



STANDARDS	PAGE REFERENCES
<b>Grade 6</b>	
<b>EALR 3: GEOGRAPHY</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.	
<b>Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</b>	
<p><b>3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Compares past and present satellite images of the Amazon Rainforest to illustrate deforestation.</li> <li>• Constructs a population map of Canada, including annual temperature, and draws conclusions about how the environment affects human settlement.</li> </ul>	<p><b>Student Edition:</b> 16-17 <i>Geography Skills Handbook</i> 22, 23, 26, 27, 28-29, 30-31 <i>National Geographic</i> 47 <i>World Atlas</i> 2-3, 4-5</p> <p><b>Teacher Wraparound Edition:</b> HCP 52; RAM 47; WAA 2</p>

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<p><b>3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Identifies the location of the seven continents of the world.</li> <li>Explains the unique characteristics of the physical and cultural landscape between North Africa and Sub-Saharan Africa.</li> </ul>	<p><b>Student Edition:</b>  <i>National Geographic</i> 58, 351  <i>Regional Atlas</i> 178-187, 362-367, 428-437</p> <p><b>Teacher Wraparound Edition:</b>  ACM 26; AUP 2, 6; D 50; IR 177, 361, 427</p>
<p><b>Component 3.2: Understands human interaction with the environment.</b></p>	
<p><b>3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines how people in Mesopotamia shaped agriculture through the building of canals.</li> <li>Examines how Incas modified their environment to maximize crop production.</li> </ul>	<p><b>Student Edition:</b>  15, 64, 65, 66  <i>Essential Question</i> 12  <i>Section Review</i> 17 #5, 66 #2, #3</p> <p><b>Teacher Wraparound Edition:</b>  AGT 4; D 66; HCP 15; IW 1; MAP 1</p>
<p><b>3.2.2 Understands the characteristics of cultures in the world from the past or in the present.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Explains the Mayans' ways of life, including their technology, traditions, language, social roles, beliefs, and values.</li> <li>Explains how the Sumerians developed a unique culture based on the domestication of grain.</li> </ul>	<p><b>Student Edition:</b>  83-87, 88-89  <i>Major World Religions</i> 85  <i>National Geographic</i> 83, 88  <i>Section Review</i> 89 #2, #3</p> <p><b>Teacher Wraparound Edition:</b>  AS 86, 87, 221; C 84; D 84; DI 85; W 88</p>
<p><b>3.2.3 Understands the geographic factors that influence the movement of groups of people in the past or present.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Compares the factors that led to migration of the Han and the Goths into Europe.</li> <li>Compares how the physical environments of island culture influenced Maori and Polynesian migration.</li> </ul>	<p><b>Student Edition:</b>  75-76, 219-220, 716  <i>National Geographic</i> 75  <i>Section Review</i> 76 #4, #6</p> <p><b>Teacher Wraparound Edition:</b>  D 75, 219; R 75; W 75, 716</p>

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<b>Component 3.3: Understands the geographic context of global issues.</b>	
<p><b>3.3.1 Understands that learning about the geography of the world helps us understand the global issue of sustainability.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation.</li> <li>Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California's agricultural industry.</li> <li>Compares the Anasazis' struggle to find an adequate water supply in the 13th century with that of many societies today.</li> </ul>	<p>Teachers may meet this objective through classroom discussion of the following references:</p> <p><b>Student Edition:</b> 65, 540, 574-575 <i>Geography &amp; History</i> 62 <i>Time Perspectives</i> 241-245 <i>You Decide</i> 376-377, 536-537</p> <p><b>Teacher Wraparound Edition:</b> AS 62, 241, 243, 245; BCI 107</p>
<b>Grade 7</b>	
<b>Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.</b>	
<p><b>3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines a map of the Northwest and constructs an interpretation about why Japanese internment camps were placed where they were.</li> </ul>	<p><b>Student Edition:</b> <i>Geography &amp; History</i> 395 <i>Graphs in Motion</i> 574 <i>Map Skills</i> 333, 457 <i>National Geographic</i> 311, 351, 389, 449, 461, 493 <i>Reserves of Energy Resources</i> 374</p> <p><b>Teacher Wraparound Edition:</b> C 84</p>
<p><b>3.1.2 Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences.</li> <li>Explains the differences in spatial patterns between the agricultural regions of the Palouse and those of the Skagit Valley in Washington State.</li> </ul>	<p><b>Student Edition:</b> 73, 74, 75-76 <i>Section Review</i> 76 #2, #3, #5 <i>Writing About Geography</i> 54</p> <p><b>Teacher Wraparound Edition:</b> ACSPM 31; AUSPM 30; D 74; HCP 74; S 74</p>

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<b>Component 3.2: Understands human interaction with the environment.</b>	
<p><b>3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Examines how the Columbia Basin Irrigation Project impacted the Yakima River.</li> <li>Compares how Washington State's suburban and rural communities have impacted the environment differently.</li> <li>Examines the impact of urban sprawl on the natural environment and communities.</li> </ul>	<p>Teachers may meet this objective through classroom discussion of the following references:</p> <p><b>Student Edition:</b> 122</p> <p><b>Teacher Wraparound Edition:</b> AUC 110; HCP 65, 74, 83, 94</p>
<p><b>3.2.2 Understands examples of cultural diffusion in the world from the past or in the present.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Explains the spread of Christianity and Islam across Europe and Africa.</li> <li>Explains how the Norman Conquest of England led to the diffusion of French language into English.</li> <li>Explains how the Islamic culture influenced European art during the Renaissance.</li> <li>Explains how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest.</li> </ul>	<p>Teachers may meet this objective through classroom discussion of the following references:</p> <p><b>Student Edition:</b> 87</p> <p><i>Major World Religions</i> 85 <i>National Geographic</i> 87 <i>Section Review</i> 89 #4, #5, #6 <i>Writing About Geography</i> 89</p> <p><b>Teacher Wraparound Edition:</b> AS 87; BPC 108; C 84; D 87</p>
<p><b>3.2.3 Understands the role of immigration in shaping societies in the past or present.</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Draws conclusions about the role Norwegian immigrants had on urban development in coastal communities.</li> <li>Understands the role of the Klondike Gold Rush on the development of Seattle.</li> </ul>	<p><b>Student Edition:</b> 75-76, 219-220, 716</p> <p><i>National Geographic</i> 75 <i>Section Review</i> 76 #4, #6</p> <p><b>Teacher Wraparound Edition:</b> D 75, 219; R 75; W 75, 716</p>