

2017 Social Studies Review

Social Studies Evaluation Tool – Geography Eastern Hemisphere

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Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment– **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Idaho Content Standards: Social Studies-Geography: Eastern Hemisphere

Standard 1: History

Students in Geography-Eastern Hemisphere build an understanding of the cultural and social development of human civilization.

<u>Goal</u>	<u>Objective</u> - The student will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	<u>6-9.GEH.1.8.1</u> Describe major aspects of the civilizations of the Eastern Hemisphere prior to European contact.	<p><i>Specific Examples: SE: Introduced:</i> History of North Africa, 564–569; <i>Taught:</i> History of South Asia, 716–723; <i>Assessed:</i> Section Assessment, 723</p> <p>SE: History of West and Central Africa, 512–513; History of Southern and Eastern Africa, 538–543; History of North Africa, 564–569; History of South Asia, 716–723; History of China and Its Neighbors, 754–759; History of Japan and the Koreas, 782–787; History of Southeast Asia, 810–813; History of Australia and the Pacific, 842–845</p> <p>PG: Africa: Famous Cities and Kingdoms of West Africa, T20–T21; Ancient Egyptian Culture, T76–T77; South and Central Asia: Enrichment: The Golden Age of Gupta, T46; Enrichment: The Ramayana Today and Yesterday, T54; East and Southeast Asia: Enrichment: Angkor, City of Temples, T74</p>	Choose an item.
	<u>6-9.GEH.1.8.2</u> Examine the impact of Europeans on indigenous cultures in the Eastern Hemisphere.	<p><i>Specific Examples: SE: Introduced:</i> Europeans in the Region, 514; <i>Taught:</i> Europeans in the Region, 514–515; <i>Assessed:</i> Reading Check, 514</p> <p>SE: Europeans in the Region, 514–515</p> <p>PG: Africa: Things Fall Apart, T28–T29; Australia and the Pacific: Before and After, T16–T17</p>	Choose an item.

	<p>6-9.GEH.1.8.3 Compare various approaches to European colonization in the Eastern Hemisphere.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Colonialism, 514; <i>Taught:</i> European Colonization in Africa, 515; <i>Assessed:</i> Reading Check, 514</p> <p>SE: Colonialism, 514; Closer Look: European Colonization in Africa, 515; Colonial Impact, 540–541; The Colonial Period, 721; Closer Look: Effects of Colonization, 812; Exploration and Colonization, 843–844</p> <p>PG: Africa: Things Fall Apart, T28–T29; The Effects of Colonialism, T56–T57; Australia and the Pacific: Before and After, T16–T17</p>	<p>Choose an item.</p>
	<p>6-9.GEH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Core Concepts Handbook: Historical Sources, 120–121; <i>Taught:</i> Historical Sources, 120–121; <i>Assessed:</i> Document–Based Question, 577</p> <p>SE: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120–121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857</p> <p>PG: Primary Source Lesson Plan: Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>	<p>Choose an item.</p>

	<p>6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.</p>	<p><i>Specific Examples:</i> SE: Introduced: Core Concepts Handbook: Religion, 92–93; <i>Taught:</i> Islam, 600–603; <i>Assessed:</i> Reading Check, 601</p> <p>SE: Buddhism, 92-93, 717–718, 756, 757, 809, 811; Christianity, 92–93, 352–353, 356–358, 629, 639; Daoism, 756–757; Hinduism, 92–93, 725, 809, 811, 814; Islam, 92–93, 600–603, 606–607; Judaism, 92–93, 352–353, 626–628, 640, 641</p> <p>PG: Core Concepts Handbook: Religion Research, T81; Europe and Russia: Interfaith of Religion on Cultures of Eastern Europe, T126–T127; Enrichment: The Jewish People of Eastern Europe, T132; Southwest Asia: Religious Traditions and Art, T48–T49</p>	<p>Choose an item.</p>
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Standard 2: Geography

Students in Geography-Eastern Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	<u>6-9.GEH.2.1.1</u> Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each. (469.01b)	<p><i>Specific Examples: SE: Introduced:</i> Core Concepts Handbook: Ways to Show the Earth's Surface, 8–9; <i>Taught:</i> Core Concepts Handbook: Understanding Maps, 10–11; <i>Assessed:</i> Assessment, 14–15</p> <p>SE: Core Concepts Handbook: Ways to Show the Earth's Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Assessment, 14–15; Historical Maps, 124–125; also see: Maps (examples), 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654, 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713, 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 826, 828, 830, 835, 837, 839, 843, 850, 853</p> <p>PG: Core Concepts, T3, T15, T27, T41, T49, T63, T73, T89, T101; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>	Choose an item.
	<u>6-9.GEH.2.1.2</u> Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	<p><i>Specific Examples: SE: Introduced:</i> Latitude, longitude, 4–5; <i>Taught:</i> Zones of Latitude, 34; <i>Assessed:</i> Assessment, 35</p> <p>SE: Latitude, Longitude, 4–5, 6, 34, 35</p> <p>PG: Core Concepts Handbook: Latitude and Longitude, T5</p>	Choose an item.

<p><u>6-9.GEH.2.1.3</u> Use mental maps to answer geographic questions. (469.01b)</p>	<p><i>Specific Examples: SE: Introduced:</i> Understanding Maps, 10–11; <i>Taught:</i> Assessment (map of places to shop in your area), 11; <i>Assessed:</i> Assessment: Journal Activity (discuss your map), 15</p> <p>SE: Understanding Maps, 10–11; Types of Maps, 12–13; Assessment, 14</p> <p>PG: Core Concepts Handbook: Ways to Show Earth’s Surface, T8 (sketch a floor plan); From Here to There! T11 (mapmaking); Living Map, T13 (mapmaking)</p>	<p>Choose an item.</p>
<p><u>6-9.GEH.2.1.4</u> Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. (473.01a)</p>	<p><i>Specific Examples: SE: Introduced:</i> Ways to Show the Earth’s Surface, 8–9; <i>Taught:</i> Climate graphs, 33; <i>Assessed:</i> Assessment: Document-Based Questions, 45</p> <p>SE: Core Concepts Handbook: Ways to Show the Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Assessment, 14–15; Historical Maps, 124–125; also see: Map Skills (examples), 483, 488, 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614; Charts, Graphs, and Diagrams (examples), 22, 525, 533, 537, 545, 549, 563, 572, 592, 593, 608, 609, 613, 620, 625, 637, 643, 651, 652, 653, 668, 671, 673, 679, 689, 691, 699, 703, 712, 715, 726, 728, 730, 733, 741, 749, 754, 756, 758, 761, 763, 765, 769</p> <p>PG: Core Concepts Handbook, T3, T15, T27, T41, T49, T63, T73, T89, T10</p>	<p>Choose an item.</p>

<p>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</p>	<p><u>6-9.GEH.2.2.1</u> Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth. (469.03f)</p>	<p><i>Specific Examples: SE: Introduced:</i> Core Concepts Handbook: Earth in Space, 18–19; <i>Taught:</i> Air Circulation and Precipitation, 38–39; <i>Assessed:</i> Assessment: Think Critically, 44</p> <p>SE: Core Concepts Handbook: Earth in Space, 18–19; Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Types of Climate, 40–41; Ecosystems, 42–43</p> <p>PG: Core Concepts Handbook: Climate and Weather, T28 (analyze climate graphs); Climate Campaign, T29 (poster); Temperature, T31; Latitudes Quiz Show (diagram of earth’s zones); Water and Climate, T32</p>	<p>Choose an item.</p>
	<p><u>6-9.GEH.2.2.2</u> Locate, map, and describe the climate regions of the Eastern Hemisphere and their impact on human activity and living conditions.</p>	<p><i>Specific Examples: SE: Introduced:</i> Core Concepts Handbook: Climate and Weather, 32–33; <i>Taught:</i> Types of Climate, 40–41; <i>Assessed:</i> Assessment: World Latitude and Currents, 44</p> <p>SE: Core Concepts Handbook: Climates and Ecosystems: Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Types of Climate, 40–41; Ecosystems, 42–43</p> <p>PG: Core Concepts Handbook: Climate and Weather, T28; Climate Campaign, T29; Temperature, T31; Water and Climate, T32; Evaporation Theater, T33; Air Circulation and Precipitation, T34; How Wind Blows, T35; Types of Climate, T36; Climate Recipe Cards, T37</p>	<p>Choose an item.</p>

	<p>6-9.GEH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Eastern Hemisphere relates to their climate. (469.03a)</p>	<p><i>Specific Examples:</i> SE: Introduced: Core Concepts Handbook: Types of Climate, 40–41; <i>Taught:</i> Ecosystems, 42–43; <i>Assessed:</i> Ecosystems: Assessment, 43</p> <p>SE: Core Concepts Handbook: Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Types of Climate, 40–41; Ecosystems, 42–43</p> <p>PG: Core Concepts Handbook: Climate and Weather, T28; Climate Campaign, T29; Temperature, T31; Water and Climate, T32; Evaporation Theater, T33; Air Circulation and Precipitation, T34; How Wind Blows, T35; Types of Climate, T36; Climate Recipe Cards, T37</p>	Choose an item.
	<p>6-9.GEH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment.</p>	<p><i>Specific Examples:</i> SE: Introduced: Core Concepts Handbook: People’s Impact on the Environment, 52–53; <i>Taught:</i> People’s Impact on the Environment, 52–53; <i>Assessed:</i> Assessment: Document-Based Questions, 797</p> <p>SE: People’s Impact on the Environment, 52–53; Pollution, 46, 47, 75, 407, 418–419, 451, 535, 560, 698, 727, 767, 781; People’s Impact on the Environment, 52–53; Acid Rain, 419, 451; Closer Look: Coal or Nuclear: Difficult Energy Choices, 450; The Shrinking Aral Sea, 699; Climate and Culture, 711; The Three Gorges Dam, 766; Disappearing Islands, 850</p> <p>PG: Core Concepts Handbook: Human–Environment Interaction, T40–55; Africa: To Drill or Not to Drill? T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p>	

	<p>6-9.GEH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.</p>	<p><i>Specific Examples:</i> SE: Introduced: Core Concepts Handbook: People’s Impact on the Environment, 52–53; <i>Taught:</i> People’s Impact on the Environment, 52–53; <i>Assessed:</i> Assessment: Document-Based Questions, 797</p> <p>SE: People’s Impact on the Environment, 52–53; Pollution, 46, 47, 75, 407, 418–419, 451, 535, 560, 698, 727, 767, 781; Charts, Graphs, and Diagrams: Industrial Growth In the Former Czechoslovakia, 456; Railroad Mileage Comparison, 472; Oil and Gas Field in a Fold Trap, 592; Oil Production: Selected Countries, 593; Oil Production: Jordan and Saudi Arabia, 673; Southeast Asia: Land Use, 807; Maps: World: Land Use, 50; Arabia and Iraq: Oil Fields, 592; Central Asia and the Caucasus: Land Use, 687; China and Its Neighbors: Land Use, 749</p> <p>PG: Core Concepts Handbook: Human–Environment Interaction, T40–55; Africa: To Drill or Not to Drill? T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p>	<p>Choose an item.</p>
	<p>6-9.GEH.2.2.5 Explain how physical processes have shaped Earth’s surface. Classify these processes according to those that have built up Earth’s surface (mountain-building and alluvial deposition) and those that wear away at Earth’s surface (erosion). (469.03c)</p>	<p><i>Specific Examples:</i> SE: Introduced: Core Concepts Handbook: Tamsen Studies a Volcano, 17; <i>Taught:</i> Forces Inside Earth, 26–27; <i>Assessed:</i> Assessment: Document-Based Questions, 29</p> <p>SE: Core Concepts Handbook: Tamsen Studies a Volcano, 17; Earth’s Structure, 22–23; Forces on Earth’s Surface, 24–25; Forces Inside Earth, 26–27; Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Monsoons, 710–711, 777, 804, 815; Volcanoes, 415, 738, 775, 803, 837; Hurricane, 404, 405, 804; Flooding, 560, 781, 815</p> <p>PG: Core Concepts Handbook: Earth’s Structure, T20; Forces on Earth’s Surface, T22; Forces Inside Earth, T24; On the Move, T25</p>	<p>Choose an item.</p>

<p>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</p>	<p><u>6-9.GEH.2.3.1</u> Identify the names and locations of countries and major cities in the Eastern Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced:</i> Europe Population Density (cities), 76; <i>Taught:</i> Urbanization, 80–81; <i>Assessed:</i> Assessment, 82–83</p> <p>SE: Core Concepts Handbook: Europe Population Density (cities), 76; Urbanization, 80–81; Maps (examples), 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654, 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713, 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 752</p>	<p>Choose an item.</p>
	<p><u>6-9.GEH.2.3.2</u> Describe major physical characteristics of regions in the Eastern Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced:</i> Types of Climate, 40–41; <i>Taught:</i> Ecosystems, 42–43; <i>Assessed:</i> Assessment: Identify, 44</p> <p>SE: Core Concepts Handbook: Types of Climate, 40–41; Ecosystems, 42–43; Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Chapter Atlas, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809</p> <p>PG: Core Concepts Handbook: Environment and Resources, T42; Ready to Settle, T45; People’s Impact on the Environment, T46; Disappearing Forest, T47; Africa: Enrichment: Rainforests of Central Africa, T12; Southwest Asia: Water for Arabia and Iraq, T5–T7; Australia and the Pacific: Reporting Back: A Voyage to the Pacific, T5–T7</p>	<p>Choose an item.</p>

	<p><u>6-9.GEH.2.3.3</u> Identify patterns of population distribution and growth in the Eastern Hemisphere and explain changes in these patterns, which have occurred over time. (469.04b)</p>	<p><i>Specific Examples: SE: Introduced: Population Growth, 74–75; Taught: Population Distribution, 76–77; Assessed: Assessment: Migration, 79</i></p> <p>SE: Core Concepts Handbook: Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Population, 713, 726; Population Density: Africa, 498; Arabia and Iraq, 595; China, 750–751, 765; Germany, 432; Israel, 621; Japan, 780, 792–793; Lebanon, Jordan, 621; Netherlands, 431; Russia, 474–475; South Asia, 712, 726–727; Southeast Asia, 806–807, 817; Syria, 621; West and Central Africa, 510–511; Western Europe, 419–421</p> <p>PG: Core Concepts Handbook: Population Growth, T64; Running Out of Room, T65; Population Distribution, T67; Crowded Cities, T67; Migration, T68; On the Move, T69; Urbanization, T70; Urbanization Investigation, T71</p>	Choose an item.
<p>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</p>	<p><u>6-9.GEH.2.4.1</u> Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Eastern Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Europe: Population Density, 76; Taught: World Urbanization, 81; Assessed: Assessment: Urban Population: Ireland, 1950–2030, 83</i></p> <p>SE: Charts, Graphs, and Diagrams: World Urbanization, 81; Urban Population: Ireland, 1950–2030, 83; London Population, 369; Unemployment in Europe, 1928–1938, 396; Eastern European Workers Registered in the United Kingdom, 2004–2006, 409; European Colonization in Africa: Causes and Effects, 515; Literacy Rates in Central Africa, 522; Peace and Economic Prosperity in Israel and the Palestinian Territories, 643; Maps: Western Europe: Population Density, 420; Russia: Population, 474; Population Density in Africa, 498; Precipitation In Africa, 498; West and Central Africa: Population Density, 510; Arabia and Iraq: Population Density, 595; Israel and Its Neighbors: Population Density, 621; Iran, Turkey, and Cyprus: Ethnic Groups 654; South Asia: Population Density, 713; Where People Live, 740;</p>	Choose an item.

		<p>(Continued)</p> <p>China and Its Neighbors: Population Density, 751; Southeast Asia: Population Density, 806; Australia and the Pacific: Population Density, 828</p> <p>PG: Core Concepts Handbook: Urbanization, T70; Urbanization Investigation, T71; Africa: On the Move, T66–T67</p>	
	<p>6-9.GEH.2.4.2 Describe major cultural characteristics of regions in the Eastern Hemisphere.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Language, 90–91; <i>Taught:</i> Religion, 92–93; <i>Assessed:</i> Assessment: Think Critically, 100</p> <p>SE: Core Concepts Handbook: What is Culture?, 86–87; Language, 90–91; Religion, 92–93; Cultural Diffusion, 96–97; Cultural Borrowing, 241, 696; Cultural Diversity, 690–691; Buddhism, 92–93, 717–718, 756, 757, 809, 811; Christianity, 92–93, 352–353, 356–358, 629, 639; Daoism, 756–757; Hinduism, 92–93, 725, 809, 811, 814; Islam, 92–93, 600–603, 606–607; Judaism, 92–93, 352–353, 626–628, 640, 641; Languages, 355, 417–418, 423, 431, 434, 457, 474, 539, 545, 563, 567, 570, 571, 690, 691, 697, 698, 752, 755; Ethnic Groups, 458–459, 474–475, 544–545, 546–547, 585, 654–655, 690–691, 698, 846–847</p> <p>PG: Core Concepts Handbook: What is Culture? T74; Religion Research, T81; Cultural Diffusion and Change, T84; Track That Trait, T85</p>	Choose an item.
	<p>6-9.GEH.2.4.3 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity. (469.04c)</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Cultural Diffusion and Change, 96–97; <i>Taught:</i> Cultural Diffusion and Change, 96–97; <i>Assessed:</i> Assessment: Think Critically, 642</p> <p>SE: Cultural Borrowing, 241, 696; Cultural Diversity, 690–691</p> <p>PG: Core Concepts Handbook: What is Culture? T74; Religion Research, T81; Cultural Diffusion and Change, T84; Track That Trait, T85</p>	Choose an item.

	<p><u>6-9.GEH.2.4.4</u> Analyze the locations of the major manufacturing and agricultural regions of the Eastern Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Land Use, 50–51; Taught: Oil and Gas Field in a Fold Trap, 592; Assessed: 21st Century Learning: Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672–673</i></p> <p>SE: Core Concepts Handbook: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; <i>Assessed: 21st Century Learning: Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672–673; Charts, Graphs, and Diagrams: Leading German Exports, 2005, 432; Joining the Eurozone, 441; Industrial Growth In the Former Czechoslovakia, 456; Railroad Mileage Comparison, 472; Oil and Gas Field in a Fold Trap, 592; Oil Production: Selected Countries, 593; Iran's Exports, 653; Oil Production: Jordan and Saudi Arabia, 673; Kazakhstan's Oil Exports, 689; Southeast Asia: Land Use, 807</i></p> <p>PG: Europe and Russia: The Soviet Industrial Legacy, T162–T163</p>	<p>Choose an item.</p>
<p>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</p>	<p><u>6-9.GEH.2.5.1</u> Analyze the distribution of natural resources in the Eastern Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Core Concepts Handbook: Environment and Resources, 48–49; Taught: Southern and Eastern Africa: Resources, 534; Assessed: Section Assessment, 537</i></p> <p>SE: Core Concepts Handbook: Environment and Resources, 48–49; Charts, Graphs, and Diagrams: Major Natural Resources, 49; Leading German Exports, 2005, 432; Joining the Eurozone, 441; Industrial Growth In the Former Czechoslovakia, 456; Railroad Mileage Comparison, 472; Oil and Gas Field in a Fold Trap, 592; Oil Production: Selected Countries, 593; Iran's Exports, 653; Oil Production: Jordan and Saudi Arabia, 673; Kazakhstan's Oil Exports, 689; Concentration of Salt in the Aral Sea, 699; Southeast Asia: Land Use, 807; Vessels Using the Malacca Strait, 821; Maps: World: Land Use, 50; India: Resources, 54; European Economic Community, 403; Russia: Natural Resources, 473; West and Central Africa: Natural Resources, 508; North Africa: Natural Resources, 562; Arabia and Iraq: Oil Fields, 592;</p>	<p>Choose an item.</p>

		<p>(Continued)</p> <p>Arabia and Iraq: Water Resources, 594; Israel and Its Neighbors: Water Resources, 622; Central Asia and the Caucasus: Land Use, 687; Central Asia and the Caucasus: Natural Resources, 688; China and Its Neighbors: Land Use, 749</p> <p>PG: Core Concepts Handbook: Environment and Resources, T42; Land Use, T44</p>	
	<p>6-9.GEH.2.5.2 Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Eastern Hemisphere. (469.05c)</p>	<p><i>Specific Examples:</i> SE: Introduced: Forces Inside the Earth, 26–27; <i>Taught:</i> People’s Impact on the Environment, 52–53; <i>Assessed:</i> Assessment, 53</p> <p>SE: Tamsen Studies a Volcano, 17; Forces Inside the Earth, 26–27; Hurricane Katrina Strikes, 31; Raging Storms, 39; Making a Difference, 47; People’s Impact on the Environment, 52–53; Pollution, 46, 47, 75, 407, 418–419, 451, 535, 560, 698, 727, 767, 781; Monsoons, 710–711, 777, 804, 815; Volcanoes, 415, 738, 775, 803, 837; Hurricane, 404, 405, 804; Flooding, 560, 781, 815</p> <p>PG: Core Concepts Handbook: Forces on Earth’s Surface, T22; Climate and Weather, T28; Air Circulation and Precipitation, T34; How Wind Blows, T35</p>	<p>Choose an item.</p>
	<p>6-9.GEH.2.5.3 Give examples of how land forms and water, climate, and natural vegetation have influenced historical trends and developments in the Eastern Hemisphere. (469.06c)</p>	<p><i>Specific Examples:</i> SE: Introduced: Environment and Resources, 48–49; <i>Taught:</i> Chapter Atlas, 414–421; <i>Assessed:</i> Assessment: Document-Based Questions, 733</p> <p>SE: Making a Difference, 47; Environment and Resources, 48–49; Land Use, 50–52; People’s Impact on the Environment, 52–53; Population and Movement: Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Chapter Atlas, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809</p>	<p>Choose an item.</p>

		<p>(Continued)</p> <p>PG: Core Concepts Handbook: Forces on Earth’s Surface, T22; Climate and Weather, T28; Air Circulation and Precipitation, T34; How Wind Blows, T35; Environment and Resources, T42; Land Use, T44</p>	
	<p><u>6-9.GEH.2.5.4</u> Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.</p>	<p><i>Specific Examples:</i> SE: Introduced: People’s Impact on the Environment, 52–53; <i>Taught:</i> Coal or Nuclear: Difficult Energy Choices, 450; <i>Assessed:</i> Assessment: Think Critically, 856</p> <p>SE: Making a Difference, 47; People’s Impact on the Environment, 52–53; Pollution, 46, 47, 75, 407, 419–420, 451, 535, 560, 698, 727, 767, 781; Environmental Concerns, 407, 451, 471, 482, 560–561, 698, 727, 780–781; Closer Look: Coal or Nuclear: Difficult Energy Choices, 450; The Shrinking Aral Sea, 699; Climate and Culture, 711; The Three Gorges Dam, 766; Disappearing Islands, 850</p> <p>PG: Core Concepts Handbook: Human–Environment Interaction, T40–55; Africa: To Drill or Not to Drill? T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p>	<p>Choose an item.</p>
	<p><u>6-9.GEH.2.5.5</u> Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, air and water pollution, deforestation. (469.05b)</p>	<p><i>Specific Examples:</i> SE: Introduced: Making a Difference (protecting the environment), 47; <i>Taught:</i> Environmental challenges & pollution, 419–420; <i>Assessed:</i> Section Assessment: Essential Question, 781</p> <p>SE: Pollution, 46, 47, 75, 407, 419–420, 451, 535, 560, 698, 727, 767, 781; People’s Impact on the Environment, 52–53; Acid Rain, 419, 451; Environmental Concerns, 407, 451, 471, 482, 560–561, 698, 727, 780–781; Closer Look: Coal or Nuclear: Difficult Energy Choices, 450; The Shrinking Aral Sea, 699; Climate and Culture, 711; The Three Gorges Dam, 766; Disappearing Islands, 850</p>	<p>Choose an item.</p>

		(Continued) PG: Core Concepts Handbook: Human–Environment Interaction, T40–55; Africa: To Drill or Not to Drill? T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25	
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Standard 3: Economics

Students in Geography-Eastern Hemisphere explain basic economic concepts and identify different influences on economic systems.

Goal	Objective - The student will:	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 3.1: Explain basic economic concepts.	<u>6-9.GEH.3.1.1</u> Define scarcity and its impact on decision making such as trade and settlement.	<p><i>Specific Examples: SE: Introduced: Scarcity, 58–59; Taught: Scarcity, 778–779; Assessed: Section Assessment: Think Critically, 781</i></p> <p>SE: Scarcity, 58–59, 778–779; Trade, 66–67; also see: Trade, 423, 636, 637, 641, 667–668, 730–731, 805, 818–819</p> <p>PG: Core Concepts Handbook: Trade, T58; International Traders, T59</p>	Choose an item.
Goal 3.2: Identify different influences on economic systems.	<u>6-9.GEH.3.2.1</u> Describe how different economic systems in the Eastern Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.	<p><i>Specific Examples: SE: Introduced: Economic Basics, 58–59; Taught: Economic Systems, 62–63; Assessed: Assessment, 63</i></p> <p>SE: Core Concepts Handbook: Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Diversified Economies, 609; also see: Economy of Different Countries: Arabia and Iraq, 593, 608–609; Australia, 849; Baltic Nations, 455; Bangladesh, 730; Belgium, 431; Central Asia and Caucasus, 698; China, 762–763; Czech Republic, 456; Egypt, 573; Europe, 406; France, 430; Germany, 396, 406, 432; Greece, 436–437, 438; India, 730–731; Iran, 664; Israel, 637; Italy, 436–437, 438; Japan, 787, 792; Jordan, 637; Kenya, 549; Lebanon, 637; Libya, 572–573; Mongolia, 762, 763; New Zealand, 849; North Africa, 572–573; North Korea, 791; Pacific region, 849; Pakistan, 730; Poland, 454–455; Portugal, 436–437, 438; Russian Federation, 483, 485; Saudi Arabia, 609; Scandinavia, 425; Slovakia, 456; Slovenia, 457; Solomon Islands, 849; South Africa, 549; South Asia, 728, 730–731; Southeast Asia, 818–819; South Korea, 789; Southwest Asia, 637; Spain, 436–437, 438; Suriname, 275; Syria, 637; Taiwan, 762, 763;</p>	Choose an item.

		<p>(Continued) Tajikistan, 698; Turkey, 667–668; United Kingdom, 423; West and Central Africa, 518–519; Western Europe, 426; Yemen, 608 PG: Core Concepts Handbook: Economic Systems, T54; Debate and Defend, T55; Economic Development, T56</p>	
	<p><u>6-9.GEH.3.2.2</u> Compare the standard of living of various countries of the Eastern Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.</p>	<p><i>Specific Examples: SE: Introduced:</i> Economic Development, 64–65; <i>Taught:</i> Charts, Graphs, and Diagrams: Comparing Standards of Living, 486; <i>Assessed:</i> Standard of Living: North and South Korea, 790</p> <p>SE: Core Concepts Handbook: Economic Development, 64–65; Charts, Graphs, and Diagrams: Comparing Standards of Living, 486; Standard of Living: North and South Korea, 790; also see: Gross Domestic Product, 572; Gross National Product, 431</p>	Choose an item.
	<p><u>6-9.GEH.3.2.3</u> Analyze current economic issues in the countries of the Eastern Hemisphere using a variety of information resources.</p>	<p><i>Specific Examples: SE: Introduced:</i> World: Human Development, 6; <i>Taught:</i> Economic Growth: The Importance of Exports, 762–763; <i>Assessed:</i> Assessment: Think Critically, 768</p> <p>SE: United States and China: Trade, 67; Economic Organizations, 111; European Union, 403, 418, 419, 423, 424; Diversified Economies, 609; Association of Southeast Nations (ASEAN), 819; Economic Growth: The Importance of Exports, 762–763; Asian Tiger (economies), 813; also see: Economic Development, 64–65 PG: Southwest Asia: Economic Expansion, T24–T25; South and Central Asia: Money Well Spent, T5–T7; East and Southeast Asia: A Changing China: Who Benefits the Most? T5–T7</p>	Choose an item.

	<p>6-9.GEH.3.2.4 Identify economic connections between a local community and the countries of the Eastern Hemisphere.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Circular Flow in a Mixed Economy, 63; <i>Taught:</i> United States and China: Trade, 67; <i>Assessed:</i> Assessment: Identify, 70</p> <p>SE: Circular Flow in a Mixed Economy, 63; United States and China: Trade, 67; <i>Assessed:</i> Assessment: Identify, 70; Economic Organizations, 111; Economic Growth: The Importance of Exports, 762–763; Asian Tiger (economies), 813</p> <p>PG: Southwest Asia: Economic Expansion, T24–T25; South and Central Asia: Money Well Spent, T5–T7; East and Southeast Asia: A Changing China: Who Benefits the Most? T5–T7</p>	<p>Choose an item.</p>
	<p>6-9.GEH.3.2.5 Identify specific areas of the Eastern Hemisphere with important natural resource deposits.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Reasons for Land Use, 50; <i>Taught:</i> Oil Production: Selected Countries, 593; <i>Assessed:</i> Section Assessment, 597</p> <p>SE: Core Concepts Handbook: Land Use, 50–51; Charts, Graphs, and Diagrams: Major Natural Resources, 49; Leading German Exports, 2005, 432; Joining the Eurozone, 441; Industrial Growth In the Former Czechoslovakia, 456; Railroad Mileage Comparison, 472; Oil and Gas Field in a Fold Trap, 592; Oil Production: Selected Countries, 593; Iran's Exports, 653; Oil Production: Jordan and Saudi Arabia, 673; Kazakhstan's Oil Exports, 689; Concentration of Salt in the Aral Sea, 699; Southeast Asia: Land Use, 807; Vessels Using the Malacca Strait, 821; Maps: World: Land Use, 50; India: Resources, 54; European Economic Community, 403; Russia: Natural Resources, 473; West and Central Africa: Natural Resources, 508; North Africa: Natural Resources, 562; Arabia and Iraq: Oil Fields, 592; Arabia and Iraq: Water Resources, 594; Israel and Its Neighbors: Water Resources, 622; Central Asia and the Caucasus: Land Use, 687; Central Asia and the Caucasus: Natural Resources, 688; China and Its Neighbors: Land Use, 749</p> <p>PG: Core Concepts Handbook: What Did You Do Last Weekend? T43 (renewable and nonrenewable resources)</p>	<p>Choose an item.</p>

	<p>6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.</p>	<p><i>Specific Examples:</i> SE: Introduced: Economic Process, 60–61; <i>Taught:</i> Trade, 66–67; <i>Assessed:</i> Assessment: Think Critically, 70</p> <p>SE: Environment and Resources, 48–49, Land Use, 50–51; Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Economic Development, 64–65; Charts, Graphs, and Diagrams: Industrial Growth In the Former Czechoslovakia, 456; Workforce of Moldova, 463; Comparing Standards of Living, 486; College Enrollment: Israel and Its Neighbors, 637; Arable Land: South Asia, 733; Command Economy Versus Market Economy, 758; Economic Output per Person: China and Its Neighbors, 763; Japan's Economy Since 1940, 787; Sales of Manga in the United States, 794; Internet Users, 857; also see: European Union, 403, 418, 419, 423, 424; Diversified Economies, 609; Association of Southeast Nations (ASEAN), 819; Economic Growth: the Importance of Exports, 762–763; Asian Tiger (economies), 813</p> <p>PG: Southwest Asia: Economic Expansion, T24–T25; South and Central Asia: Money Well Spent, T5–T7; East and Southeast Asia: A Changing China: Who Benefits the Most? T5–T7</p>	<p>Choose an item.</p>
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Standard 4: Civics and Government

Students in Geography-Eastern Hemisphere build an understanding of comparative government.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 4.5: Build an understanding of comparative government.	6-9.GEH.4.5.1 Identify the major forms of government in the Eastern Hemisphere and compare them with the United States.	<p><i>Specific Examples: SE: Introduced:</i> Foundations of Government, 104–105; <i>Taught:</i> Political Systems, 106–107; <i>Assessed:</i> Assessment: Think Critically, 114</p> <p>SE: Core Concepts Handbook: Foundations of Government, 104–105; Political Systems, 106–107; Government Systems: Afghanistan, 730; Albania, 459; Algeria, 574; Ancient Egypt, 565; Ancient Greece, 341–343, 347; Arabia and Iraq, 604; Australia, 848; Austria, 433; Bangladesh, 730; Belgium, 431; Bhutan, 730; Brunei, 816; Bulgaria, 459; Cambodia, 816; Caucasus, 700–701; China, 105, 753, 758–759, 760, 761; Czech Republic, 456; East Timor, 816; Egypt, 569, 574; England, 364, 365, 390; Estonia, 454, 455; Ethiopia, 541; France, 387, 391, 430; French Guiana, 273; Georgia, 700–701; Germany, 107, 391; Greece, 434; Guyana, 273; Hungary, 457; India, 730; Indonesia, 816; Iran, 662–663; Israel, 634–635; Italy, 391; Japan, 786–787; Jordan, 635; Kazakhstan, 700; Laos, 816; Latvia, 454, 455; Lebanon, 635; Libya, 574; Lithuania, 454, 455; Malaysia, 816; Mongolia, 758–759; Morocco, 574, 575; Myanmar, 816; Nepal, 730; New Zealand, 848; North Africa, 574–575; North Korea, 107; Pakistan, 730; Russia, 479–483; Saudi Arabia, 107, 604; Singapore, 816; South Africa, 547, 548; South Korea, 788–789; Sudan, 547; Suriname, 273; Switzerland, 433; Syria, 635; Taiwan, 761; Turkey, 666–667; United Kingdom, 107, 422–423; Vietnam, 81; Zimbabwe, 547</p> <p>PG: Core Concepts Handbook: Political Systems, T92; Political Structures, T95; East and Southeast Asia: Political Manga, T52–T53</p>	Choose an item.

	<p><u>6-9.GEH.4.5.2</u> Give examples of the different routes to independence from colonial rule taken by countries.</p>	<p><i>Specific Examples: SE: Introduced: Independence and Beyond (Africa), 516–517; Taught: South Asia After Independence, 722–723; Assessed: Assessment: Think Critically, 732</i></p> <p>SE: Independence and Beyond (Africa), 516–517; Political Challenges, 519–520; Independence and Conflict (Israel), 632–633; South Asia After Independence, 722–723; Conflicts in South Asia, 729; Effects of Colonization, 812–813; Independence, 845</p>	<p>Choose an item.</p>
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Standard 5: Global Perspectives

Students in Geography-Eastern Hemisphere build an understanding of multiple perspectives and global interdependence.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	<u>6-9.GEH.5.1.1</u> Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.	<i>Specific Examples: SE: Introduced:</i> Families and Societies, 88–89; <i>Taught:</i> Religion, 92–93; <i>Assessed:</i> Assessment: Think Critically, 100 SE: Core Concepts Handbook: What Is Culture? 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; Art, 94–95; Cultural Diffusion and Change, 96–97, 435; Education, 357, 393, 417, 418, 432, 602–603, 607, 695, 764, 765, 793; Buddhism, 92–93, 717–718, 756, 757, 809, 811; Christianity, 92–93, 352–353, 356–358, 629, 639; Daoism, 756–757; Hinduism, 92–93, 725, 809, 811, 814; Islam, 92–93, 600–603, 606–607; Judaism, 92–93, 352–353, 626–628, 640, 641 PG: Core Concepts Handbook: Families and Societies, T76; Religion, T80; Religion Research, T81	Choose an item.
	<u>6-9.GEH.5.1.2</u> Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Eastern Hemisphere.	<i>Specific Examples: SE: Introduced:</i> Cultural Diffusion and Change, 96–97; <i>Taught:</i> Language, 90–91; <i>Assessed:</i> Assessment, 91 SE: Core Concepts Handbook: What is Culture? 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; Art, 94–95; Cultural Diffusion and Change, 96–97; Closer Look: Arab Culture, Old and New, 610; Iranian Art and Architecture, 665; Bollywood, 725; Japan's Popular Culture, 794 PG: Core Concepts Handbook: Language, T78; One World, One Language, T79; Religion, T80; Religion Research, T81; Art, T82; Art with Meaning, T83	Choose an item.

	<p>6-9.GEH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Ethnocentrism, 541; <i>Taught:</i> Israel and Its Neighbors Today, 634–641; <i>Assessed:</i> Assessment, 641</p> <p>SE: Ethnocentrism, 541, 542, 844; Israel and Its Neighbors Today, 634–641; Effects of Colonization, 812–813</p> <p>PG: Southwest Asia: Regional Ethnic Cooperation Conference, T61–T63</p>	<p>Choose an item.</p>
	<p>6-9.GEH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Eastern Hemisphere.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Ethnic Cleansing, 458–459; <i>Taught:</i> Israel and Its Neighbors Today, 634–641; <i>Assessed:</i> Assessment, 641</p> <p>SE: Ethnic Cleansing, 458–459, 520; Israel and Its Neighbors Today, 634–641</p> <p>PG: Southwest Asia: Regional Ethnic Cooperation Conference, T61–T63</p>	<p>Choose an item.</p>

	<p>6-9.GEH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Trade, 66–67; <i>Taught:</i> Economic Growth: The Importance of Exports, 762–763; <i>Assessed:</i> Section Assessment: Key Ideas, 819</p> <p>SE: Core Concepts Handbook: Economic Development, 64–65; Trade, 66–67; Cultural Diffusion and Change, 96–97; Science and Technology, 98–99; Conflict and Cooperation, 110–111; European Union, 403, 418, 419, 423, 424; Diversified Economies, 605; Association of Southeast Nations (ASEAN), 819; Economic Growth: the Importance of Exports, 762–763; Asian Tiger (economies), 813; also see: Closer Look: Bollywood, 725; Japan's Popular Culture, 794</p> <p>PG: Southwest Asia: Economic Expansion, T24–T25; South and Central Asia: Money Well Spent, T5–T7; East and Southeast Asia: A Changing China: Who Benefits the Most? T5–T7</p>	<p>Choose an item.</p>
	<p>6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> People’s Impact on the Environment, 52–53; <i>Taught:</i> Urbanization, 80–81; <i>Assessed:</i> Assessment: Document-Based Questions, 83</p> <p>SE: Core Concepts Handbook: People’s Impact on the Environment, 52–53; Pollution, 46, 47, 75, 407, 418–419, 451, 535, 560, 698, 727, 767, 781; People’s Impact on the Environment, 52–53; Acid Rain, 419, 451; Environmental Concerns, 407, 451, 471, 482, 560–561, 698, 727, 780–781; Ethnic Cleansing, 458–459, 520; Israel and Its Neighbors Today, 634–641; Closer Look: Coal or Nuclear: Difficult Energy Choices, 450; The Shrinking Aral Sea, 699; Climate and Culture, 711; The Three Gorges Dam, 766; Disappearing Islands, 850</p> <p>PG: Core Concepts Handbook: Human–Environment Interaction, T40–55; Africa: To Drill or Not to Drill? T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25; Southwest Asia: Economic Expansion, T24–T25; South and Central Asia: Money Well Spent, T5–T7; East and Southeast Asia: A Changing China: Who Benefits the Most? T5–T7</p>	<p>Choose an item.</p>

Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	<p><i>myWorld Geography: Survey Edition</i> provides instruction in comprehension strategies and academic/content-specific vocabulary within the context of Social Studies texts.</p> <p>Representative Examples: SE: Identify Main Ideas and Details, 400; Draw Conclusions, 407; Sequence, 237; Key Terms, 428, 468; Key Terms and Ideas, 490</p>	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	<p><i>myWorld Geography: Survey Edition</i> is fully designed to build reading, writing, and speaking skills and can be seamlessly integrated in the reading block of time. Each area of learning, such as reading, writing, or speaking, does not need to be a separate focus of teaching, but is taught in a single, rich lesson. Students are provided with several opportunities for reading and writing throughout every chapter and every lesson.</p> <p>Representative Examples: SE: myStory: Boris’s Bigspin, 465–465; Identify Main Ideas and Details, 400; Summarize, 634, 692; PG (Overview): Reading in the Social Studies Classroom, 32–35</p>	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	<p><i>myWorld Geography: Survey Edition</i> utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution, on <i>Savvas’ Realize™</i>, makes Social Studies personal for every student in a way that’s easier for you. Using electronic tools, students can investigate new knowledge, produce projects, and distribute their work to an extended audience.</p> <p>Representative Examples: SE: myStory Video, 467; 21st Century Learning: Evaluate Web Sites, 734–735; PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31; PG (Africa): Chapter Resource Guide: Explore, T4, T32; Chapter 11: Chapter Objectives page with Technology, T30; see savvasrealize.com for online e-text and teacher materials.</p>	Choose an item.

<p>Students will collaborate effectively for a variety of purposes while also building independent literacy skills.</p>	<p>Students actively engage in acquiring literacy skills in Savvas' <i>myWorld Geography: Survey Edition</i>. Activities provide opportunities for students to demonstrate and transfer their understanding of the chapter content. Activities range from mapping, graphing, and role playing, to researching and analyzing primary sources. Representative Examples: SE: Primary Sources, 491, 525, 577; Identify Main Ideas and Details, 400; PG (Southwest Asia): myWorld Chapter Activity, T5; Chapter Resource Guide: Explore, T4; myWorld Activity, T10, T16; Primary Source Lesson Plan, T20</p>	<p>Choose an item.</p>
<p>Equity</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> • Multicultural Representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. 	<p><i>myWorld Geography: Survey Edition</i> provides a full range of text and illustrations across print and digital assets that depict the full range of contributions, heritage, experiences and achievements of males and females in different cultures and regions. <i>myWorld Geography: Survey Edition</i> is committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. Turning pages through the program will show the range of representation across children and adults at play, at work and within a home environment. Representative Examples: SE: Photos, 444, 445, 498, 501–503, 516, 615–616, 681–683</p>	<p>Choose an item.</p>
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>The student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences. Representative Examples: SE: myStory: Askar Serves His People, 681–683; Asuka: A Child on the Go, 771–773; Photos, 535, 537, 549, 596, 746</p>	<p>Choose an item.</p>

Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.)The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text & Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> Submitted core PRINT materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials. 	<p><i>myWorld Geography: Survey Edition</i>, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today’s classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. All materials in the program comply with NIMAS specifications regarding instructional materials.</p> <p>Representative Examples: PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31. Sign on to pearsonrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)
<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p>Pearson’s <i>myWorld Geography: Survey Edition</i> integrates the sequential and cumulative development of foundational skills and processes with social studies content. Target Reading Skills throughout the text allow students to practice these essential skills in every lesson.</p> <p>Representative Examples: SE: Compare and Contrast, 626; Summarize, 634, 692; Main Idea and Details, 696</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p><i>myWorld Geography: Survey Edition</i> provides easy-to-use resources that engage all students, and includes standards-based social studies content that reinforces literacy instruction. The program is designed to help you address critical knowledge and skill development in the time you have to teach social studies.</p> <p>Representative Examples: SE: Essential Question, 500; Section Assessment, 523; Chapter Assessment, 524–525; PG (Europe and Russia): Objectives, T8, T14, T22; myWorld Activity, T34; Differentiated Instruction, T44, T46</p>	<p>Choose an item.</p>

<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Providing students with instruction in comprehension skills is critical in the social studies classroom. Each level of <i>myWorld Geography: Survey Edition</i> program provides numerous opportunities to integrate language arts skills with the social studies content. The <i>myWorld Social Studies</i> program is fully designed to build reading and writing skills at the appropriate level of complexity and can be seamlessly integrated into the social studies classroom.</p> <p>Representative Examples: SE: Analyze Cause and Effect, 434, 476; Essential Question Activity, 491; PG (Africa): Differentiated Instruction, T22, T24; myWorld Activity, T24; Enrichment, T26; myWorld Chapter Activity, T33</p>	<p>Choose an item.</p>
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>All aspects of the design and content of <i>myWorld Geography: Survey Edition</i> engages the reader with age appropriate interests. Videos, illustrations, stories, photos, graphics, and texts are seamlessly intertwined to create a grade-appropriate and content-rich experience.</p> <p>Representative Examples: SE: The Southern and Eastern Africa Today (photos and graphs) 544–549; myStory, 553–555; myStory Video, 555</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>Pearson’s <i>myWorld Geography: Survey Edition</i> provides opportunities for teachers and students to integrate other subject areas throughout the program. Research activities, Differentiated Instruction, and text activities provide a rich learning experience for all students.</p> <p>Representative Examples: SE: Essential Question Activity, 369 (locate culture and art); PG (Africa): myWorld Chapter Activity: National Crest Contest, T61 (research, history and art)</p>	<p>Choose an item.</p>
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p>Pearson’s <i>myWorld Geography: Survey Edition</i> includes strategies and textual content that are grade appropriate. At the beginning of each chapter, students watch a video in which teens from around the globe tell their story. Through the experiences of their international peers, your students will develop an awareness of, and relate to, different cultures and regions. In each grade level students explore target reading, critical thinking, graph, and map skills that grade and content appropriate.</p> <p>Representative Examples: SE: Compare and Contrast, 626, 670; Summarize, 634, 692; The Essential Question, 442; myStory Video, 445; PG (Southwest Asia): Objectives, T28, T36</p>	<p>Choose an item.</p>

<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>The student text of Pearson’s <i>myWorld Geography: Survey Edition</i> includes a balance of text types and lengths. The text includes headings and subheadings, different type faces, and specific graphics to highlight key features and teaching moments. Chapter Assessment activities and 21st Century Learning Unit activities encourage in-depth reading and synthesis of the text. Representative Examples: SE: Eastern Europe Today, 454–461; Chapter Assessment, 462–463, 490–491; 21st Century Learning: Analyze Media Content, 492–493</p>	<p>Choose an item.</p>
<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>One of the most important and challenging responsibilities of a teacher is to create and execute activity-based learning experiences while ensuring that activities are high quality and lead to real learning. The myWorld Activity for each chapter includes activity cards; provides a non-written performance assessment option for each chapter; and hands-on, minds-on activities addressing a wide variety of learning styles. Representative Examples: SE: Essential Question: Microloan Assessment, 732; 21st Century Learning: Evaluate Web Sites, 734–735; PG (Africa): myWorld Activity: The Promise of Independence, 16; More Activities from myWorld Teachers, T16; PG (Overview): Real Learning with Activities, 40–43</p>	<p>Choose an item.</p>
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Teachers know that students learn best when they tackle real-world problems that spark their curiosity and relate to their lives. The challenge is to make lessons interesting and relevant for students, while making sure students can develop problem-solving skills and encourage research and inquiry skills. Opportunities for individual learning and cooperative learning exist at all levels. Representative Examples: SE: Essential Question: myWorld Chapter Activity, 652; 21st Century Learning: Solve Problems, 671; Unit Project: 21st Century Learning, 672–673; PG (Southwest Asia): myWorld Activity: Water Caucus, T10; PG (Africa): myWorld Activity: Agents of Change, T33; PG (Overview): Real Learning with Activities, 40–43</p>	<p>Choose an item.</p>

<p>13. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's classrooms. Differentiated Instruction includes flexible teaching techniques oriented to various learning modalities and work habits. Pearson's <i>myWorld Geography: Survey Edition</i> provides activities and strategies teachers can employ to create a student-centered, personalized instructional approach.</p> <p>Representative Examples: PG (East and Southeast Asia): Differentiated Instruction, T28, T33, T36, T38, T42, T44; PG (Overview): Differentiated Instruction and Social Studies Content, 36–39</p>	<p>Choose an item.</p>
<p>14. The material includes appropriate instructional strategies.</p>	<p>Explicit instruction in comprehension strategies within the context of social studies texts exists in Pearson's <i>myWorld Geography: Survey Edition</i>. Students explore target reading, critical thinking, graph, and map skills. The book provides a three-tiered approach to learning: <i>Connect</i>: Students connect to the stories of real teens from around the world. <i>Experience</i>: Students embark on Essential Question themed virtual explorations across the globe and through time. <i>Understand</i>: Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery.</p> <p>Representative Examples: SE: myStory and MyStory Video, 587–589; Reading Skill Summarize, 598; Map Skills, 602; Section Assessment, 605, 641</p>	<p>Choose an item.</p>
<p>Pedagogical Approach</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's teachers. Educators who differentiate instruction recognize students as individuals with individual learning needs. They realize students learn at different rates and also in a variety of ways. English Language Learner Notes provide suggestions for assisting English learners at various proficiency levels. Differentiated Instruction Notes provide suggestions to modify the material for all students.</p> <p>Representative Examples: PG (Southwest Asia): English Language Learners, T9, T15; Differentiated Instruction, T8, T10, T14, T20</p>	<p>Choose an item.</p>

<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p><i>myWorld Geography: Survey Edition</i> provides suggestions for scaffolding that support the comprehension of grade-level text. Each chapter is built around an Essential Question, which is revisited in each lesson and chapter assessment. Each chapter begins with a myStory and myVideo that helps students develop an awareness of, and relate to, different cultures and regions. Comprehension skills and activities are intertwined within the text to help students make sense of information about the world they live in. The myWorld Activity and 21st Century learning projects encourages students to demonstrate understanding of the chapter content. Representative Examples: SE: The Essential Question, 410; myStory video, 413; Analyze Cause and Effect, 434, 476; 21st Century Learning, 492–493; PG (Africa): Connect to the Essential Question, T31; Cause and Effect, 361</p>	<p>Choose an item.</p>
<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>All ProGuides of <i>myWorld Geography: Survey Edition</i> include English Language Learning objectives for each lesson. ELL Notes on Active Reading pages provide suggestions for supporting English Language Learners at several levels of English proficiency. Representative Examples: PG (Europe and Russia): ELL Support, T17, T22, T25; PG (Overview): The Three Pillars of English Language Learners, 20–23</p>	<p>Choose an item.</p>
<p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p>Pearson's <i>myWorld Geography: Survey Edition</i> includes clear and concise instruction for teachers and students. The Lesson Plan Summaries for each lesson provide a quick summary of the steps teachers can use to teach the lesson using both digital and print resources. The Active Reading Pages provide additional comprehension questions, English Language Learner Notes, and Differentiated Instruction Notes. The Chapter Assessment options page explores options for assessment. Representative Examples: PG (Africa): Lesson Plan Summary, T14–T16; Active Reading notes, 340–345; Section Quiz, T27; Chapter Assessment, 358–359</p>	<p>Choose an item.</p>

<p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measurable against the expectations of the ICS.</p>	<p>Teachers have many opportunities to assess students’ strengths and weaknesses and analyze their performance based on specific goals and criteria. Section Assessment & Chapter Assessment activities exist for all lessons and chapters. myWorld Activity for each chapter provides a great performance assessment option. Chapter Tests, in digital and text formats, provide quick formal and summative assessment options.</p> <p>Representative Examples: SE: Section Assessment, 723, 731; Chapter Assessment, 670–671; 21st Century Learning: Make a Difference, 672–673; PG (Africa): my World Activity, T44; Section Quiz, T47, T55</p>	<p>Choose an item.</p>
<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. 	<p>Pearson’s <i>myWorld Geography: Survey Edition</i> includes ongoing traditional assessments that focus on tests and written work & performance assessment that show learning in active and nontraditional formats.</p> <p>Representative Examples: SE: Section Assessment, 575; Chapter Assessment, 576–577; PG (East and Southeast Asia): Active Reading support, 638–645; my World Activity, T24; Section Quiz, T27; PG (Overview): Assessing Learning in Social Studies, 48–51</p>	<p>Choose an item.</p>

Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
<p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>All text and digital components of Pearson’s <i>myWorld Geography: Survey Edition</i> has an aesthetically appealing appearance. Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos have been intertwined to create a rich student-centered learning environment.</p> <p>Representative Examples: SE: Southern Europe Today, 434–439; myStory Video Link, 445; PG (Europe and Russia): Chapter Resource Guide, T116; Access Enduring Understandings, T117</p>	<p>Choose an item.</p>
<p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. 	<p>The layout is consistent, clear, and understandable in Pearson’s <i>myWorld Geography: Survey Edition</i>. The student text includes a clear easy to use Table of Contents, Glossary, and Index, and Credits page. Each chapter follows a consistent format, are logically arranged, and include headings that encourage students to comprehend the material. Explicit instruction that includes teacher activities and questions help students to analyze the structure and layout of the text.</p> <p>Representative Examples: SE: Table of Contents, viii–xix; Glossary, 886–909; Index, 910–939; Acknowledgements, 940–944; Reading Skills: Label an Outline Map, 374</p>	<p>Choose an item.</p>
<p>23. The material uses a language/reading level suitable for the intended readers.</p>	<p>Pearson’s <i>myWorld Geography: Survey Edition</i> uses a language/reading level of the intended audience. Instruction promotes active engagement with the vocabulary, as well as repeated exposure in many contexts.</p> <p>Representative Examples: SE: Key Terms, 434; Key Terms and Ideas, 440; Primary Sources, 441; also see: PG (Overview): Reading in the Social Studies Classroom, 32–34</p>	<p>Choose an item.</p>
<p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>All student materials in <i>myWorld Geography: Survey Edition</i> includes a balance of text and illustrations or graphics. Images enhance the text, encouraging students to visualize important ideas and concepts. The text font size is appropriate for each grade level.</p> <p>Representative Examples: SE: History of Southern and Eastern Africa, 538–543; Graph and Chart Skills, 426</p>	<p>Choose an item.</p>

<p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>Illustrations, photographs, and graphics in <i>myWorld Geography: Survey Edition</i> are directly related to the content and are accompanied with descriptive captions. The ProGuides include comprehension questions that connect the images with lesson material. Representative Examples: SE: Photos, 466, 467; Use a Timeline, 476–477; PG (Southwest Asia): Analyze Maps, 466; Analyze Graphs, 493</p>	<p>Choose an item.</p>
<p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p>	<p>Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos are accurate and well integrated into the text. The Student Worktext includes concise captions and instructions encourage students to explore this non-text content. The ProGuides include teaching strategies and questions to interconnect this material with the text. Representative Examples: SE: Photos, 110, 111; Illustration, 381; Map, 379; Chart, 456; PG (Africa): Map Skills, 333; Chart Skills, 416</p>	<p>Choose an item.</p>
<p>Technology</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>27. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p><i>Pearson’s myWorld Geography: Survey Edition</i> allows students and teachers to travel beyond the classroom with technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. Digital courseware on <i>Pearson’s Realize™</i> platform also includes digital presentations, eTexts, myStory Videos, teacher podcasts, leveled readers, and 21st century learning lessons. Representative Examples: SE: Media and Technology: Analyzing Media Content, 492–493; Evaluate Web Sites, 734–735; PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31; PG (Europe and Russia): Chapter 2: Chapter Resource Guide page with Technology, T38; Explore, T40; see pearsonrealize.com for online e-text and Teacher materials.</p>	<p>Choose an item.</p>

<p>28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p><i>Pearson’s Realize™ myWorld Geography: Survey Edition</i> platform integrates technology and 21st century skills such as innovating, working in teams, or evaluating websites. The helps teachers to develop experiences in which students use technology to communicate and collaborate with others in the classroom, school, community, and world. Representative Examples: SE: Media and Technology: Analyzing Media Content, 492–493; Evaluate Web Sites, 734–735; PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31; PG (Africa): Chapter Resource Guide: Explore, T32. See pearsonrealize.com for online e-text and Teacher materials.</p>	<p>Choose an item.</p>
<p>Does the electronic/digital/online version of the materials:</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>29. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.</p>	<p><i>Pearson’s Realize™ myWorld Geography: Survey Edition</i> is platform neutral and available for networking. Pleases specifications at the platform website. Representative Examples: Sign on to pearsonrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
<p>30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).</p>	<p>All platforms of Pearson’s Realize allows the students to control their digital experience. Among Songs and videos, digital eText, hands-on activities, and digital game-like practice make learning experiential. <i>myWorld Social Studies</i> motivates learners and connects them to the real world. Representative Examples: PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31. Also see: pearsonrealize.com see Chapter Opener: Essential Question; myVideo</p>	<p>Choose an item.</p>

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