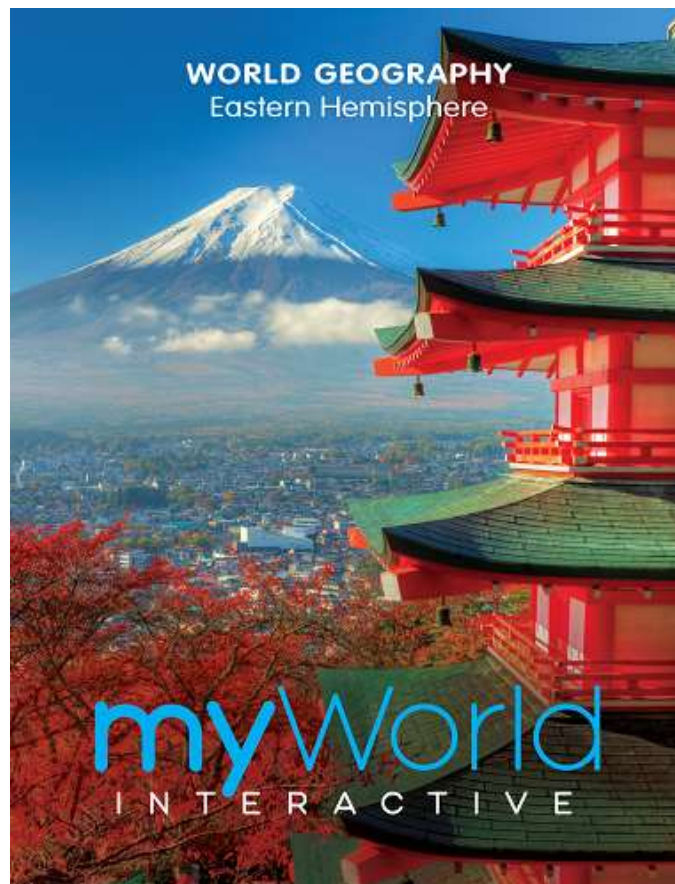


A Correlation of

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Eastern Hemisphere  
©2019**



to the

**Indiana Academic Standards 2020  
Geography and History of the World**

# **A Correlation of myWorld Interactive World Geography, Eastern Hemisphere ©2019 to the Indiana Academic Standards 2020: Geography and History of the World**

## **Introduction**

This document demonstrates how **myWorld Interactive World Geography Eastern Hemisphere ©2019**, meets the Indiana Academic Standards 2020: Geography and History of the World. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new myWorld Interactive World Geography encourages students from diverse populations to explore their world, expand their thinking, and engage with the College, Career, and Civic Life (C3) Framework. The curriculum is flexible and easily adapts to every classroom.

- Activity-based learning
- Strong content and literacy connections
- Wide array of teaching options create active, responsible citizens

### **Inspire Active Learning**

Active, Project-Based Learning creates a rich inquiry experience that develops skills for active and responsible citizenship.

### **Inspire Literacy Engagement**

Aligned lessons help students read closely, analyze information, and communicate academic, well-defended ideas.

### **Inspire Your Classroom**

Teaching options and resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

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<b>Content Standards</b>	
<p><b>Standard 1: Culture Hearths</b> Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world.</p>	
<p>GHW.1.1 Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa. Examples: Irrigation-based civilizations; Rainforest; Land-based civilization</p>	<p><b>SE/TE:</b> Analyze Diagrams: The History of Domestication, 99 Geography Skills: Prehistoric Human Migration, 243 Geography Skills: Egypt and the Nile River Valley, 246 Geography Skills: The Fertile Crescent, About 3000 BCE, 295 Analyze Timeline: Key Events in Southeast Asia, 2500 BCE–50 CE, 300 Analysis Skills: Analyze Sequence and Chronology, 304 Geography Skills: Indus Trade Routes, 398</p> <p><b>Digital Resources:</b> Topic 5&gt;Interactive Map: African Climates Topic 2&gt;Lesson 1&gt;Video: The Agricultural Revolution Topic 6&gt;Lesson 1&gt;Interactive Gallery: Sumerian Civilization Topic 6&gt;Lesson 1&gt;Video: Adapting to Life in Mesopotamia Topic 8&gt;Lesson 1&gt;Video: Features of the Indus Valley Civilization</p>

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<p align="center"><b>Indiana Academic Standards 2020 Geography and History of the World</b></p>	<p align="center"><b>myWorld Interactive World Geography Eastern Hemisphere ©2019</b></p>
<p>GHW.1.2 Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared</p>	<p>For opportunities to address this standard see: <b>SE/TE:</b> Guiding Questions, 245, 293, 397, 451</p> <p>Civilization Develops, 245-246 The First Farmers, 293-294 Farming in Mesopotamia, 294-295 Geography Skills: The Fertile Crescent, About 3000 BCE, 295 How Was Civilization Born at Sumer?, 295-296 Lesson Check #1 - #7, 296 A Complex Civilization, 397-399 Geography Skills: Indus Trade Routes, 398 Who Were the Indo-Aryans?, 399-400 Analyze Images, 399 Lesson Check #3 and #6, 404 How Did Government Emerge in China?, 451-452</p> <p><b>Digital Resources:</b> Topic 5&gt;Interactive Map: African Climates Topic 6&gt;Lesson 1&gt;Interactive Gallery: Sumerian; Video: Adapting to Life in Mesopotamia Topic 8&gt;Lesson 1&gt;Video: Features of the Indus Valley Civilization</p>
<p>GHW.1.3 Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.</p>	<p><b>SE/TE:</b> How Did Farming Change Europe?, 98–99 Analyze Diagrams: The History of Domestication, 99 The First Farmers, 293–294 Farming in Mesopotamia, 294–295 Farming the Indus Valley, 398 Trade, 398 Trade Brings New Ideas, 504</p> <p><b>Digital Resources:</b> Topic 2&gt;Lesson 1&gt;Video: The Agricultural Revolution</p>

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<p>GHW.1.4 Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</p>	<p><b>SE/TE:</b>            Food Surplus and Complex Societies, 99            Civilization Develops, 245–246            Farming in Mesopotamia, 294–295            City-States Develop, 295            Farming the Indus Valley, 398            Technology, 398–399</p> <p><b>Digital Resources:</b>            Topic 6&gt;Lesson 1&gt;Interactive Gallery: Sumerian Civilization; Video: Adapting to Life in Mesopotamia            Topic 8&gt;Lesson 1&gt;Video: Features of the Indus Valley Civilization</p>
<p><b>Standard 2: World Religions</b> Students examine the physical and human geographic factors associated with the origins, spread and impact of major world religions in different regions of the world.</p>	
<p>GHW.2.1 Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.            Examples: Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi);            Ethnic religions: Hinduism (Indus River), Confucianism and Taoism (Yellow River), Shintoism (Japan)</p>	<p><b>SE/TE:</b>            Geography Skills: Spread of Christianity to 476 CE, 116            What Religions Do Europeans Follow?, 165-166            Geography Skills: Lands of the Hebrew Bible, 307            Geography Skills: Israel Under King David, 310            Geography Skills: Spread of Christianity to 476 CE, 318            Geography Skills: Spread of Islam, 632–1000, 330            Geography Skills: Spread of Hinduism, 408            Geography Skills: Spread of Buddhism, 414</p> <p><b>Digital Resources:</b>            Topic 2&gt;Lesson 5&gt;Interactive Map: Spread of Christianity in Europe            Topic 6&gt;Lesson 4&gt;Interactive Map: The Spread of Christianity            Topic 6&gt;Lesson 7&gt;Interactive Map: Religious Diversity in the Middle East            Topic 8&gt;Lesson 2&gt;Interactive Gallery: The Origins of Hinduism            Topic 8&gt;Lesson 3&gt;Interactive Map: The Origins and Spread of Buddhism</p>

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<p>GHW.2.2 Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions. Examples: Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917); Iran and Iraq: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)</p>	<p><b>SE/TE:</b></p> <p>What Religions Do Europeans Follow?, 165–166 The Kievan Rus, 205 Ethnic and Religious Makeup, 217 Religious Diversity, 269–270 Rules of Proper Conduct, 328 Shias and Sunnis, 331 A Region of Many Faiths, 355–356 Sunnis, Shias, and Ibadis, 356 Religious and Cultural Traditions, 358 Religion and Conflict, 359 Theocracy and Failed States, 377–378 Conflict and Peace, 379–382 Religion in South Asia, 425 Religion in East Asia, 475 Analyze Charts: Ethnic and Religious Diversity in Southeast Asia, 515</p> <p><b>Digital Resources:</b></p> <p>Topic 2&gt;Lesson 6&gt;Interactive Map: Major European Religions, About 1600 Topic 6&gt;Lesson 4&gt;Interactive Map: The Spread of Christianity Topic 6&gt;Lesson 5&gt;Interactive Timeline: The Origins of Islam; Interactive Gallery: The Five Pillars of Islam Topic 6&gt;Lesson 7&gt;Interactive Map: Religious Diversity in the Middle East</p>
<p>GHW.2.3 Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. Examples: Japan (Shintoism and Buddhism): natural beauty; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use.</p>	<p>For opportunities to address this standard, see:</p> <p><b>SE/TE:</b></p> <p>The Maurya Empire (Jains and relationship to living things), 401 Yin and Yang, 462 Shinto, 469</p>

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<p>GHW.2.4 Analyze and assess the rise of fundamentalist movements in the world’s major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. Examples: Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present)</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b> Wahhabism and Islamism, 357 Election of Narendra Modi, 437</p>
<p><b>Standard 3: Population Characteristics, Distribution and Migration</b> Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them.</p>	
<p>GHW.3.1 Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.</p>	<p>This standard is covered throughout the program. Examples include the following: <b>SE/TE:</b> Population, 40–42 South Asia: Population Density, 41 The Shift from Rural and Urban, 44 Geography Skills: World: Levels of Human Development, 67 Europe: Population Density, 158–159 Geography Skills: Northern Eurasia: Population Density, 216 Geography Skills: South Asia: Population Density, 424 Geography Skills: East Asia: Population Density, 474 Geography Skills: Southeast Asia: Population Density, 514 Analyze Graphs: Africa’s Young and Growing Population, 283</p> <p><b>Digital Resources:</b> Topic 2&gt;Lesson 5&gt;Interactive Map: The Black Death, 1347–1351 Topic 5&gt;Lesson 6&gt;Interactive Chart: Literacy Rates in West and Central Africa</p>

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<p><b>Continued:</b> GHW.3.1 Map and analyze the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions.</p>	<p><b>Continued:</b> Topic 8&gt;Lesson 6&gt;Interactive Chart: South Asia's Population and Economies Topic 9&gt;Lesson 6&gt;Interactive Chart: Japan's Aging Population</p>
<p>GHW.3.2 Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.</p>	<p><b>SE/TE:</b> Reasons for Migration (Push and Pull Factors), 43 Assessment (Question 3), 89 Economies and Migration, 97 Recent Migrations in Europe, 167–168 Economies and Migration, 171 Partition and After, 420 Geographic Sources: The Refugee Issue, 559</p> <p><b>Digital Resources:</b> Topic 11&gt;Lesson 1&gt;Interactive Map: Migration to Australia and the Pacific</p>
<p>GHW.3.3 Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</p>	<p><b>SE/TE:</b> Analyze Graphs: Urbanization, 43 The Shift from Rural and Urban, 44 Challenges of Urbanization, 44 Recent Migrations in Europe, 167–168 Assessment (Question 6), 193 Assessment: Analyze Primary Sources, 193 Bantu Peoples in Southern Africa, 258–259</p> <p><b>Digital Resources:</b> Topic 5&gt;Lesson 3&gt;Interactive Gallery: West African Trade, Empires, and Art Topic 9&gt;Lesson 1&gt;Interactive Map: The Silk Road Connects East and West Topic 11&gt;Lesson 1&gt;Interactive Map: Migration to Australia and the Pacific</p>

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<p>GHW.3.4 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</p>	<p><b>SE/TE:</b>                      Population, 40–42                      Challenges of Urbanization, 44                      How Did Farming Change Europe?, 98–99                      Bantu Peoples in Southern Africa, 258–259                      Deforestation and Desertification, 279–280                      Analyze Graphs: Africa’s Young and Growing Population, 283                      Cities Are Growing, 525                      Social Instability, 525–526</p> <p><b>Digital Resources:</b>                      Topic 2&gt;Lesson 5&gt;Interactive Map: The Black Death, 1347–1351                      Topic 6&gt;Lesson 2&gt;Interactive Gallery: Development of Civilizations                      Topic 8&gt;Lesson 6&gt;Interactive Chart: South Asia’s Population and Economies                      Topic 9&gt;Lesson 6&gt;Interactive Chart: Japan’s Aging Population</p>
<p>GHW.3.5 Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.</p>	<p>This standard is outside of the scope of the program.</p>
<p><b>Standard 4: Exploration, Conquest, Imperialism and Post-Colonialism</b>                      Students examine the physical and human geographic factors associated with the origins, major players and events, and consequences of worldwide exploration, conquest and imperialism.</p>	
<p>GHW.4.1 Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.</p>	<p><b>SE/TE:</b>                      What Was the Age of Discovery?, 130–131                      Lesson Check #4, 135                      European Rule, 260–262                      European Colonialism, 336–337                      European Colonialism, 419                      The Age of Imperialism, 468–469                      European Exploration of the Pacific, 544–545</p>

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<p><b>Continued:</b> GHW.4.1 Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Topic 5&gt;Lesson 4&gt;Interactive Map: European Imperialism in Africa Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence</p>
<p>GHW.4.2 Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.</p>	<p><b>SE/TE:</b> Analyze Diagrams: Examples of Cultural Diffusion (fauna), 53 The Black Death, 127 Effects of the Black Death, 127 Building Empires, 131</p> <p><b>Digital Resources:</b> Topic 2&gt;Lesson 5&gt;Interactive Map: The Black Death, 1347–1351 Topic 9&gt;Lesson 1&gt;Interactive Map: The Silk Road Connects East and West</p>
<p>GHW.4.3 Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps.</p>	<p><b>SE/TE:</b> Building Empires, 131 Imperialism, 141–142 Lesson Check #2, 142 Assessment (Question 6), 153 European Rule, 260–262 Geography Skills: Africa: European Colonial Rule, 1914, 261 European Colonialism, 419 The Age of Imperialism, 468–469 How Did Westerners Affect the Region?, 505–506</p> <p><b>Digital Resources:</b> Topic 5&gt;Lesson 4&gt;Interactive Map: European Imperialism in Africa Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence</p>

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<p>GHW.4.4 Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. Examples: Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries and traders; Africa and the Atlantic slave trade involving Europeans and Africans; the Arabic-Islamic slave trade involving indigenous African peoples and directed northward and eastward within the continent of Africa and into the Middle East; and the slave trade involving only indigenous black Africans in the interior of the continent; economic dislocations in India (1500–1947)</p>	<p><b>SE/TE:</b>                      European Rule, 260–262                      European Colonialism, 419                      The Age of Imperialism, 468–469                      How Did Westerners Affect the Region?, 505–506</p>
<p>GHW.4.5 Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.</p>	<p>For opportunities to address this standard, see  <b>SE/TE:</b>                      The Colonial Legacy, 234                      After Independence, 263–265</p>
<p><b>Standard 5: Urban Growth</b>                      Students examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers.</p>	
<p>GHW.5.1 Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</p>	<p>For opportunities to address this standard, see  <b>SE/TE:</b>                      Changes in Land Use, 38                      Urbanization, 43–44                      Urban Growth, Learning, and Culture Converge, 128                      Effects of the Industrial Revolution, 139-140                      Natural Resources and Cities, 170                      The Birth of Cities, 245–246                      The Importance of Water, 268                      Technology, 398–399                      Where Do East Asians Live?, 473–475                      Cities are Growing, 525</p>

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<p><b>Continued:</b> GHW.5.1 Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Topic 2&gt;Lesson 6&gt;Interactive Map: Renaissance Italy’s City-States Topic 5&gt;Lesson 3&gt;Interactive Gallery: Stonetowns Topic 9&gt;Lesson 4&gt;Interactive Gallery: Tokyo Living</p>
<p>GHW.5.2 Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b> Analyze Graphs: Urbanization, 43 Urbanization, 43–44 Where Do East Asians Live?, 473–475 Cities are Growing, 525  <b>Digital Resources:</b> Topic 2&gt;Lesson 6&gt;Interactive Map: Renaissance Italy’s City-States Topic 9&gt;Lesson 4&gt;Interactive Gallery: Tokyo Living</p>
<p>GHW.5.3 Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.</p>	<p>This standard is outside of the scope of the program.</p>
<p>GHW.5.4 Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.</p>	<p><b>SE/TE:</b> Industrialization, 39 The Shift from Rural to Urban, 44 Growth of Cities (related to Industrialization), 140 Natural Resources and Cities, 170 The Importance of Water, 268 Where Do East Asians Live?, 473–474 Japan, 475 Cities are Growing, 525 <b>Digital Resources:</b> Topic 5&gt;Lesson 5&gt;Video: Where People Live and Work in West and Central Africa</p>

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<p><b>Standard 6: Innovations and Revolutions</b> Students examine physical and human geographic factors that influenced the origins, major events, diffusion and global consequences of new ideas in agriculture, science, culture, politics, industry and technology.</p>	
<p>GHW.6.1 Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b></p> <p>What Was the Reformation?, 131-133 The French Revolution, 137–138 The Scientific Revolution, 136-137 The Enlightenment, 137 What Was the Industrial Revolution?, 139-140 Lesson Check #3, 142 Geographic Sources: Gouverneur Morris's French Revolution Letter, 143 Revolution Spreads, 149 Independence, 262–263 Geography Skills: African Independence, 263 Arab Spring, 265–266 The First Farmers (Agricultural Revolution), 293-294 Lesson Check #1-#2, and #4-#6, 296 The Iranian Revolution, 340 The Intifada, 381 Struggle for Independence, 419 Nations Gain Independence, 507–508</p> <p><b>Digital Resources:</b></p> <p>Topic2&gt;Lesson 6&gt;Interactive Map: Major European Religions, About 1600 Topic 4&gt;Lesson 2&gt;Interactive Map: From Russian Empire to Soviet Union, 1914–1923 Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence Topic 8&gt;Lesson 4&gt;Interactive Gallery: Indian Independence and Partition Topic 10&gt;Lesson 2&gt;Interactive Timeline: Vietnam, 1945–1965: From Independence Struggle to Cold War Battleground</p>

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<p>GHW.6.2 Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p>	<p><b>SE/TE:</b>                      Analyze Diagrams: The History of Domestication, 99                      Greek Science and Technology, 108                      Roman Engineering, 115                      The Scientific Revolution, 136–137                      What Was the Industrial Revolution?, 139–140                      The Development of Tools, 243                      Lesson Check #2, 244                      New Technologies, 451–452                      Han Achievements, 456                      Chinese Technologies, 467</p>
<p>GHW.6.3 Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. Examples: Italian Renaissance and the growth of egg tempera paintings and frescoes, chemistry of oil paints (1500s); European Renaissance and the development of scientific ideas (1600–1800); England and the Industrial Revolution and its diffusion (1700–present); compare and contrast the spread of Asian, African and Latin American art forms (1900s–present); development of twentieth century music (jazz, etc.) in North America (1900s–present).</p>	<p><b>SE/TE:</b>                      A Shift in Ideas, 129                      The Northern Renaissance, 129–130                      The Scientific Revolution, 136–137                      What Was the Industrial Revolution?, 139–140                      Environmental Challenges, 185–186</p> <p><b>Digital Resources:</b>                      Topic 6&gt;Lesson 6&gt;Interactive Gallery: Muslim Advances in Technology, Math, and Science                      Topic 9&gt;Lesson 3&gt;Interactive Gallery: Technology in the Tang and Song Dynasties</p>

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<p>GHW.6.4 Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.</p>	<p><b>SE/TE:</b>            Environment and Resources, 36            Cultural Diffusion and Change, 53            Science and Technology, 54            Transportation (and communication link people), 81            Industrial Revolution (inventions), 83            Railroads, 139            Quest Connections (new modes of transportation and communication), 164            The German Economy, 174            Quest: Comparing Economic Development, 396            Public Transportation, 475            Quick Activity (transportation), 490</p> <p><b>Digital Resources:</b>            Topic 4&gt;Lesson 4&gt;Interactive Map: Russian Energy Production</p>
<p>GHW.6.5 Analyze and assess the impact of the four major agricultural revolutions* on the world's human and physical environments.</p> <p>*agricultural revolutions, in historical order: (1) fire used to alter natural vegetation; (2) domestication of plants; (3) industrialization and mechanization of agriculture with use of fertilizers, pesticides and herbicides; (4) applied microscopia for selective genetic manipulation</p>	<p><b>SE/TE:</b>            Modern Humans, 97-98            Analyze Diagrams: The History of Domestication, 99            How Did Farming Change Europe?, 98-99            Lesson Check #5, 100            New Production Methods, 139            The Green Revolution in Central Asia, 224            How Early Hunter-Gatherers Lived, 243-244            The First Farmers, 293-294</p> <p><b>Digital Resources:</b>            Topic 2&gt;Lesson 1&gt;Video: The Agricultural Revolution</p>

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<p>GHW.6.6 Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world.</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b> Effects of the Industrial Revolution, 139-140 Imperialism, 141-142 Impact of Colonialism, 261-262 Lesson Check #5: Writing Workshop, 266</p>
<p><b>Standard 7: Conflict and Cooperation</b> Students explore the physical and human geographic factors affecting the origins and the local, regional and supranational* consequences of conflict and cooperation between and among groups of people</p>	
<p>GHW.7.1 Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth’s surface. Examples: Turkey and Iraq conflict and cooperation related to the headwaters of the Tigris and Euphrates Rivers (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present)</p>	<p><b>SE/TE:</b> Cold War in Europe, 147-148 Integrating the East, 151 Specialization and Trade, 172 How Is the European Union Run?, 182–183 Kyoto Protocol, 187 Ethnic Conflict, 227 The Conflict in Iraq, 383 The Conflict in Syria, 384 The Conflict in Yemen, 385 Conflicts in Sudan, 265 A Fractured Region, 339 Conflicts and Peace, 379–382 Geographic Sources: The Refugee Issue, 559</p> <p><b>Digital Resources:</b> Topic 3&gt;Lesson 2&gt;Video: Introducing the European Union Topic 3&gt;Lesson 3&gt;Interactive Chart: EU Cooperation Topic 7&gt;Lesson 4&gt;Interactive Map: Regional Conflicts</p>

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<p>GHW.7.2 Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</p> <p>Examples: Indian Sub-continent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945)</p>	<p><b>SE/TE:</b></p> <p>World War I, 144–145  World War II, 146–147  Effects of World War II, 147  Unrest in the Congo and Nigeria, 264  Conflicts in Sudan, 265  Genocide in Rwanda, 265  Analyze Diagrams: Shias and Sunnis, 331  Two Competing Groups, 331  Conflicts and Peace, 379–382  European Colonialism, 419  Major Religions, 425</p> <p><b>Digital Resources:</b></p> <p>Topic 2&gt;Lesson 8&gt;Interactive Map: Effects of World War I on European Boundaries  Topic 4&gt;Lesson 2&gt;Interactive Map: The Fall of the Soviet Union  Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence  Topic 7&gt;Lesson 4&gt;Interactive Map: Regional Conflicts</p>

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<p>GHW.7.3 Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</p> <p>Examples: Compare and contrast Czech Republic and Slovakia to former Yugoslavia (1900s), compare and contrast Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), compare and contrast Gandhi’s (India) non-violent approach to independence compared to Algerian violent movement for independence from France (1950s) or to the Bolshevik’s (Russia) approach to independence from absolutism (1900s), and compare and contrast the independence movements by colonial Australia and South Africa (1900s)</p>	<p>For opportunities to address this standard, see <b>SE/TE</b>:</p> <p>Revolution Spreads, 149 The Russian Revolution, 208–209 Independence, 262–263 Apartheid in South Africa, 264 European Colonialism, 419 New Nations Gain Independence, 547–548</p> <p><b>Digital Resources:</b></p> <p>Topic 4&gt;Lesson 2&gt;Interactive Map: From Russian Empire to Soviet Union, 1914–1923 Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence Topic 8&gt;Lesson 4&gt;Interactive Gallery: Indian Independence and Partition Topic 10&gt;Lesson 2&gt;Interactive Timeline: Vietnam, 1945–1965: From Independence Struggle to Cold War Battleground</p>
<p>GHW.7.4 Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p> <p>Examples: League of Nations, North Atlantic Treaty organization (NATO), United Nations (UN), North American Free Trade Association (NAFTA), Free Trade Association (FTA), World Trade Organization (WTO), World Health Organization (WHO), European Union (EU), Triple Entente, Quintuple Alliance and Free Trade Area of the Americas (FTAA) Standard 8: Trade and Commerce Students examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.</p>	<p>For opportunities to address this standard, see <b>SE/TE</b>:</p> <p>Trade Barriers and Free Trade, 66 Cooperation (United Nations), 76, 77 World Health Organization (WHO), 77 UN Declaration of Human Rights, 81 North Atlantic Treaty Organization (NATO), 148 The European Union, 173 How Is the European Union Run?, 182–183</p> <p><b>Digital Resources:</b></p> <p>Topic 3&gt;Lesson 2&gt;Video: Introducing the European Union Topic 3&gt;Lesson 3&gt;Interactive Chart: EU Cooperation</p>

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<p><b>Standard 8: Trade and Commerce</b> Students examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional and global consequences of those exchanges.</p>	
<p>GHW.8.1 Use maps to show the location and distribution of Earth’s resources and analyze how this distribution affects trade between and among countries and regions.</p>	<p><b>SE/TE:</b> Regional Atlas Europe: Economic Activity, 160 Geography Skills: Europe: Iron Ore and Coal Deposits, 170 Geography Skills: Northern Eurasia: Land Use and Major Resources, 221 Geography Skills: The Fertile Crescent, About 3000 BCE, 295 Geography Skills: Southwest Asia: Oil and Gas Reserves, 365 Geography Skills: South Asia: Major Trade Partners, 432 Geography Skills: Southeast Asian Empires and Trade Routes Around 1000, 504</p> <p><b>Digital Resources:</b> Topic 1&gt;Lesson 7&gt;Interactive Chart: Identifying Patterns of Development Topic 5&gt;Lesson 3&gt;Interactive Gallery: West African Trade, Empires, and Art Topic 7&gt;Lesson 2&gt;Interactive Chart: Turkey’s Trade Topic 9&gt;Lesson 1&gt;Interactive Map: The Silk Road Connects East and West</p>

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<p>GHW.8.2 Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result</p> <p>Examples: Latin American and Africa: describe near-subsistence agriculture (1800–present), United States: relate resources to the interstate highway system (present), Russia: discuss the importance of the BAM (Baikal-Amur Mainline Railway) project and the Trans-Siberian railroad system in making more resources accessible to world trade (present), Europe and China: compare and contrast the movement of goods and services (present)</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b></p> <p>Analysis Skills: Create a Mental Map, 17 Trade Basics, 63-65 Trade Barriers and Free Trade, 66 Economic Development, 67-68 Analysis Skills: Construct Charts and Graphs, 177 Analysis Skills: Construct Charts and Tables, 362</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials&gt;Create Charts and Maps</p>
<p>GHW.8.3 Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.</p>	<p>This standard is outside of the scope of the program.</p>
<p><b>Standard 9: Human and Environmental Interactions: Resources, Hazards and Health</b></p> <p>Students examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions.</p>	
<p>GHW.9.1 Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b></p> <p>What Forces Inside Earth Shape the Land?, 24-25 Geography Skills: World: Natural Hazards, 25 Mesopotamia's Rivers, 294 Geography Skills: The Fertile Crescent, About 3000 BCE, 295 Regional Atlas: Monsoon Climate, 394–395 Monsoons, 423 Climate Change, 438 Plate Tectonics, 490–491 The Threat of Rising Sea Levels, 560–561 Other Environmental Challenges, 562–563</p>

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<p><b>Continued:</b> GHW.9.1 Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Topic 1&gt;Lesson 2&gt;Interactive Illustration: How Does Earth Move? Topic 10&gt;Lesson 5&gt;Interactive 3-D Model: Volcano</p>
<p>GHW.9.2 Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions Examples: United States: distribution of fresh water in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; Europe: dependence on the Persian Gulf for fossil energy.</p>	<p><b>SE/TE:</b> What Impact Do People Have on the Environment?, 39 Environmental Challenges, 185–186 Climate Change, 187 Quest: Discuss Nigeria’s Oil Industry, 240 Sahel, 268–269 Deforestation and Desertification, 279–280 Effects of Resources, 365 The Economy of Saudi Arabia, 367–368 Geographic Sources: Oil Dependence in Southwest Asia, 371 Quest: Debate Nuclear Power for Japan, 450 Quest: Write a Petition to Encourage Environmental Action, 538 The Threat of Rising Sea Levels, 560–561 Other Environmental Challenges, 562–563</p> <p><b>Digital Resources:</b> Topic 1&gt;Lesson 4&gt;Interactive Illustration: Oil: Long to Form, Quick to Use Topic 4&gt;Lesson 4&gt;Interactive Map: Russian Energy Production Topic 11&gt;Lesson 6&gt;Interactive Gallery: Antarctic Research</p>

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<p>GHW.9.3 Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected. Examples: Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers</p>	<p><b>SE/TE:</b> Quest: Balancing Development and the Environment, 8 Industrialization, 38 What Impact Do People Have on the Environment?, 39 What Was the Industrial Revolution?, 139–140 Climate Change, 187 Effects of Technology, 364 Resources, 430 Three Gorges Dam, 490 What Environmental Challenges Does the Region Face?, 490–491</p> <p><b>Digital Resources:</b> Topic 1&gt;Lesson 4&gt;Interactive Illustration: Oil: Long to Form, Quick to Use Topic 4&gt;Lesson 4&gt;Interactive Map: Russian Energy Production Topic 11&gt;Lesson 6&gt;Interactive Gallery: Antarctic Research</p>
<p>GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time Examples: Bubonic Plague, smallpox, cholera pandemic, Influenza pandemic, and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases.</p>	<p><b>SE/TE:</b> Bubonic Plague, 127 Building Empires (European diseases), 131 Cholera, 278 Water Problems, 438 Analyze Diagrams: The Silk Road (disease moved along), 455 Aborigines (European diseases), 546 Maoris (European diseases), 552</p> <p><b>Digital Resources:</b> Topic 2&gt;Lesson 5&gt;Interactive Map: The Black Death, 1347–1351</p>

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<p><b>Standard 10: States, Nations and Nation-States</b> Students analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country.</p>	
<p>GHW.10.1 Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie. Examples: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque (1492–present)</p>	<p><b>SE/TE:</b> Sovereignty, 75 Forming New Countries, 140–141 Treaties, 145 Basque language, 164 The Caucasus, 218 Libya, 266 European Mandates, 336 Mandates Generate Conflict, 337 Kurds (largest ethnic group in region), 358 Religion and Conflict, 359 Other Forms, 373 The Rise of ISIS, 383 Territorial Governments, 556</p>
<p>GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation. Examples: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), potential nationalistic movements with the Palestinians and Kurds (present)</p>	<p><b>SE/TE:</b> The Soviet Union Breaks Up, 150 Quest Connections, 191 Nationalism, 140–141 Imperialism, 141 Why Were There Two World Wars?, 144 Germany Reunifies, 150 Independence, 262–263 Mandates Generate Conflict, 337 Modern Turkey Forms, 338 Conflicts and Peace, 379–382 China During the Cold War, 470</p> <p><b>Digital Resources:</b> Topic 4&gt;Lesson 2&gt;Interactive Map: From Russian Empire to Soviet Union, 1914–1923 Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence</p>

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<p><b>Continued</b></p> <p>GHW.10.2 Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation</p>	<p><b>Continued:</b></p> <p>Topic 8&gt;Lesson 4&gt;Interactive Gallery: Indian Independence and Partition</p> <p>Topic 10&gt;Lesson 2&gt;Interactive Timeline: Vietnam, 1945–1965: From Independence Struggle to Cold War Battleground</p>
<p>GHW.10.3 Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.</p> <p>Examples: Brazil: formation (1820–1875), Russia: from Czar to federalism (1905–1995), the future of Iraq (1945–present), Korea (1945–present), South Africa: from white supremacy to black majority rule with protection of the rights of minorities (1900s), Nigeria: from dictatorship to democracy (1960–present)</p>	<p><b>SE/TE:</b></p> <p>French Revolution, 137–138</p> <p>Democratization, 141</p> <p>Geographic Sources: French Revolution letter (Gouverneur Morris), 143</p> <p>Revolution Spreads, 149</p> <p>The Russian Revolution, 208–209</p> <p>Independence, 262–263</p> <p>Apartheid in South Africa, 264</p> <p>Arab Spring, 265–266</p> <p>Struggle for Independence, 419</p> <p>Korea and Japan, 470</p> <p>Governments of East Asia, 478–479</p> <p>Nations Gain Independence, 507–508</p> <p><b>Digital Resources:</b></p> <p>Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence</p> <p>Topic 7&gt;Lesson 3&gt;Interactive Chart: Contemporary Governments of Southwest Asia</p> <p>Topic 9&gt;Lesson 5&gt;Interactive Chart: Comparing Governments and Economies</p>

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<p>GHW.10.4 Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world. Examples: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea(1910–1945)</p>	<p><b>SE/TE:</b> Imperialism, 141–142 European Rule, 260–262 Geography Skills: Africa: European Colonial Rule, 1914, 261 Unrest in the Congo and Nigeria, 264 European Colonialism, 419 The Age of Imperialism, 468–469 Korea and Japan, 470 How Did Westerners Affect the Region?, 505–506 Nations Gain Independence, 507–508</p> <p><b>Digital Resources:</b> Topic 5&gt;Lesson 4&gt;Interactive Map: Colonial Rule and Independence Topic 8&gt;Lesson 4&gt;Interactive Gallery: Indian Independence and Partition Topic 10&gt;Lesson 2&gt;Interactive Timeline: Vietnam, 1945–1965: From Independence Struggle to Cold War Battleground</p>
<p>GHW.10.5 Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others. Examples: The development of France (500–1850), compare Europe with Africa (1700–1990), the emergence of the federal state of Australia (1775–1925) and the increase of homogeneity in Japan (1945–present)</p>	<p>For opportunities to address this standard, see</p> <p><b>SE/TE:</b> Quest: Planning a New Government, 96 Powerful Kingdoms, 133–135 Geographic Source: The Debate Over Brexit, 184 The Soviet Union and Its Breakup, 208–213 Geographic Sources: Vladimir Putin’s Russia Strategy, 229 South Asia After Independence, 420–421 New Nations Gain Independence, 547</p> <p><b>Digital Resources:</b> Topic 2&gt;Lesson 7&gt;Interactive Map: Napoleon’s Europe (1804–1815) Topic 2&gt;Lesson 8&gt;Interactive Map: Effects of World War I on European Boundaries Topic 4&gt;Lesson 1&gt;Interactive Timeline: Russia’s Rulers Topic 4&gt;Lesson 2&gt;Interactive Map: The Fall of the Soviet Union</p>

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<p>GHW.10.6 Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.</p> <p>Examples: Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian sub-continent (1775–1985); the road to federalism in Nigeria (1925–present); and the evolution of countries of contemporary Europe, such as Great Britain, France, Spain and Italy</p>	<p><b>SE/TE:</b></p> <p>The European Union, 173 Forms of Government in Europe, 178–182 Challenges Facing the European Union, 189–191 Unrest in the Congo and Nigeria, 264 European Mandates, 336 South Asia After Independence, 420–421 Social and Political Challenges, 436–437</p> <p><b>Digital Resources:</b></p> <p>Topic 2&gt;Lesson 8&gt;Interactive Map: European Union, 2014 Topic 7&gt;Lesson 4&gt;Interactive Map: Regional Conflicts</p>
<p><b>Standard 11: Sports, Recreation and Tourism</b> Students examine the physical and human geographic factors associated with sports, recreation and tourism along with the local and global consequences of these activities.</p>	
<p>GHW.11.1 Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins and analyze the spatial patterns that emerge.</p>	<p>For opportunities to address this standard, see</p> <p><b>SE/TE:</b></p> <p>Greek Religion and Life, 107</p>
<p>GHW.11.2 Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.</p> <p>Examples: Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the Olympic movement; and United States: development of parks in response to increased urbanization</p>	<p>For opportunities to address this standard, see</p> <p><b>SE/TE:</b></p> <p>Analyze Images, 102 Economies of the Pacific Islands, 557-558</p>
<p>GHW.11.3 Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.</p>	<p>For opportunities to address this standard, see</p> <p><b>SE/TE:</b></p> <p>Greek Religion and Life, 107</p>

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<p>GHW.11.4 Analyze and predict the changing patterns of space devoted to sports and recreation in the local community and region. Examples: Indianapolis: downtown renewal, West Lafayette: university expansion of sporting facilities, South Bend: national reputation related to sports, and Paoli: basketball stadium holds more than the town’s population</p>	<p>This standard is outside of the scope of the program.</p>
<p>GHW.11.5 Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b> Analyze Images, 102 Economies of the Pacific Islands, 557-558</p>
<p>GHW.11.6 Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.</p>	<p>This standard is outside of the scope of the program.</p>
<p><b>Standard 12: Global Change</b> Students examine the human causes of change to the environment on a global scale along with the impact of these changes on the lives of humans.</p>	
<p>GHW.12.1 Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans.</p>	<p><b>SE/TE:</b> Climate Change, 187 Lesson Check #1, 191 Drought, 280 Climate Change, 438 The Threat of Rising Sea Levels, 560 Lesson Check #4, 563 West Antarctica, 565 Climate and the Ozone Layer, 567 The Threat of Rising Sea Levels, 560-561</p> <p><b>Digital Resources:</b> Topic 11&gt;Lesson 6&gt;Interactive Gallery: Antarctic Research</p>

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<p>GHW.12.2 Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses. Examples: The “doubling time” for global population and the implications of this doubling in various world regions (1750–present), economic growth curves for various countries and the implications for resource use and environmental pollution (present)</p>	<p>For opportunities to address this standard, see <b>SE/TE:</b> Population, 40-41 Chart: Africa’s Young and Growing Population, 283 Social Instability, 525-526</p>
<p><b>Literacy in History/Social Studies</b></p>	
<p><b>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</b></p>	
<p>Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences</p>	
<p>11-12.LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>	<p><b>SE/TE:</b> Analyze Informational Text, ELA 1 Evaluate Arguments, ELA 2 Analyze Primary and Secondary Sources, ELA 4–ELA 5 Get Ready to Read (begins every lesson—examples listed), 9, 63, 110, 305, 503, 544  <b>TE:</b> Support for Struggling Readers and Suggested Resources, 2B, 90B, 154B, 194B, 232B, 286B, 346B, 388B, 442B, 494B, 530B  <b>Digital Resources:</b> Representative Digital Primary Sources: Topic 5&gt;Lesson 3&gt;Interactive Primary Source&gt;Travels, Ibn Battuta Topic 5&gt;Lesson 4&gt;Interactive Primary Source&gt;Autobiography, Kwame Nkrumah Topic 5&gt;Lesson 4&gt;Interactive Primary Source&gt;“Glory and Hope,” Nelson Mandela Topic 6&gt;Lesson 5&gt;Interactive Primary Source&gt;The Quran</p>

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11-12.LH.1.2: Write routinely over a variety of time	<p><b>SE/TE:</b>            Use the Writing Process, ELA 7–ELA 8            Write an Argument, ELA 9            Write Informative or Explanatory Essays, ELA 10            Write Narrative Essays, ELA 11            Write Research Papers, ELA 14            Writing Workshop (examples), 17, 68, 168, 283, 471            Critical Thinking and Writing, 89, 153, 193, 231, 285, 345, 387, 441, 493, 529, 569</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Publish Your Work</p>
<p><b>LH.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)</b></p>	
<p>Extract and construct meaning from history/social studies texts using a variety of comprehension skills</p>	
<p><b>11-12.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<p><b>SE/TE:</b>            Analyze Informational Text, ELA 1            Evaluate Arguments, ELA 2            Find and Use Credible Sources, ELA 12–ELA 13            Write Research Papers, ELA 14            Quest, 8, 96, 162, 202, 240, 292, 354, 396, 450, 502, 538            Quest Findings, 88, 152, 192, 230, 284, 344, 386, 440, 492, 528, 568            Geographic Sources, 69, 143, 184, 229, 277, 343, 371, 434, 472, 512, 559</p> <p><b>TE:</b> Beyond the Classroom &amp; Suggested Resources, 2B, 90B, 154B, 194B, 232B, 286B, 346B, 388B, 442B, 494B, 530B</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources</p>

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<p><b>11-12.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p><b>SE/TE:</b> Analyze Informational Text, ELA 1 Evaluate Arguments, ELA 2 Analyze Primary and Secondary Sources, ELA 4–ELA 5 Quest, 8, 96, 162, 202, 240, 292, 354, 396, 450, 502, 538 Quest Findings, 88, 152, 192, 230, 284, 344, 386, 440, 492, 528, 568 Geographic Sources, 69, 143, 184, 229, 277, 343, 371, 434, 472, 512, 559</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials&gt;Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources</p>
<p><b>11-12.LH.2.3:</b> Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>For opportunities to address this standard, see</p> <p><b>Digital Sources:</b> 21<sup>st</sup> Century Skills Tutorials&gt;Compare Viewpoints; Evaluate Existing Viewpoints; Consider and Counter Opposing Arguments</p>
<p><b>LH.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)</b> Build understanding of history/social studies texts, using knowledge of structural organization and author’s purpose and message</p>	
<p><b>11-12.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p><b>SE/TE:</b> Vocabulary and Key Ideas, 89, 153, 193, 231, 285, 345, 387, 441, 493, 529, 569</p> <p><b>Digital Resources:</b> Topic 1&gt;Lesson 6&gt;Interactive Chart: Answering the Three Basic Economic Questions; Interactive Gallery: Examining Different Economic Systems</p>

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<p><b>11-12.LH.3.2:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p><b>SE/TE:</b>                      Analyze Informational Text, ELA 1                      Evaluate Arguments, ELA 2                      Analyze Primary and Secondary Sources, ELA 4–ELA 5                      Geographic Sources, 69, 143, 184, 229, 277, 343, 371, 434, 472, 512, 559                      Analyze Primary and Secondary Sources, ELA 4–ELA 6                      Historical Sources, 84–85                      Analyze Primary Sources, 89, 153, 193, 231, 285, 345, 387, 441, 493, 529, 569</p> <p><b>Digital Resources:</b>                      21<sup>st</sup> Century Skills Tutorials&gt;Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources</p>
<p><b>11-12.LH.3.3:</b> Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>	<p><b>SE/TE:</b>                      Analyze Primary and Secondary Sources, ELA 4–ELA 6                      Historical Sources, 84–85                      Analyze Primary Sources, 89, 153, 193, 231, 285, 345, 387, 441, 493, 529, 569                      Determine Author’s Point of View, 343, 472</p> <p><b>Digital Resources:</b>                      21<sup>st</sup> Century Skills Tutorials&gt;Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources; Compare Viewpoints; Evaluate Existing Viewpoints</p>

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<b>LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)</b>	
Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims	
<p><b>11-12.LH.4.1:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><b>SE/TE:</b>            Analysis Skills: Analyze Sequence and Chronology, 304            Analysis Skills: Analyze Data, 486            Analysis Skills: Analyze Graphs and Diagrams, 517</p> <p>Quest, 8, 96, 162, 202, 240, 292, 354, 396, 450, 502, 538            Quest Findings, 88, 152, 192, 230, 284, 344, 386, 440, 492, 528, 568            Geographic Sources, 69, 143, 184, 229, 277, 343, 371, 434, 472, 512, 559</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Analyze Images;            Analyze Media Content; Analyze Political Cartoons</p>
<p><b>11-12.LH.4.2:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><b>SE/TE:</b>            Geographic Sources: Gouverneur Morris’s French Revolution Letter, 143            Geographic Sources: The Debate Over Brexit, 184            Geographic Sources: The Syrian Refugee Crisis, 343            Quest: Discuss Nigeria’s Oil Industry, 240            Quest: Debate Nuclear Power for Japan, 450</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Compare Viewpoints;            Evaluate Existing Viewpoints; Consider and Counter Opposing Arguments</p>

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<p><b>11-12.LH.4.3:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>SE/TE:</b>            Writing: Find and Use Credible Sources, ELA 12–ELA 13            Write Research Papers, ELA 14            Topic 12: Topic 9: Research Project: Generate Questions to Focus Research, 458            Find and Use Credible Sources, 463            Support Your Thesis With Details, 471            Support Ideas with Evidence, 477            Choose an Organizing Strategy, 485            Write an Introduction, 491            Conduct a Research Project, 493            also see: Topic 6: Informative Essay: Generate Questions to Focus Research, 296            Quest, 8, 96, 162, 202, 240, 292, 354, 396, 450, 502, 538            Quest Findings, 88, 152, 192, 230, 284, 344, 386, 440, 492, 528, 568</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Create a Research Hypothesis</p>
<p><b>LH.5: WRITING GENRES (WRITING)</b>            Write for different purposes and to specific audiences or people</p>	
<p><b>11-12.LH.5.1:</b> Write arguments focused on discipline-specific content.</p>	<p><b>SE/TE:</b>            Write an Argument, ELA 9</p> <p>Topic 7: Argumentative Essay, 207, 213, 218, 233, 228, 231            Topic 11: Persuasive Essay, 404, 410, 415, 422, 426, 433, 438, 441            Topic 14: Write an Argumentative Essay, 543, 548, 553, 558, 563, 567, 569</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Consider and Counter Opposing Arguments</p>

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<p><b>11-12.LH.5.2:</b> Write informative texts, including analyses of historical events.</p>	<p><b>SE/TE:</b>            Write Informative or Explanatory Essays, ELA 10            Write Research Papers, ELA 14            Writing: Using the Writing Process, ELA 7–ELA 8;            Write Informative or Explanatory Essays, ELA 10            Topic 2: Explanatory Essay, 100, 108, 117, 121, 127, 135, 142, 151            Topic 3: Explanatory Essay, 168, 176, 183, 191, 193            Topic 5: Informative Essay, 244, 252, 259, 266, 270, 276, 283, 285            Topic 6: Informative Essay, 296, 303, 312, 320, 328, 335, 342, 345            Topic 7: Explanatory Essay, 360, 370, 378, 385, 387            Topic 9: Research Project, 458, 463, 471, 477, 485, 491, 493            Topic 10: Explanatory Essay, 506, 511, 516, 523, 527, 529</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Create a Research Hypothesis</p>

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