4, 12, 14 CLA 9, 15, 77 NG 77, 82, 83
3. Know how to analyze the dynamic spatial organization of people, places, and environments by analyzing geographic information using a variety of scales – local, national, and international (e.g., growth issues in Sioux Falls, New York City, and Southeast Asia); analyzing patterns of distribution and arrangement of settlements; and analyzing patterns and processes of the diffusion of human activities.	SE: 75-79 <i>National Geographic 77, 82, 83</i> TWE: CTA 4, 12, 14, 78 CLA 9, 15, 77 NG 77, 82, 83 C 79
4. Know the physical and human characteristics of places by analyzing human and physical characteristics that give a place meaning and significance, and describing the changing human and physical characteristics of places.	SE: 75-79, 80-85 <i>National Geographic 76, 78</i> TWE: F 75 NG 76, 78 C 79 T 76 CLA 77

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<p>5. Know how and why people define regions by applying the concept of regions to organize the study of a geographic issue using multiple criteria, and analyzing changes in regions and recognizing the patterns of those changes (e.g., the Middle East has become a region of economic importance to the United States).</p>	<p>SE: 21, 65-69 <i>National Geographic</i> 66, 67 TWE: CLA 21, 67 T 66 NG 66, 67 C 69 E 69 R 69</p>
<p>6. Know how culture and experience influence people's perceptions of places and regions by analyzing why places and regions are important to human identity, comparing and contrasting how and why different groups in society view places and regions differently, and analyzing the ways places and regions reflect cultural change (e.g., the change in the use of the South Dakota prairie from grazing to cultivated crops).</p>	<p>SE: 80-85, 86-90 <i>National Geographic</i> 87, 88 TWE: F 80, 86 TTA 84 E 85 NG 87, 88</p>
<p>7. Know how the physical process shapes the earth's surface patterns by explaining the various interactions resulting from the earth-sun relationship; explaining the interaction of the earth's physical systems (e.g., the interaction of climate and ocean water as exemplified by El Nino); and explaining the variation in the effects of physical processes across the earth's surface (e.g., the effects of wind variations in shaping landforms).</p>	<p>SE: 37-43, 47-49, 55-58 <i>National Geographic</i> 39 TWE: F 37, 55 L1 38 MSN 38 CLA 39, 57 ETC 42 CTA 40 NG 39</p>
<p>8. Know the characteristics, location, distribution, and migration of human populations by analyzing reasons for variation in population distribution, analyzing the causes and types of human migration and its effects on places, evaluating trends and effects of world population numbers and patterns, and analyzing the physical and cultural impact of human migration.</p>	<p>SE: 75-79, 80-83 <i>National Geographic</i> 76, 78 TWE: F 75 NG 76, 78 C 79 T 76 CLA 77</p>
<p>9. Know the nature and spatial distribution of cultural patterns by analyzing how cultures shape the character of a region, describing the processes of cultural diffusion, and describing the effect of technology on the development and change of cultures.</p>	<p>SE: 80-85, 86-90 <i>National Geographic</i> 87, 88 TWE: F 80, 86 TTA 84 E 85 NG 87, 88</p>

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<p>10. Know the patterns and networks of economic interdependence by comparing and contrasting the characteristics and distribution of economic systems; analyzing factors influencing economic interdependence of countries, including world trade; analyzing connections among local, regional, and world economies (e.g., transportation routes, movement patterns, and market areas); and analyzing how and why levels of economic development vary among places.</p>	<p>SE: 89-90, 93-95, 157-163 <i>National Geographic</i> 89, 93, 92, 94</p> <p>TWE: CTA 89 NG 89, 92, 93, 94 CLA 93 L2 93</p>
<p>11. Know the processes, patterns, and functions of human settlement by explaining the causes and effects of urbanization (e.g., rural-to-urban migration leads to urbanization), comparing and contrasting the differing characteristics of settlement in developing and developed countries, and examining how and why large cities grow together.</p>	<p>SE: 77-79, 135-137, 215-217 <i>National Geographic</i> 136, 137, 215, 216</p> <p>TWE: NG 136, 137, 215, 216 E 137 TTA 215 C 217</p>
<p>12. Know how cooperation and conflict among people influence the division and control of the earth's surface by describing how cooperation and conflict among people contribute to political, economic, and social divisions of the earth's surface; describing the forces and processes of cooperation that unite people across the earth's surface (e.g., the nations of Western Europe have joined together in the European Union); and analyzing how differing points of view and self-interests play a role in conflict over territory and resources.</p>	<p>SE: 140-145, 162-163, 220-225, 240-241, 294-300 <i>National Geographic</i> 143, 300</p> <p>TWE: L2 142, 222 NG 143, 300</p>
<p>13. Know how human actions modify the physical environment by analyzing ways that humans depend upon, adapt to, and affect the physical environment; and evaluating ways in which technology has expanded human capacity to modify the physical environment.</p>	<p>SE: 91-95, 165-169 <i>Viewpoint</i> 170-171, 394-395, 772-773, 842-843</p> <p>TWE: L1 92 CTA 94 C 171, 395 L2 170</p>
<p>14. Know how physical systems affect human systems by comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity (e.g., the Sahel), identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., the use of irrigation in arid environments), and analyzing how humans perceive and react to natural hazards.</p>	<p>SE: 40-41, 48, 63, 544</p> <p>TWE: MSN 544 TTA 63 CTA 62, 40 L2 39 FYI 41</p>

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15. Know the changes that occur in the meaning, use, location, distribution, and importance of resources by analyzing how technology affects the definition of, access to, and use of resources; describing why people have different viewpoints with respect to resource use; and evaluating policies and programs for resource use and management.	SE: 91-92, 119-120, 165-166, 242-244 <i>National Geographic</i> 92 TWE: NG 92 CTA 94 CLA 167, 244
16. Know how to apply geography to understand the past by analyzing how differing perceptions of places, people, and resources have affected events and conditions in the past; and analyzing the fundamental role that places and environments have played in history (e.g., the Russian winter played an important part in the defeat of Napoleon's army).	SE: 140-145, 162-163, 220-225, 240-241, 294-300 <i>National Geographic</i> 143, 300 TWE: L2 142, 222 NG 143, 300
17. Know how to apply geography to understand the present and plan for the future by evaluating a contemporary issue using geography knowledge, skills, and perspectives; and comparing and contrasting how different viewpoints influence the development of policies designed to use and manage the earth's resources.	SE: 91-95, 165-169 <i>Viewpoint</i> 170-171, 394-395, 772-773, 842-843 TWE: L1 92 CTA 94 C 171, 395 L2 170

Codes Used for TWE Pages

C	Close
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
E	Enrich
ETC	Extending the Content
F	Focus
FYI	FYI
GSH	Geography Skills Handbook Activity
L1	L1
L2	L2
MSN	Meeting Special Needs Activity
NG	National Geographic
R	Reteach
T	Teach
TTA	Team-Teaching Activity