



Exploring Our World

People, Places, and Cultures

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STANDARDS	PAGE REFERENCES
<p>Geography (GE:1) The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p>SS:GE:1: The World in Spatial Terms 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>Grades 5-6</p> <p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p>	<p>This objective may be met by requesting students translate mental maps using the following references.</p> <p>Student Edition: 16-17 <i>Geography Skills Handbook</i> 22-23, 24, 26 <i>National Geographic</i> 160 <i>Writing About Geography</i> 162</p> <p>Teacher Wraparound Edition: ACM 26; ACS 31; ADS 27; AUS 30; C 15; C2 612</p>

STANDARDS	PAGE REFERENCES
<p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p>	<p>Student Edition: 37-38 <i>Geography Skills Handbook</i> 24, 27 <i>National Geographic</i> 30, 210 <i>Section Review</i> 38 #6 <i>Writing About Geography</i> 615</p> <p>Teacher Wraparound Edition: ADS 27; AUG 24; C 15; GSA 24, 27</p>
<p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 261, 262, 263 <i>Comparing Population</i> 258 <i>Geography & History</i> 281 <i>National Geographic</i> 248, 283, 379, 461</p> <p>Teacher Wraparound Edition: D 50; RAA 263</p>
<p>Geography (GE:2)</p>	
<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	
<p>SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>	<p>Student Edition: 219, 295-297, 307-308, 627 <i>History at a Glance</i> 300-301, 390-391, 630-631 <i>National Geographic</i> 248, 389, 461</p> <p>Teacher Wraparound Edition: D 296</p>
<p>SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>Student Edition: 82, 83-87, 88-89, 218, 294, 396, 397-398 <i>Time Perspectives</i> 346 <i>World Literature</i> 222 <i>Writing About Geography</i> 312</p> <p>Teacher Wraparound Edition: HCP 220</p>

STANDARDS	PAGE REFERENCES
Geography (GE:3)	
SS:GE:3: Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.	
SS:GE:6:3.1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion. (Themes: C: People, Places and Environment)	Student Edition: 57-58, 59-61, 201 <i>Geography & History</i> 123 <i>National Geographic</i> 48, 56, 57, 58, 59 <i>Section Review</i> 61 #6 Teacher Wraparound Edition: AS 58
SS:GE:6:3.2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere. (Themes: C: People, Places and Environment)	Student Edition: 36, 45, 46-48, 50-54, 64, 65, 66 <i>National Geographic</i> 47 <i>Section Review</i> 66 #4 Teacher Wraparound Edition: D 66
SS:GE:6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C: People, Places and Environment, F: Global Transformation)	Student Edition: 65, 66, 614-615, 698 <i>National Geographic</i> 248 <i>Reading Check</i> 65 <i>Time Perspectives</i> 242-243 Teacher Wraparound Edition: AS 243, 613; C 248
SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	Student Edition: 64, 614-615 <i>Geography & History</i> 62 <i>National Geographic</i> 65, 614 <i>Section Review</i> 66 #2, #5, 615 #4 Teacher Wraparound Edition: AGE 19; AS 62; HCP 65; W 64

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Geography (GE:4)	
SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.	
<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 73, 74, 715 <i>Expected Population Growth Rates</i> 73 <i>National Geographic</i> 74, 219, 715 <i>Reading Check</i> 73 <i>Section Review</i> 76 #2</p> <p>Teacher Wraparound Edition: D 74; S 74</p>
<p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 15, 75, 136-137, 219 <i>National Geographic</i> 75, 307, 716 <i>Section Review</i> 76 #6</p> <p>Teacher Wraparound Edition: C 730; W 76</p>
<p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 76, 218, 219, 220-221 <i>National Geographic</i> 221 <i>Section Review</i> 76 #4, 312 #5, 720 #4</p> <p>Teacher Wraparound Edition: D 219, 220</p>
<p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p>	<p>Student Edition: 220, 308, 444, 448, 549, 715-716 <i>National Geographic</i> 444, 448 <i>Reading Check</i> 716 <i>Section Review</i> 76 #3</p> <p>Teacher Wraparound Edition: R 220</p>
<p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p>	<p>Student Edition: 75, 147, 172, 559, 716 <i>National Geographic</i> 558, 559 <i>Visual Summary</i> 173</p> <p>Teacher Wraparound Edition: AS 308; D 716, 559</p>

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Geography (GE:5)	
SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.	
<p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p>Student Edition: 64, 171-172, 380-382, 614-615 <i>National Geographic</i> 64, 65, 382 <i>Section Review</i> 172 #5, 615 #4 <i>Time Perspectives</i> 820 Teacher Wraparound Edition: C 615; HCP 65; W 171</p>
<p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p>	<p>The following references may be used in classroom discussion to meet this objective. Student Edition: 121, 825-826, 829 <i>National Geographic</i> 15, 613, 754, 755 <i>Time Global Citizens</i> 828 Teacher Wraparound Edition: C 826; R 121; W 829</p>
<p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 329, 615, 774-775 <i>Geography & History</i> 616 <i>National Geographic</i> 119, 619, 777 <i>You Decide</i> 780-781 Teacher Wraparound Edition: C 781; MAP 774</p>
<p>SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>	<p>Student Edition: <i>Geography & History</i> 616 <i>National Geographic</i> 15, 277 <i>Time</i> 238 <i>Time Perspectives</i> 241, 242-243 Teacher Wraparound Edition: C 242; D 242; R 444; W 243</p>

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Geography (GE:1)	
<p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p>	
<p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p>SS:GE:1: The World in Spatial Terms 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>Grades 7-8</p>	
<p>SS:GE:8:1.1: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 16-17 <i>Geography Skills Handbook</i> 22, 23, 26, 27, 28-29, 30-31 Teacher Wraparound Edition: AMP 22, 23; GSA 22, 23</p>
Geography (GE:2)	
<p>SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</p>	
<p>SS:GE:8:2.1: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part. (Themes: C: People, Places and Environment)</p>	<p>Student Edition: 15, 19, 20, 55-61, 88-89 <i>National Geographic</i> 88 <i>World Climate Zones</i> 60 Teacher Wraparound Edition: AGE 19; GSA 18; T 15; W 16</p>
<p>SS:GE:8:2.2: Illustrate the connections among regions, e.g., world trade or regional alliances. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation)</p>	<p>Student Edition: 89, 169-170, 732-733, 737-738 <i>Japanese Trade With the United States</i> 738 <i>National Geographic</i> 89, 139 <i>Section Review</i> 172 #2, #4 Teacher Wraparound Edition: C 169</p>

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<p>SS:GE:8:2.3: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation, G: Science, Technology, and Society)</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 16-17, 578, 816 <i>Section Review 17 #4</i>, 816 #6 <i>Time Perspectives</i> 817-819 <i>You Decide</i> 734-735</p> <p>Teacher Wraparound Edition: ACW 735; DI 578; MAP 774</p>
<p>Geography (GE:3)</p>	
<p>SS:GE:3: Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</p>	
<p>SS:GE:8:3.1: Recognize how physical processes influence the formation and distribution of resources, e.g., the potential for hydroelectric power or coal deposits. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>	<p>Student Edition: 121, 375, 814, 816 <i>National Geographic</i> 15 <i>Reserves of Energy Resources</i> 374 <i>Time</i> 238</p> <p>Teacher Wraparound Edition: AEC 121; C 815; MAP 810; R 121</p>
<p>Geography (GE:4)</p>	
<p>SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	
<p>SS:GE:8:4.1: Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)</p>	<p>Student Edition: 119-120, 139, 195, 375 <i>Geography & History</i> 197 <i>National Geographic</i> 120, 169, 214 <i>Section Review</i> 196 #3 <i>Visual Summary</i> 203</p> <p>Teacher Wraparound Edition: W 119</p>

STANDARDS	PAGE REFERENCES
<p>SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes. (Themes: A: Conflict and Cooperation, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 169-170, 462, 463, 464-465, 731, 732-733 <i>National Geographic</i> 171, 464 <i>Time Global Citizens</i> 238 Teacher Wraparound Edition: C 463</p>
<p>Geography (GE:5)</p>	
<p>SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	