



**NEW HAMPSHIRE**  
**Social Studies Curriculum Framework - Geography**  
**End of Grades Six and Ten**  
***World Geography* © 2003**

PROFICIENCY STANDARDS	PAGE REFERENCES
<p><b>Purpose.</b> Geography is the study of Earth's surface and the processes that shape it; the relationships between people and the environment; and the connections among people and places. Students of geography seek answers to the following questions: <i>Where is something located? Why is it there? How did it get there? What is the significance of its location? and How is it related to other people, places, and environments?</i> To answer these questions, students need to acquire information from primary and secondary sources including maps and other graphic tools; learn the skills of observation and speculation; analyze, synthesize, and evaluate geographic information; employ statistical analysis; and develop and test geographic generalizations.</p>	
<p><b>Curriculum Standard 10.</b> Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	
<p><u>End-of-Grade 6 (Elementary)</u>            Students will be able to:</p>	
<p>◆ 10.6.1. Identify and use the major graphic elements of maps and globes and describe different types of map scales and map projections.</p>	<p>SE: 1-3, 4-5, 6-7, 8-9  <i>SkillBuilder</i> 232  <i>National Geographic</i> 81            TWE: MSN 3            MS 8, 81            CTA 4, 6            CLA 9</p>
<p>◆ 10.6.2. Locate on a grid system particular geographic features in their neighborhood and community.</p>	<p>SE: 2-3, 6-7            TWE: MSN 3            CTA 6, 7, 14</p>
<p>◆ 10.6.3. Describe the absolute and relative location of their community and places within it.</p>	<p>SE: RA8-RA9, 2-3, 8-9, 115-120            TWE: FYI 3            MSN 3            CLA 9            CTA 14</p>
<p>◆ 10.6.4. Locate on a map or globe the continents; major nations; smaller political entities (for example, provinces, states, cities); and major oceans, rivers, and mountain ranges.</p>	<p>SE: RA1-RA33, 106-107, 182-183, 260-261, 338-339, 410-411  <i>National Geographic</i> 460, 522            TWE: L2 339            CLA 15            L1 411</p>
<p>◆ 10.6.5. Sketch and label maps from memory of New Hampshire, the United States, and North America that show the relative location, size, and shape of important geographic features.</p>	<p>SE: <i>National Geographic</i> 30, 52, 72, 98, 128, 154, 174            TWE: GSH 2            MSN 3            CTA 4            CLA 8</p>

PROFICIENCY STANDARDS	PAGE REFERENCES
◆ 10.6.6. Describe basic spatial units of measurement and use them to calculate area and estimate and calculate distances between locations on a map in miles, kilometers, time, and cost.	SE: 2-3, 5, 6-7, 8-9 TWE: GSH 1 MS 5, 9 CLA 8 ETC 5 CN 5 IC 9
◆ 10.6.7. Employ coordinates, including latitude and longitude, to construct maps and plot locations.	SE: 3, 106-107, 182-183, 260-261, 338-339, 410-411 TWE: MSN 3 ETC 5 L2 412 RAA 260, 338 CLA 8, 9
◆ 10.6.8. Employ photographs to classify areas as rural, suburban, and urban, and to identify similarities and differences in land use in those areas.	SE: <i>National Geographic</i> 24, 49, 120, 125, 136, 137, 158 TWE: NG 24, 49, 120, 125, 136, 137, 158
<b>End-of-Grade 10 (Secondary)</b> In addition to the above, students will be able to:	
◆ 10.10.1. Compare the purpose, nature, and intended use of maps provided by different sources.	SE: RA1-RA39, 10-11 <i>SkillBuilder</i> 126, 172, 232, 308, 432, 680 TWE: CTA 11 MSN 10 TS 308, 432, 680
◆ 10.10.2. Employ appropriate maps and other data displays, including tables, graphs, charts, and diagrams, to locate and analyze current world events.	SE: RA38-RA39, 12-13 <i>SkillBuilder</i> 28, 70, 550 <i>National Geographic</i> 76, 78 TWE: CTA 12 NG 13 TS 28, 70, 550
◆ 10.10.3. Employ maps and other images to identify, analyze, and communicate why various human geographic features are located in particular areas.	SE: RA38-RA39, 108-109, 184-185 <i>National Geographic</i> 77, 78, 92 TWE: MS 78, 92 RAA 109 L1 108, 184
◆ 10.10.4. Locate, using maps, plans, and schematics, the major components of the infrastructure of their community and region.	SE: 107, 108-109 <i>National Geographic</i> 117, 135, 136, 160-161 TWE: L3 111 L2 109 L1 108 RAA 109
◆ 10.10.5. Sketch a world map from memory and identify major landforms, water systems, and concentrations of resources.	TWE: MSN 3 CTA 4 CLA 8

PROFICIENCY STANDARDS	PAGE REFERENCES
<b>Curriculum Standard 11.</b> Students will demonstrate an understanding of the physical and human geographic features that define places and regions.	
<u>End-of-Grade 6 (Elementary)</u> Students will be able to:	
◆ 11.6.1. Employ observation, maps, and other tools to identify and compare the physical features of particular places including soils, landforms, vegetation, wildlife, and climate.	SE: 35-36, 37-43, 46-49, 59-64, 65-69, 115-120, 121-125 <i>National Geographic</i> 47, 66, 67, 122, 123 TWE: CLA 35 MSN 38
◆ 11.6.2. Identify and discuss the human geographic features of neighborhoods and places including population density, economic activities, forms of shelter, and modes of transportation and communication.	SE: 75-79, 89-90, 93-94, 133-137, 157-164, 211-217 TWE: CLA 77, 93 C 79 TTA 215
◆ 11.6.3. Identify and discuss similarities and differences in cultural landscapes found in different places in the world.	SE: 80-85, 86-90, 220-225, 226-231 <i>National Geographic</i> 81, 82, 83, 227 TWE: NG 81, 82, 83 CLA 82
◆ 11.6.4. Discuss the attachments people have for a particular place and region as well as their sense of belonging in certain places and regions.	SE: 80-85, 146-151, 220-225, 226-231, 238-241, 294-300, 301-307 TWE: L1 81, 83 CTA 83 TTA 84 F 146
◆ 11.6.5. Discuss how people define regions in terms of physical and cultural criteria and how they use the concept of regions in their study of Earth.	SE: 21, 65-69, 80-85, 86-90, 220-225, 226-231 <i>National Geographic</i> 66, 67, 81, 82, 83, 227 TWE: NG 81, 82, 83 CLA 21, 82
◆ 11.6.6. Identify and compare landform, climate, and natural vegetation regions.	SE: 21, 59-64, 65-69, 115-120, 121-125 <i>National Geographic</i> 66, 67 TWE: CLA 21, 67 F 65 C 69
<u>End-of-Grade 10 (Secondary)</u> In addition to the above, students will be able to:	
◆ 11.10.1. Discuss the impact of different levels of technology on the human and physical geographic features of places and regions.	SE: 91-95, 157-162, 165-169 <i>Viewpoint</i> 44-45, 170-171, 248-249, 394-395, 772-773, 842-843 TWE: CTA 94 CLA 167 F 170
◆ 11.10.2. Explain how industrialization, population, and urbanization define places and regions.	SE: 93, 133-137, 157-163, 211-217 <i>National Geographic</i> 215, 216 TWE: CLA 159 F 211 TTA 215 MS 216 NG 215

PROFICIENCY STANDARDS	PAGE REFERENCES
♦ 11.10.3. Analyze how language, tradition, and other cultural elements shape peoples' perceptions and opinions about places and regions.	SE: 80-85, 146-151, 220-225, 226-231, 238-241, 294-300, 301-307 TWE: L1 81, 83 CTA 83 TTA 84 F 146
♦ 11.10.4. Use maps to demonstrate how place and regional boundaries change.	SE: 183 <i>National Geographic</i> 221, 222, 295, 299, 368, 449 TWE: MS 221, 222, 295, 299 L2 339
<b>Curriculum Standard 12.</b> Students will demonstrate an understanding of landform patterns and water systems on Earth's surface; the physical processes that shape these patterns; and the characteristics and distribution of ecosystems.	
<u>End-of-Grade 6 (Elementary)</u> Students will be able to:	
♦ 12.6.1. Identify and describe the major landforms and water systems found on Earth's surface.	SE: 35-36, 46-49, 115-120, 193-198, 271-276, 345-350, 421-426 TWE: CLA 35, 48, 117 F 46, 193
♦ 12.6.2. Describe the roles of water, wind, ice, temperature, and slope in shaping the physical features of Earth's major landforms and discuss how glaciers, wind, and water have shaped the physical landscape of New Hampshire.	SE: 42-43, 46-49, 59-64, 69, 118-119, 121 TWE: L2 42 ETC 42 C 43
♦ 12.6.3. Discuss how changing Earth-Sun and Earth-Moon relationships influence seasons, length of day, weather and climate, the water cycle, and tides.	SE: 55-58, 59-64, 65-69 <i>National Geographic</i> 57, 60, 61 TWE: F 55 CLA 57 NG 57 C 58
♦ 12.6.4. Discuss potential outcomes of the continued movement of Earth's crust or tectonic plates including continental drift, earthquakes, and volcanic activity.	SE: 37-41, 646-647 <i>National Geographic</i> 38, 39, 40-41, 646 TWE: F 37 L2 39 MS 39 FYI 41
♦ 12.6.5. Describe the components of Earth's physical systems--the atmosphere, lithosphere, hydrosphere, and biosphere.	SE: 35-36, 37-43, 46-49, 55-58 <i>National Geographic</i> 38 TWE: CLA 35, 48 F 37
♦ 12.6.6. Define a local ecosystem and explain how its components are interrelated.	SE: 115-120, 121-125, 165-169 <i>National Geographic</i> 120, 122, 123, 124, 125 TWE: CLA 117, 167 NG 120 L1 122 CN 123

PROFICIENCY STANDARDS	PAGE REFERENCES
♦ 12.6.7. Describe cycles of succession in a variety of ecosystems (for example, forest, lake, grassland).	SE: 22, 94-95, 165-169 <i>Viewpoint</i> 44-45, 170-171, 326-327, 772-773 TWE: FYI 22 CTA 94, 168 CLA 169
♦ 12.6.8. Describe the characteristics of various biomes (for example, tropical rain forest, major desert), and discuss the groups of plants and animals associated with these large-scale ecosystems.	SE: 22, 94-95, 165-169 <i>Viewpoint</i> 44-45, 170-171, 326-327, 772-773 TWE: FYI 22 CTA 94, 168 CLA 169
<b>End-of-Grade 10 (Secondary)</b> In addition to the above, students will be able to:	
♦ 12.10.1. Describe how physical characteristics, including climate, soil, ocean currents, and salinity, affect the number, kind, and distribution of plants and animals in an ecosystem.	SE: 55-58, 59-64, 65-69, 94-95, 115-120, 121-125, 165-169 <i>Viewpoint</i> 44-45, 170-171, 326-327, 772-773 TWE: CLA 57 F 59 CTA 94, 168
♦ 12.10.2. Evaluate the relationship between the carrying capacity of different ecosystems and optimal land use patterns.	SE: 22, 94-95, 165-169 <i>Viewpoint</i> 44-45, 170-171, 326-327, 772-773 TWE: FYI 22 CTA 94, 168 CLA 169
♦ 12.10.3. Identify the locations of the world's known fossil fuel reserves and describe the processes that produced these fuels.	SE: 91-92, 165-166, 242-244, 396-397, 469-473 <i>National Geographic</i> 92 TWE: L1 92 F 396 NG 92 CLA 93, 167 CTA 94
♦ 12.10.4. Discuss interactions among the atmosphere, lithosphere, hydrosphere, and biosphere.	SE: 35-36, 37-43, 46-49, 55-58 <i>National Geographic</i> 38 TWE: CLA 35, 48 F 37
<b>Curriculum Standard 13.</b> Students will demonstrate an understanding of the impact of human systems on Earth's surface including the characteristics, distribution, and migration of human populations; the nature and complexity of patterns of cultural diffusion; patterns and networks of economic interdependence; processes, patterns, and functions of human settlement; and the forces of cooperation and conflict that shape human geographic divisions.	
<b>End-of-Grade 6 (Elementary)</b> Students will be able to:	
♦ 13.6.1. Describe Earth's human systems including the urban, agricultural, political, economic, communication, and transportation systems.	SE: 80-85, 86-90, 133-137, 157-164, 211-217, 237-241, 313-319, 387-393 TWE: T 87 F 157, 237 TTA 215

PROFICIENCY STANDARDS	PAGE REFERENCES
♦ 13.6.2. Discuss the relationship between physical features and the location of human systems including the distribution of population in coastal areas, river valleys, and mountain ranges.	SE: 75-79, 93-94, 133-137, 157-164, 211-217, 287-291 TWE: F 75, 133 CLA 77 TTA 215
♦ 13.6.3. Employ demographic and cultural characteristics, including age, gender, ethnicity, and language, to describe populations.	SE: 75-79, 80-85, 86-90, 93-94, 133-137, 157-164, 211-217, 220-225, 226-231, 287-291 <i>National Geographic</i> 81, 82, 83, 227 TWE: F 75, 133 CLA 77 TTA 215
♦ 13.6.4. Describe and compare housing and land use patterns in rural, urban, and suburban areas in the United States and other regions of the world.	SE: 134-137, 157-162, 237-241, 389-393, 463-468 <i>National Geographic</i> 136, 158 TWE: CLA 135, 239 NG 158
♦ 13.6.5. Define the major components of culture and write a description of their culture.	SE: 80-85, 86-90, 146-151, 220-225, 226-231 <i>National Geographic</i> 81, 82, 83, 227 TWE: NG 81, 82, 83 CLA 82 T 147
♦ 13.6.6. Describe the location and boundaries of various economic activities, including agriculture, mining, manufacturing, fishing, forestry, and tourism, and discuss the relative importance of these activities in New Hampshire and the United States.	SE: 109, 157-164, 237-241 <i>National Geographic</i> 160-161, 238 TWE: F 157 RAA 109 NG 161 FYI 160
♦ 13.6.7. Identify and explain the importance of the nature and location of transportation and communication networks to economic activity.	SE: 162-163, 240-241, 391-393, 466-468, 541-542, 690-691 <i>National Geographic</i> 162 TWE: NG 162 CTA 240 TTA 541
<b>End-of-Grade 10 (Secondary)</b> In addition to the above, students will be able to:	
♦ 13.10.1. Analyze the locations of and interconnections among Earth's human systems.	SE: 75-79, 89-90, 93-94, 133-137, 157-164, 211-217, 287-291 TWE: F 75, 133 CLA 77 TTA 215
♦ 13.10.2. Discuss the population characteristics of a country or region including such demographic factors as birth and death rates, population growth rate, doubling time, and life expectancy.	SE: 75-79, 89-90, 93-94, 133-137, 157-164, 211-217, 287-291 TWE: F 75, 133 CLA 77 TTA 215
♦ 13.10.3. Examine and discuss the interrelationships between and among settlement, migration, and population-distribution patterns and landforms, climates, and patterns of vegetation.	SE: 75-79, 89-90, 93-94, 133-137, 157-164, 211-217, 287-291 TWE: F 75, 133 CLA 77 TTA 215

PROFICIENCY STANDARDS	PAGE REFERENCES
<p>◆ 13.10.4. Evaluate, take, and defend positions concerning the ways changing population patterns can influence the environment and society.</p>	<p>SE: 75-79, 133-137, 211-217, 287-291, 363-366, 439-443 <i>National Geographic</i> 77</p> <p>TWE: F 75 C 79 NG 77 R 79 CTA 78</p>
<p>◆ 13.10.5. Describe, by examining the development of major industries in the United States, how geography and the factors of production have contributed to the location of certain types of manufacturing in particular places and regions.</p>	<p>SE: 93-94, 109, 157-162, 238-240, 316-317 <i>National Geographic</i> 92</p> <p>TWE: CLA 93 MS 92, 109 RAA 109</p>
<p>◆ 13.10.6. Analyze how various factors, including resources, boundaries, strategic locations, culture, and politics, contribute to cooperation and conflict within and between countries.</p>	<p>SE: 140-145, 220-225, 294-300, 313-315, 367-373 <i>National Geographic</i> 314-315, 368</p> <p>TWE: MSN 221 R 225 CTA 297</p>
<p><b>Curriculum Standard 14.</b> Students will demonstrate an understanding of the connections between Earth's physical and human systems; the consequences of the interaction between human and physical systems; and changes in the meaning, use, distribution, and importance of resources.</p>	
<p>End-of-Grade 6 (Elementary) Students will be able to:</p>	
<p>◆ 14.6.1. Identify and discuss ways people depend upon, use, and alter the physical environment.</p>	<p>SE: 91-95, 119-120, 124-125, 158-159, 165-169, 237-240 <i>National Geographic</i> 92</p> <p>TWE: MS 92 CLA 93 TTA 119</p>
<p>◆ 14.6.2. Identify and discuss the relationship between habitat and the increase, decrease, or stability of populations of species of plants and animals.</p>	<p>SE: 91-95, 157-162, 165-169 <i>Viewpoint</i> 44-45, 170-171, 248-249, 394-395, 772-773, 842-843</p> <p>TWE: CTA 94 CLA 167 F 170</p>
<p>◆ 14.6.3. Identify features of the physical environment in their community and region that first attracted settlers and have supported subsequent development.</p>	<p>SE: 109, 115-120, 121-125, 133-137, 140-145, 157-162</p> <p>TWE: RAA 109 F 115, 133 CLA 117, 143</p>
<p>◆ 14.6.4. Evaluate the effects of weather and climate on agricultural activities, types of housing, fuel consumption, and other activities in their community and state.</p>	<p>SE: 55-58, 59-64, 65-69, 121-125 <i>National Geographic</i> 66, 67, 122, 123</p> <p>TWE: F 65, 121 MS 66, 67 CLA 123</p>

PROFICIENCY STANDARDS	PAGE REFERENCES
♦ 14.6.5. Explain how natural hazards and disasters affect the way people live and discuss what types of natural disasters may occur in their community, region, state, nation, and the world.	SE: 37-41, 646-647 <i>National Geographic</i> 38, 39, 40-41, 646 TWE: F 37 L2 39 MS 39 FYI 41
♦ 14.6.6. Explain what a resource is, describe the characteristics of resources, and discuss the use of renewable and nonrenewable resources in various parts of the world.	SE: 91-92, 165-166, 242-244, 396-397, 469-473 <i>National Geographic</i> 92 TWE: L1 92 F 396 NG 92 CLA 93, 167 CTA 94
♦ 14.6.7. Identify and discuss, using historical and contemporary examples, connections between the location of human systems and natural resources.	SE: 91-92, 165-166, 242-244, 396-397, 469-473 <i>National Geographic</i> 92 TWE: L1 92 F 396 NG 92 CLA 93, 167 CTA 94
<b>End-of-Grade 10 (Secondary)</b> In addition to the above, students will be able to:	
♦ 14.10.1. Analyze patterns of land use in terms of physical and human geographic features; distances to raw materials; proximity to population centers; and absence of physical barriers.	SE: 75-79, 93-94, 133-137, 157-164, 211-217, 287-291 TWE: F 75, 133 CLA 77 TTA 215
♦ 14.10.2. Identify and evaluate the significance of the major forces of technology that have been used to modify physical systems in the past and in the present including fire; animals; the plow; explosives; steam power; diesel machinery; and electricity.	SE: 91-95, 157-162, 165-169 <i>Viewpoint</i> 44-45, 170-171, 248-249, 394-395, 772-773, 842-843 TWE: CTA 94 CLA 167 F 170
♦ 14.10.3. Compare the ability of various ecosystems to absorb the impacts of human activities.	SE: 55-58, 59-64, 65-69, 94-95, 115-120, 121-125, 165-169 <i>Viewpoint</i> 44-45, 170-171, 326-327, 772-773 TWE: CLA 57 F 59 CTA 94, 168
♦ 14.10.4. Discuss how settlement patterns and other land use decisions reflect the perceptions of people both in the past and in the present.	SE: 75-79, 93-94, 133-137, 140-142, 157-164, 211-217, 287-291 TWE: F 75, 133 CLA 77 TTA 215 L2 183
♦ 14.10.5. Analyze the relationship between resources and the exploration, colonization, and settlement of different areas of the world.	SE: 140-142, 222-223, 297, 447, 521-522 <i>National Geographic</i> 141 TWE: L1 141 NG 141 L2 142, 222

PROFICIENCY STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>◆ 14.10.6. Identify the location of major resources in the world today and analyze the impact of resource distribution patterns on world trade, standards of living, and international relations.</li> </ul>	SE: 91-92, 165-166, 242-244, 396-397, 469-473 <i>National Geographic</i> 92 TWE: L1 92 F 396 NG 92 CLA 93, 167 CTA 94
<ul style="list-style-type: none"> <li>◆ 14.10.7. Discuss how changes in a physical or human system can have regional and worldwide implications (for example, the effect of a volcanic eruption on the world's climate).</li> </ul>	SE: 91-95, 157-162, 165-169 <i>Viewpoint</i> 44-45, 170-171, 248-249, 394-395, 772-773, 842-843 TWE: CTA 94 CLA 167 F 170
<b>Curriculum Standard 15.</b> Students will demonstrate the ability to apply their knowledge of geographic concepts, skills, and technology to interpret the past and the present and to plan for the future.	
<u>End-of-Grade 6 (Elementary)</u> Students will be able to:	
<ul style="list-style-type: none"> <li>◆ 15.6.1. Identify, using maps, illustrations, photographs, and documents from different time periods, how land use in their community has changed and discuss reasons for these changes.</li> </ul>	SE: 109 <i>National Geographic</i> 119, 120, 124, 136, 144, 158, 160-161, 167 TWE: RAA 109 MS 109 NG 119, 120, 124
<ul style="list-style-type: none"> <li>◆ 15.6.2. Describe changes in the ways people have earned their living in New Hampshire from the pre-colonial time to the present and identify and discuss corresponding changes that have occurred in physical and human systems.</li> </ul>	<i>The following pages reference economic development in the history of the United States.</i> SE: 109, 119-120, 134-137, 141-144, 157-164 <i>National Geographic</i> 119, 120, 137, 141 TWE: RAA 109 NG 119, 141
<ul style="list-style-type: none"> <li>◆ 15.6.3. Use maps and narratives to place historic and contemporary events in a spatial context.</li> </ul>	SE: <i>National Geographic</i> 216, 221, 222, 239, 243, 299, 368, 449 TWE: NG 216, 221, 222 CTA 214
<ul style="list-style-type: none"> <li>◆ 15.6.4. Discuss the relationships among population growth, technology, and resource use.</li> </ul>	SE: 75-79, 89-90, 91-92, 93-94, 133-137, 157-164, 165-166, 211-217, 242-244, 287-291, 396-397, 469-473 <i>National Geographic</i> 92 TWE: F 75, 133 CLA 77 TTA 215
<u>End-of-Grade 10 (Secondary)</u> In addition to the above, students will be able to:	
<ul style="list-style-type: none"> <li>◆ 15.10.1. Evaluate sites within their community or region in order to identify the best location for a particular activity (for example, school, factory, shopping area, waste treatment plant).</li> </ul>	SE: 109, 117 TWE: RAA 109 L3 111 L2 117 CTA 119 CLA 135

PROFICIENCY STANDARDS	PAGE REFERENCES
◆ 15.10.2. Analyze urban growth patterns around the world over time including changes in the location, conditions, and functions of urban centers.	SE: 135-137, 215-217, 244-245, 290-291, 442-443 <i>National Geographic</i> 136, 216, 443 TWE: NG 136, 216 ETC 216
◆ 15.10.3. Describe how knowledge of major ecosystems can facilitate land management and contribute to an understanding of such issues as acid rain, endangered species, and global warming.	SE: 91-95, 157-162, 165-169 <i>Viewpoint</i> 44-45, 170-171, 248-249, 394-395, 772-773, 842-843 TWE: CTA 94 CLA 167 F 170
◆ 15.10.4. Use the concept of sustainable development to analyze how different countries respond to changes in population and the needs of society.	SE: 242-247, 618-623 <i>National Geographic</i> 243 TWE: F 242 MS 243 L2 243, 619 TTA 246
◆ 15.10.5. Use geographic criteria to compare developed and developing nations.	SE: 93-94, 109, 157-162, 238-240, 316-317 <i>National Geographic</i> 92 TWE: CLA 93 MS 92, 109 RAA 109
◆ 15.10.6. Use geographic criteria to analyze daily activities and public policies that affect the world's environment and resources.	SE: 91-95, 157-162, 165-169 <i>Viewpoint</i> 44-45, 170-171, 248-249, 394-395, 772-773, 842-843 TWE: CTA 94 CLA 167 F 170
◆ 15.10.7. Evaluate, using spatial and environmental perspectives, the potential short- and long-term impact of current issues and policies related to population changes and human development; food and agriculture; oceans and coasts; and changes in weather and climate.	SE: 91-95, 157-162, 165-169 <i>Viewpoint</i> 44-45, 170-171, 248-249, 394-395, 772-773, 842-843 TWE: CTA 94 CLA 167 F 170

### Codes Used for TWE Pages

C	Close	L2	L2
CLA	Cooperative Learning Activity	L3	L3
CN	Culture Note	MS	Map Study
CTA	Critical Thinking Activity	MSN	Meeting Special Needs Activity
ETC	Extending the Content	NG	National Geographic
F	Focus	R	Reteach
FYI	FYI	RAA	Regional Atlas Activity
GSH	Geography Skills Handbook Activity	T	Teach
IC	Interdisciplinary Connection	TS	Teaching the Skill
L1	L1	TTA	Team Teaching Activity