

**GLENCOE CORRELATION**  
**OUR WORLD TODAY: PEOPLE, PLACES, AND ISSUES**  
**MASSACHUSETTS**  
 History and Social Science Curriculum Framework

OBJECTIVES	PAGE REFERENCES
<b>World Geography</b>	
<b>Concepts and Skills</b>	
<b>History and Geography</b>	
1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)	SE: RA1-RA30, 4-9 <i>National Geographic</i> 83, 103 TWE: T 5 GHA 1 D 7 CLA 6 AMS 83, 103
2. Use geographic terms correctly, such as <i>delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.</i> (G)	SE: 2, 52-55, 57-61, 64-66 <i>National Geographic</i> 58, 59 TWE: CB 2 AD 58 M 59 MSN 59
3. Explain the difference between a continent and a country and give examples of each. (G)	SE: 31, 33, 110-112, 113-114, 283-286, 638 <i>National Geographic</i> 68 TWE: CTA 31 CLA 36
4. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)	SE: 10-13 <i>National Geographic</i> 32, 164 TWE: T 11 F 10 R 13 CTA 12 MSN 11 AG 12 C 13
5. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)	SE: 2, 54 TWE: CLA 6
6. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)	SE: RA1-RA30 TWE: RAA 74, 75, 134, 135, 227
7. Identify what time zones are, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)	SE: 383 <i>Skill</i> 490 TWE: BMS 383 T 490

OBJECTIVES	PAGE REFERENCES
8. Use the following demographic terms correctly: ethnic group, religious group, and linguistic group. (G)	SE: 24, 28-29, 88-93, 350-351 <i>National Geographic</i> 24 TWE: M 24 CTA 24 C 25 CLA 30
<b>Civics and Government</b>	
9. Define what a nation is and give examples of the different ways nations are formed. (C)	SE: 31, 195-196, 247-249, 366-371, 491-493, 519-522 TWE: TTA 367 CLA 521 CTA 31 F 491
10. Give examples of several well-known international organizations (the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)	SE: 106, 123, 201, 262-263, 269, 314, 416-417, 457, 619 TWE: CB 37 EI 416 CTA 262 TTA 547
<b>Economics</b>	
11. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)	SE: 268 <i>National Geographic</i> 269 TWE: M 269 TTA 269 <i>The following pages contain information pertaining to international trade:</i> SE: 36, 37, 40-43, 263, 268-269 TWE: P 321 CB 37 MSN 41 TTA 42 MC 321
12. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)	SE: 36, 37, 40-43, 263, 297, 488-489, 508, 539 TWE: CB 37 MSN 41 TTA 42
13. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E) <i>Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.</i>	SE: 32, 113, 373-374, 507-510 <i>National Geographic</i> 113, 375 TWE: EI 32 M 375 CB 586
14. Identify the key elements of a market economy. (E) <i>In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.</i>	SE: 32, 373-374, 507-510 <i>National Geographic</i> 375 TWE: EI 32 CB 586 M 375

OBJECTIVES	PAGE REFERENCES
15. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)	SE: 32, 113, 165-166, 373-374, 507-510 <i>National Geographic</i> 113, 165, 375 TWE: EI 32 M 165, 375 CB 586
16. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)	TWE: CTA 285 <i>The following pages contain information pertaining to standard of living in various countries:</i> SE: 144-145, 171, 196-198, 284, 435, 548-550 <i>National Geographic</i> 145 TWE: M 145 T 284
<b>Learning Standards</b>	
A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the Northern, Eastern, Western, Central, and Southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)	SE: RA22-RA23, 74, 75, 392, 393 <i>National Geographic</i> 83 TWE: RAA 74, 393 AMS 83 MS 393
A.2 Use a map key to locate countries and major cities in Africa. (G, E)	SE: 75, 76, 394 <i>National Geographic</i> 83, 89 TWE: MS 75, 76, 394 AMS 83, 89
A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries: a. absolute and relative locations b. climate c. major physical characteristics d. major natural resources e. population size (G, E)	SE: 82-83, 100-104, 404-408, 410-414 <i>National Geographic</i> 103 TWE: CTA 101, 406, 412 AMS 103 72D
A.4 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)	SE: 102-104, 406, 408, 411, 412, 413, 425, 427, 438, 460, 462
<b>Optional Topics for Study</b>	
• Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)	SE: 406, 435, 457 <i>Teen Scene</i> 408
• Describe the political and social status of women in selected countries in Africa. (G, H, E)	SE: 412, 437 Social indicators for both genders are discussed in the following ancillaries: <i>Focus on Geography Literacy</i> (binder) Lesson 1 <i>Unit 1 Resources</i> Cooperative Learning Activity 1
• Describe major ethnic and religious groups in various countries in Africa. (G, H, E)	SE: 102, 103, 406, 412, 413, 414, 436-443, 455-457 TWE: E 414

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain how drought and desertification affect parts of Africa. (G, E)</li> </ul>	SE: 411, 440-441, 442
<ul style="list-style-type: none"> <li>Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)</li> </ul>	SE: 422-424, 442 <i>National Geographic</i> 424 TWE: CTA 424 T 424
<ul style="list-style-type: none"> <li>Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity, corrupt government, the lack of widespread education, the political boundaries established in the 19th century by European nations, and the legacy of their rule. (G, H, C, E)</li> </ul>	SE: 424-425, 435-436, 440-442, 454-457 TWE: CTA 424, 437, 456, 460 MSN 442 E 457
<ul style="list-style-type: none"> <li>Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)</li> </ul>	SE: 440-441 <i>Geography &amp; History</i> 450-451 TWE: F 440 TL 451
<b>Western Asia (the Middle East)</b>	
WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)	SE: RA26-RA27, 74, 75 <i>National Geographic</i> 129 TWE: MSN 116 GT 106 P 115
WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)	SE: 75 <i>National Geographic</i> 129 TWE: MS 75 GT 106
WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries: a. absolute and relative locations b. climate c. major physical characteristics d. major natural resources e. population size (G, E)	SE: 105-106, 107-108, 110-111, 112, 113-114, 115-121, 122-125 TWE: CTA 106 TTA 117 T 106, 111, 123
WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)	SE: 106, 111, 112 TWE: P 115
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)</li> </ul>	SE: 108, 112, 114, 125
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Western Asia. (G, H, E)</li> </ul>	SE: 114, 125 <i>National Geographic</i> 124 <i>Teen Scene</i> 106 TWE: M 124

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)</li> </ul>	SE: 106, 108, 111, 112, 114, 115-121, 124-125 TWE: T 111 MC 115 F 116
<ul style="list-style-type: none"> <li>Compare the form and structure of government for Turkey, Saudi Arabia, Jordan, Iraq, Iran, and Israel. (C)</li> </ul>	SE: 106, 111, 112, 114, 122-123, 124 TWE: TTA 107 T 111 C 124
<ul style="list-style-type: none"> <li>Identify the methods used to compensate for the scarcity of water in some areas. (E)</li> </ul>	SE: 107, 110, 113, 124 <i>Eye on the Environment</i> 130-131 TWE: M 130
<ul style="list-style-type: none"> <li>Identify where the Kurds live and what their political aspirations are. (H)</li> </ul>	SE: 106, 123
<ul style="list-style-type: none"> <li>Discuss the reasons for and the effects of the United Nations' attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine; the flight of about 650,000 Arabs from Israel during its War of Independence in 1948; and the flight of over 800,000 Jews in Arab countries to Israel after 1948. (H, G)</li> </ul>	SE: 116-121 TWE: F 115, 116 P 115 MSN 116 MC 115 CTA 119 TTA 117 C 121 CJ 119
<b>Central and Southern Asia</b>	
CSA.1 On a map of the world, locate Central and Southern Asia. On a map of Central and Southern Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)	SE: RA24-RA25, 134-135 TWE: GT 147 MS 135 RAA 134
CSA.2 Use a map key to locate the countries and major cities in Central and Southern Asia. (G, E)	SE: 135, 136 <i>National Geographic</i> 154 TWE: RAA 134 MS 135, 136 AMS 154 GT 147
CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and Southern Asian countries: <ol style="list-style-type: none"> <li>absolute and relative locations</li> <li>climate</li> <li>major physical characteristics</li> <li>major natural resources</li> <li>population size (G, E)</li> </ol>	SE: 144-146, 150-155, 162-166 <i>National Geographic</i> 153, 154 TWE: AMS 154 M 153 T 163

OBJECTIVES	PAGE REFERENCES
CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)	SE: 145-147, 154-155, 356-360
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Central and Southern Asia and its relationship to the economy. (G, H, E)</li> </ul>	SE: 148, 150-151 <i>Teen Scene</i> 151
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Central and Southern Asia. (G, H, E)</li> </ul>	SE: 146, 151 <i>Building Citizenship</i> 140 <i>National Geographic</i> 146D, 146 TWE: MAP 146
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Central and Southern Asia. (G, H, E)</li> </ul>	SE: 146-148, 150-155, 356-360 TWE: CCA 157 RAA 135 CB 147, 153 M 141 TT 142D
<ul style="list-style-type: none"> <li>Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of over 12 million Hindus and Moslems. (H, G, C)</li> </ul>	SE: 150-152
<ul style="list-style-type: none"> <li>Explain why the Indian government seeks to control population growth and the methods it uses to control population growth. (H, G)</li> </ul>	<i>The following pages contain information pertaining to population:</i> SE: 137, 148 TWE: GS 137
<ul style="list-style-type: none"> <li>Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent. (H, G)</li> </ul>	SE: 74, 125, 150-151
<b>Southeastern Asia and Oceania</b>	
SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier. (G)	SE: 134, 135, 630, 631 <i>National Geographic</i> 211 TWE: GT 213 AMS 211 MS 631 RAA 631
SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)	SE: 134, 135, 136 <i>National Geographic</i> 211, 644 TWE: AMS 211, 644 MS 135, 136 RAA 631

OBJECTIVES	PAGE REFERENCES
SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania: a. absolute and relative locations b. climate c. major physical characteristics d. major natural resources e. population size (G, E)	SE: 210-214, 216-219, 643-646, 660-664 TWE: CB 213 F 216 T 644 E 219 RAA 630 628D
SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)	SE: 211-212, 213, 214, 216-217, 218-219, 640-641, 646, 663, 664
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Southeast Asia and Oceania and its relationship to the economy. (G, H, E)</li> </ul>	SE: 217, 211 <i>Teen Scene</i> 196
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Southeast Asia and Oceania. (G, H, E)</li> </ul>	SE: 211-212, 646 <i>Building Citizenship</i> 140 Social indicators for both genders are discussed in the following ancillaries: <i>Focus on Geography Literacy</i> (binder) Lesson 1 <i>Unit 1 Resources</i> Cooperative Learning Activity 1 <i>Unit 8 Resources</i> GeoLab Activity 8
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Southeast Asia and Oceania. (G, H, E)</li> </ul>	SE: 210, 212, 216, 217, 218, 219, 640-641, 661-662, 663 TWE: CPA 634 CB 197
<ul style="list-style-type: none"> <li>Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g. South Korea, Japan, Taiwan, Hong Kong, and Singapore). (G, E)</li> </ul>	SE: 196-197, 200-203 TWE: CLA 194 CTA 195
<ul style="list-style-type: none"> <li>Identify the refugees who left Southeast Asia over the past several decades, the countries they came from, and why they are refugees. (G, H)</li> </ul>	<i>Refugee</i> is defined on page 35. SE: 213
<ul style="list-style-type: none"> <li>Identify and describe the major social features of the indigenous peoples in Australia and New Zealand (the Aborigines and the Maoris). (G, H)</li> </ul>	SE: 640-641, 645-646 <i>Primary Source</i> 639 <i>National Geographic</i> 645 TWE: 628D CPA 634 M 645 TR 633
<ul style="list-style-type: none"> <li>Explain how Australia's and New Zealand's population size and location affect their capacity to engage in international trade. (G, E)</li> </ul>	SE: 639-640 <i>The following pages contain information pertaining to population:</i> SE: 633 TWE: GS 633

OBJECTIVES	PAGE REFERENCES
<b>Northern and Eastern Asia</b>	
NEA.1 On a map of the world, locate Northern and Eastern Asia, the Pacific Ocean, and the Arctic Ocean. On a map of Eastern Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of Northern Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)	SE: RA24-RA25, 134, 135, 136 <i>National Geographic</i> 186, 206 TWE: RAA 134
NEA.2 Use a map key to locate the countries and major cities in the various regions of Eastern Asia. (G, E)	SE: 135, 136 <i>National Geographic</i> 163, 170, 193 TWE: MS 135, 136 AMS 163, 170, 193
NEA.3 Explain how the following five factors have influenced settlement and the economies of major Eastern Asian countries: a. absolute and relative locations b. climate c. major physical characteristics d. major natural resources e. population size (G, E)	SE: 162-166, 168-172, 180-181, 182-183, 192-198 <i>National Geographic</i> 165 TWE: F 162 T 163 M 165 CLA 164
NEA.4 Identify when North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)	SE: 182-183, 200-203 TWE: TTA 201 F 200
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Eastern Asia and its relationship to the economy. (G, H, E)</li> </ul>	SE: 194, 197 <i>Teen Scene</i> 196 TWE: CLA 194
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in East Asia. (G, H, E)</li> </ul>	SE: 196 Social indicators for both genders are discussed in the following ancillaries: <i>Focus on Geography Literacy</i> (binder) Lesson 1 <i>Unit 1 Resources Cooperative Learning Activity 1</i>
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)</li> </ul>	SE: 169-172, 197, 202 <i>National Geographic</i> 195, 202 TWE: TTA 169 CB 197 M 195, 202
<ul style="list-style-type: none"> <li>Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)</li> </ul>	SE: 691 <i>The following pages contain information pertaining to physical characteristics of China:</i> SE: 162-164 <i>National Geographic</i> 163 TWE: AMS 163
<ul style="list-style-type: none"> <li>Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H)</li> </ul>	SE: RA24-RA25, RA26-RA27, 171 <i>National Geographic</i> 170

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)</li> </ul>	SE: 200-203 TWE: TTA 201
<ul style="list-style-type: none"> <li>Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)</li> </ul>	<i>The following pages contain information pertaining to the population of China:</i> SE: 137, 171 <i>National Geographic</i> 171 TWE: GS 137 M 171
<ul style="list-style-type: none"> <li>Describe and explain the status of Taiwan. (H, G)</li> </ul>	SE: 180-181 <i>National Geographic</i> 181 TWE: F 180 M 181 TTA 181
<ul style="list-style-type: none"> <li>Identify the number of time zones the Asiatic part of Russia spans; identify the routes used by Russian explorers, traders, and religious dissidents to cross into what is now Alaska. (H, G)</li> </ul>	SE: 383 <i>Skill</i> 490 TWE: BMS 383 T 490
<b>Europe</b>	
E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames rivers. Locate the Alps, Pyrenees, and Balkan mountains. Locate the countries in the Northern, Southern, Central, Eastern, and Western regions of Europe.	SE: RA2-RA3, 226, 227 <i>National Geographic</i> 252, 272, 279, 302, 307 TWE: RAA 232 AMS 279, 302, 307
E.2 Use a map key to locate countries and major cities in Europe. (G)	SE: 227, 228 <i>National Geographic</i> 237, 243, 272 TWE: RAA 232 MS 227, 228 AMS 237, 243
E.3 Explain how the following five factors have influenced settlement and the economies of major European countries: a. absolute and relative locations b. climate c. major physical characteristics d. major natural resources e. population size (G, E)	SE: 256-259, 261-265, 278-281, 283-286, 288-291, 292-295 TWE: F 288, 292 C 291 T 293
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Europe and its relationship to the economy. (G, H, E)</li> </ul>	SE: 284, 289, 295

OBJECTIVES	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Europe. (G, H, E)</li> </ul>	Civic participation for both genders is defined on pages 36-37. Social indicators for both genders are discussed in the following ancillary: <i>Focus on Geography Literacy</i> (binder) Lesson 1 <i>Unit 1 Resources</i> Cooperative Learning Activity 1
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Europe. (G, H, E)</li> </ul>	SE: 280-281, 284, 286, 297, 299, 300, 308, 312-315 TWE: R 286 CLA 299
<ul style="list-style-type: none"> <li>Explain why Europe has a highly developed network of highways, waterways, railroads, and airline linkages. (G, H, E)</li> </ul>	SE: 283, 289, 292-293 TWE: RAA 230
<ul style="list-style-type: none"> <li>Describe the purposes and achievements of the European Union. (H, E)</li> </ul>	SE: 263, 268-269, 283, 285, 289, 298 <i>Time Reports</i> 321-327 <i>National Geographic</i> 269 TWE: M 269 TTA 269 MC 321
<ul style="list-style-type: none"> <li>Identify the countries that were once part of the Soviet Union in the Baltic Area, Central Asia, Southern Russia, and the Caucasus, and compare the population and size of the former Soviet Union with that of present day Russia. (H, G)</li> </ul>	SE: 308, 309-310, 311-315, 317-320 <i>National Geographic</i> 307 TWE: AMS 307 MSN 308 F 311 C 315 R 315
<ul style="list-style-type: none"> <li>Explain the sources and effects of the massive pollution of air, water, and land in the former satellite nations of Eastern Europe, in the countries once part of the Soviet Union, and in Russia. (H, G)</li> </ul>	SE: 308, 310, 374 TWE: TTA 318, 374
<b>South America</b>	
SAM.1 On a map of the world, locate South America, the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the Southern, Northern, Eastern, and Western regions of South America. (G)	SE: RA14-RA15, RA16-RA17, 574, 575 <i>National Geographic</i> 605 TWE: RAA 574 AMS 605
SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)	SE: 575, 576 <i>National Geographic</i> 583, 605, 623 TWE: RAA 574 MS 575, 576 AMS 583, 623
SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries: a. absolute and relative locations b. climate c. major physical characteristics d. major natural resources e. population size (G, E)	SE: 582-587, 589-595, 604-607 <i>National Geographic</i> 584 TWE: MSN 583 CTA 584, 590, 606 F 589 CB 586

OBJECTIVES	PAGE REFERENCES
SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G).	SE: 586-587, 590, 593, 594-595, 606-607, 624
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E)</li> </ul>	SE: 584, 592 TWE: TTA 605
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in South America. (G, H, E)</li> </ul>	Civic participation for both genders is defined on pages 36-37. Social indicators for both genders are discussed in the following ancillaries: <i>Focus on Geography Literacy</i> (binder) Lesson 1 <i>Unit 1 Resources</i> Cooperative Learning Activity 1 <i>Unit 8 Resources</i> Enrichment Activity 22
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in selected countries in South America. (G, H, E)</li> </ul>	SE: 586, 591, 592, 594, 595, 606-607 <i>National Geographic</i> 586, 594 TWE: M 586, 594
<ul style="list-style-type: none"> <li>Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)</li> </ul>	SE: 584-585, 590, 606-607, 617, 622 TWE: CTA 606 CB 586

### Codes Used for TWE Pages

AD	Analyzing the Diagram	GS	Graphic Study
AG	Analyzing Graphs	GT	GeoQuiz Transparency
AMS	Applying Map Skills	M	More
BMS	Building Map Reading Skills	MAP	More About the Photos
C	Close	MC	Making Connections
CB	Content Background	MS	Map Study
CCA	Chapter Culminating Activity	MSN	Meeting Special Needs
CJ	Current Events Journal	P	Preparing the Student
CLA	Cooperative Learning Activity	R	Reteaching
CPA	Country Profile Activity	RAA	Regional Atlas Activity
CTA	Critical Thinking Activity	T	Teach
D	Demonstrating Ideas	TL	Time Line
E	Enrich	TR	Time Reports
EI	Evaluating Information	TT	Teacher to Teacher
F	Focus	TTA	Team-Teaching Activity
GHA	Geography & History Activity		