



# World Geography and Cultures

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STANDARDS	PAGE REFERENCES
<p><b>Core High School World Geography Standards, Supporting Skills, and Examples</b></p>	
<p><b>Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.</b></p>	
<p><b>9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.</b></p>	
<ul style="list-style-type: none"> <li>Use geographic tools to represent and interpret the Earth's physical and human characteristics.</li> </ul>	<p><b>Student Edition:</b> 16-21 <i>Geography Skills Handbook</i> 4-15 <i>Map Study</i> 17 <i>Chart Study</i> 21</p> <p><b>Teacher Wraparound Edition:</b> A 10, 20, 21; CT 5, 6, 9, 12, 13, 18; DI 6, 8, 13, 20; RS 10; SP 8, 9, 10</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Use maps, globes, and other geographic tools to acquire, process, and report information.</li> </ul>	<p><b>Student Edition:</b>  <i>Reference Atlas</i> RA1-RA41  <i>Geography Skills Handbook</i> 4-15  <i>Regional Atlas</i> 120, 122-124, 190, 192-195, 268, 270-273, 654, 656, 658-659</p> <p><b>Teacher Wraparound Edition:</b>  A 10; B 120, 190, 268; CT 5, 6, 9, 12, 13; DI 6, 8, 13; RS 10, 120, 273, 654, 658; SP 8, 9, 10, 120, 122, 124, 190, 192, 194, 195, 268, 270, 272, 656</p>
<ul style="list-style-type: none"> <li>Given verbal or written geographical cues, use a mental map to solve a problem.</li> </ul>	<p>Skill practice in mental mapping can be found on the following pages.</p> <p><b>Student Edition:</b>  <i>Geography and You</i> 206, 514, 633, 666, 670, 742  <i>Section Review</i> 254 #10, 360 #2, 428 #8, 514 #2, 600 #9, 633 #10, 666 #8, 670 #8, 742 #9, 805 #8</p> <p><b>Teacher Wraparound Edition:</b>  MC 289; RS 55; WS 270</p>
<ul style="list-style-type: none"> <li>Select and interpret map projections and other representations to analyze geographic problems.</li> </ul>	<p><b>Student Edition:</b>  <i>Geography Skills Handbook</i> 6-7  <i>Practicing the Skill</i> 7 #2-#5</p> <p><b>Teacher Wraparound Edition:</b>  CT 6, 7; DI 6; RS 7</p>
<p><b>9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.</b></p>	
<ul style="list-style-type: none"> <li>Bar graph, circle graph, line graph, pictographs</li> </ul>	<p><b>Student Edition:</b>  <i>Case Study</i> 180, 182, 183, 644  <i>Graph Study</i> 217, 535, 545, 557, 598, 612, 617, 629  <i>Chart Study</i> 246  <i>Caption Question</i> 525  <i>Visual Summary</i> 621, 691  <i>Social Studies Skills</i> R15</p> <p><b>Teacher Wraparound Edition:</b>  ATS 691; SP 180, 182, 183, 644, R15; WS R15</p>

STANDARDS	PAGE REFERENCES
<p><b>Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</b></p>	
<p><b>9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.</b></p>	
<ul style="list-style-type: none"> <li>The characteristics, location, distribution, and migration of human populations</li> </ul> <p>Examples: reasons for variation in population distribution, reasons for human migration and its effects on places</p> <p>Examples: trends and effects of world population and patterns</p> <p>Examples: causes and effects of urbanization</p>	<p><b>Student Edition:</b></p> <p>70-74, 217, 222, 228-229, 456, 540, 607, 687, 750, 820</p> <p><i>Graph Study</i> 71, 217, 687</p> <p><i>Map Study</i> 73, 228, 607, 819</p> <p><i>Reading Check</i> 74</p> <p><i>Section Review</i> 74 #2-#8</p> <p><i>Case Study</i> 644-647, 714-717</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 715, 716; B 644, 714; C 717; CT 74, 217, 222, 646, 715, 716; DI 73, 645; DYK 645; F 644, 714; RS 645, 647, 716; SP 71, 644, 715, 750; WS 72</p>
<p><b>9-12.G.2.2. Students are able to explain how humans interact with their environment.</b></p>	
<ul style="list-style-type: none"> <li>Human actions depend upon, adapt to, and modify the physical environment.</li> </ul>	<p><b>Student Edition:</b></p> <p>64, 130-133, 139-142, 357-360, 362-364, 591-593, 597-599</p> <p><i>Voices Around the World</i> 60, 596</p> <p><i>Regional Atlas</i> 121, 349, 583</p> <p><i>Reading Check</i> 133, 358, 364</p> <p><i>Map Study</i> 133</p> <p><i>Section Review</i> 142 #10, 364 #8, 600 #5, #7</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 141, 333; B 120; C 600; CT 62, 133, 358, 364, 599; DI 363; RS 358, 599; T 357; WS 141, 362</p>
<ul style="list-style-type: none"> <li>Ways in which technology has expanded human capacity to modify the physical environment</li> </ul>	<p><b>Student Edition:</b></p> <p>174-175, 224, 252-253, 282, 332-333, 396-397, 482-483, 665, 710</p> <p><i>Reading Check</i> 253, 333</p> <p><i>Diagram Study</i> 282</p> <p><i>Caption Question</i> 482, 665</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 665; CT 396, 482; DI 710; DYK 224; RS 396, 482; SP 483</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>The impact of physical geography on human interaction</li> </ul>	<p><b>Student Edition:</b> 245, 393, 477-478, 560, 838 <i>Why Geography Matters</i> 234-235 <i>Reading Check</i> 245, 393, 478, 560, 838</p> <p><b>Teacher Wraparound Edition:</b> CT 838; MAP 234; RS 235, 478</p>
<ul style="list-style-type: none"> <li>How place characteristics have affected locations Examples: land usage (New Orleans being below sea level); staple diets (Japanese-fish, Irish-potatoes); man- made accommodations (Great Wall of China, Netherlands polders, canals)</li> </ul>	<p><b>Student Edition:</b> 205, 224, 282, 307, 326, 679, 767 <i>Why Geography Matters</i> 136-137 <i>Diagram Study</i> 282</p> <p><b>Teacher Wraparound Edition</b> AC 137; DYK 224; F 136; MAP 136; RS 767; SP 307, 678; WS 282</p>
<ul style="list-style-type: none"> <li>Identify viewpoints that influence the management of Earth's resources. Example: Greenpeace, OPEC, Sierra Club versus Lumber industry, PETA</li> </ul>	<p><b>Student Edition:</b> 106, 172-173, 250-252, 330-331, 397, 453, 478-479, 480-482, 564-566, 636-638, 706-707, 774-775, 842-845 <i>Case Study</i> 402-405 <i>Reading Check</i> 453, 479</p> <p><b>Teacher Wraparound Edition:</b> A 173, 403, 637; C 405; CT 251, 331, 453, 565, 637; DI 251, 397, 638; F 402; RS 482, 566, 638, 707, 775; WS 252, 404, 481, 565</p>
<p><b>9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</b></p>	
<ul style="list-style-type: none"> <li>The differing characteristics in developing and developed countries</li> </ul>	<p><b>Student Edition:</b> 108, 244 <i>Reading Check</i> 19 <i>Case Study</i> 258-261</p> <p><b>Teacher Wraparound Edition:</b> A 260; CT 260; F 258; RS 260</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>How cooperation and conflict among people influence the division and control of the Earth's resources</li> </ul> <p>Examples: nations of Western Europe joined together in the European Union; cartels.</p>	<p><b>Student Edition:</b> 109, 158, 170-171, 246, 263, 297, 327-328, 453, 478-479</p> <p><i>Reading Check</i> 247, 453, 479</p> <p><i>Map Study</i> 327</p> <p><i>Section Review</i> 329 #3, #5</p> <p><b>Teacher Wraparound Edition:</b> A 328; C 329; CT 328, 453; WS 246, 328</p>
<ul style="list-style-type: none"> <li>Know the geographic factors that affect economic interdependence.</li> </ul> <p>Examples: transportation routes, movement patterns, market areas</p>	<p><b>Student Edition:</b> 108-109, 168-169, 170-171, 245, 246-247, 477, 560</p> <p><i>Graph Study</i> 108</p> <p><i>Map Study</i> 169, 245, 632, 682</p> <p><i>Diagram Study</i> 170</p> <p><i>Reading Check</i> 171, 247</p> <p><i>Chart Study</i> 246</p> <p><b>Teacher Wraparound Edition:</b> A 477; CT 108; HOCP 246, 253, 255; RS 246; WS 246</p>
<p><b>9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.</b></p>	
<p><b>Examples:</b> spatial distribution, cultural diffusion, acculturation, institutions, language, religions</p>	<p><b>Student Edition:</b> 75-79, 153-154, 159-160, 309, 373-375, 442, 458-459, 537-538, 609-610, 752-753</p> <p><i>Map Study</i> 76, 77, 78</p> <p><i>Teen Life In</i> 225, 315, 374, 465, 537, 609, 689, 752, 822</p> <p><b>Teacher Wraparound Edition:</b> A 78, 153, 373; C 154, 160, 309, 442, 459; CL 374; CT 78, 609; DI 76; RS 153, 373; SP 76; WS 79, 315, 374, 442, 752</p>

STANDARDS	PAGE REFERENCES
<b>Core High School Geography Performance Descriptors</b>	
<b>Advanced</b>	
<b>High school students performing at the advanced level:</b>	
<ul style="list-style-type: none"> <li>evaluate the use and limitations of map projections;</li> </ul>	<p><b>Student Edition:</b>  <i>Geography Skills Handbook</i> 5-7  <i>Practicing the Skill</i> 7 #1-#5</p> <p><b>Teacher Wraparound Edition:</b>            CT 6, 7; DI 5, 6</p>
<ul style="list-style-type: none"> <li>evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information;</li> </ul>	<p><b>Student Edition:</b>  <i>Reference Atlas</i> RA1-RA41  <i>Geography Skills Handbook</i> 4-15  <i>Regional Atlas</i> 120, 122-124, 190, 192-195, 268, 270-273, 654, 656, 658-659  <i>Skills Handbook</i> R10, R13-R19</p> <p><b>Teacher Wraparound Edition:</b>            A 10; B 120, 190, 268; CT 5, 6, 9, 12, 13, R13, R14, R18, R19; DI 6, 8, 13, R14; RS 10, 120, 273, 654, 658, R10, R17; SP 8, 9, 10, 120, 122, 124, 190, 192, 194, 195, 268, 270, 272, 656, R18; WS R15</p>
<ul style="list-style-type: none"> <li>analyze and explain the fundamental role that place characteristics and environments have played in history;</li> </ul>	<p><b>Student Edition:</b>            150-152, 296-297, 379-382, 445-446, 820-821  <i>What Makes This a Region</i> 118-119, 188-189, 410-411, 496-497, 652-653  <i>Why Geography Matters</i> 136-137, 310-311, 448-449, 460-461, 594-595, 772-773  <i>Case Study</i> 782-785</p> <p><b>Teacher Wraparound Edition:</b>            AC 461; B 119, 189, 497, 782; CT 150, 152, 497, 594; DI 151, 782; F 136, 310, 594; MAP 310, 460, 594; SP 188, 297, 449, 821, 595; T 136; WS 12, 448, 783</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>compare and contrast how humans interact with their environment;</li> </ul>	<p><b>Student Edition:</b>  64, 106, 109-111, 172-176, 250-253, 330-334, 567-568, 774-777</p> <p><i>Voices Around the World</i> 70</p> <p><i>Reading Check</i> 106, 110, 176, 252, 253, 331, 775, 777</p> <p><i>Section Review</i> 110 #2-#3, #5</p> <p><i>Map Study</i> 332</p> <p><b>Teacher Wraparound Edition:</b>  A 109, 332; C 334; CT 176, 251, 331; DI 174, 567, 777; RS 775; SP 174; WS 109, 175, 777</p>
<ul style="list-style-type: none"> <li>analyze how past and present trends of human migration impacts politics, environment, economies and societies;</li> </ul>	<p><b>Student Edition:</b>  73-74, 149, 217, 296, 300, 372, 440, 535, 545, 607, 608, 677, 750</p> <p><i>Reading Check</i> 74, 217, 300, 750</p> <p><i>Regional Atlas</i> 795</p> <p><b>Teacher Wraparound Edition:</b>  B 266; C 74, 677; CT 74; DI 440; RS 440; WS 296</p>
<ul style="list-style-type: none"> <li>articulate the impact of cultural geography on societies and regions.</li> </ul>	<p><b>Student Edition:</b>  153-154, 159-160, 373-375, 752-753</p> <p><i>What Makes This a Region</i> 118-119, 188-189, 410-411, 496-497, 652-653</p> <p><i>Why It Matters</i> 146, 214, 292, 522, 604</p> <p><i>Teen Life In</i> 225, 315, 374, 465, 537, 609, 689, 752, 822</p> <p><b>Teacher Wraparound Edition:</b>  A 153; B 118, 410, 652; C 160, 375, 753; CL 374; DI 373; MAP 146, 214, 292, 522, 604; RS 153, 373, 374; WS 159</p>

STANDARDS	PAGE REFERENCES
<b>Proficient</b>	
<b>High school students performing at the proficient level:</b>	
<ul style="list-style-type: none"> <li>use resources, data services, and geographic tools that generate and interpret information;</li> </ul>	<p><b>Student Edition:</b>  <i>Reference Atlas</i> RA1-RA41  <i>Geography Skills Handbook</i> 4-15  <i>Regional Atlas</i> 120, 122-124, 190, 192-195, 268, 270-273, 654, 656, 658-659  <i>Skills Handbook</i> R10, R13-R19</p> <p><b>Teacher Wraparound Edition:</b>  A 10; B 120, 190, 268; CT 5, 6, 9, 12, 13, R13, R14, R18, R19; DI 6, 8, 13, R14; RS 10, 120, 273, 654, 658, R10, R17; SP 8, 9, 10, 120, 122, 124, 190, 192, 194, 195, 268, 270, 272, 656, R18; WS R15</p>
<ul style="list-style-type: none"> <li>explain how humans depend on, modify, and interact with their environment;</li> </ul>	<p><b>Student Edition:</b>  64, 130-133, 139-142, 357-360, 362-364, 591-593, 597-599  <i>Voices Around the World</i> 60, 596  <i>Regional Atlas</i> 121, 349, 583  <i>Reading Check</i> 133, 358, 364  <i>Map Study</i> 133  <i>Section Review</i> 142 #10, 364 #8, 600 #5, #7</p> <p><b>Teacher Wraparound Edition:</b>  A 141, 333; B 120; C 600; CT 62, 133, 358, 364, 599; DI 363; RS 358, 599; T 357; WS 141, 362</p>
<ul style="list-style-type: none"> <li>explain how human migration impacts local and global politics, environment, economies, societies and regions;</li> </ul>	<p><b>Student Edition:</b>  73-74, 149, 217, 296, 300, 372, 440, 535, 545, 607, 608, 677, 750  <i>Reading Check</i> 74, 217, 300, 750  <i>Regional Atlas</i> 795</p> <p><b>Teacher Wraparound Edition:</b>  B 266; C 74, 677; CT 74; DI 440; RS 440; WS 296</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>identify the main characteristics of cultural geography.</li> </ul>	<p><b>Student Edition:</b>  153-154, 159-160, 373-375, 752-753  <i>What Makes This a Region</i> 118-119, 188-189, 410-411, 496-497, 652-653  <i>Why It Matters</i> 146, 214, 292, 522, 604  <i>Teen Life In</i> 225, 315, 374, 465, 537, 609, 689, 752, 822</p> <p><b>Teacher Wraparound Edition:</b>  A 153; B 118, 410, 652; C 160, 375, 753; CL 374; DI 373; MAP 146, 214, 292, 522, 604; RS 153, 373, 374; WS 159</p>
<p><b>Basic</b></p>	
<p><b>High school students performing at the basic level:</b></p>	
<ul style="list-style-type: none"> <li>given a map, identify location, direction, scale, key and type of map;</li> </ul>	<p><b>Student Edition:</b>  <i>Geography Skills Handbook</i> 10-11  <i>Practicing the Skill</i> 11 #1-#5</p> <p><b>Teacher Wraparound Edition:</b>  A 10; DI 11; RS 10; SP 10; WS 11</p>
<ul style="list-style-type: none"> <li>given verbal or written geographical cues, use a mental map to solve a problem;</li> </ul>	<p>Skill practice in mental mapping can be found on the following pages.</p> <p><b>Student Edition:</b>  <i>Geography and You</i> 206, 514, 633, 666, 670, 742  <i>Section Review</i> 254 #10, 360 #2, 428 #8, 514 #2, 600 #9, 633 #10, 666 #8, 670 #8, 742 #9, 805 #8</p> <p><b>Teacher Wraparound Edition:</b>  MC 289; RS 55; WS 270</p>
<ul style="list-style-type: none"> <li>given a list of cultural geography characteristics, match terms to characteristics;</li> </ul>	<p><b>Student Edition:</b>  153-154, 159-160, 373-375, 752-753  <i>What Makes This a Region</i> 118-119, 188-189, 410-411, 496-497, 652-653  <i>Why It Matters</i> 146, 214, 292, 522, 604  <i>Teen Life In</i> 225, 315, 374, 465, 537, 609, 689, 752, 822</p> <p><b>Teacher Wraparound Edition:</b>  A 153; B 118, 410, 652; C 160, 375, 753; CL 374; DI 373; MAP 146, 214, 292, 522, 604; RS 153, 373, 374; WS 159</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>list three ways people interact with their environment.</li> </ul>	<p><b>Student Edition:</b>  64, 130-133, 139-142, 357-360, 362-364, 591-593, 597-599</p> <p><i>Voices Around the World</i> 60, 596</p> <p><i>Regional Atlas</i> 121, 349, 583</p> <p><i>Reading Check</i> 133, 358, 364</p> <p><i>Map Study</i> 133</p> <p><i>Section Review</i> 142 #10, 364 #8, 600 #5, #7</p> <p><b>Teacher Wraparound Edition:</b>  A 141, 333; B 120; C 600; CT 62, 133, 358, 364, 599; DI 363; RS 358, 599; T 357; WS 141, 362</p>
<b>Advanced High School World Geography  Standards, Supporting Skills, and Examples</b>	
<p><b>Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.</b></p>	
<p><b>9-12.G.1.1A. Students are able to evaluate and select resources, data services, and geographic tools that generate and interpret information.</b></p>	
<ul style="list-style-type: none"> <li>Determine the validation of generated information.</li> </ul>	<p><b>Student Edition:</b>  20-21</p> <p><i>Chart Study</i> 21</p> <p><i>Skills Handbook</i> R10, R13, R14</p> <p><b>Teacher Wraparound Edition:</b>  A 20; CT R13, R14; DI R14; RS R10</p>
<ul style="list-style-type: none"> <li>Identify the changes that occur in the value, use, location, and distribution of resources.</li> </ul>	<p><b>Student Edition:</b>  106, 108, 134-135, 284, 359-360, 593, 666, 737-738</p> <p><i>Map Study</i> 107, 284, 359</p> <p><b>Teacher Wraparound Edition:</b>  A 134; CT 106, 108, 737; DYK 737; SP 107, 135, 284, 666; TC 359; WS 134</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the influence of different viewpoints on policies and programs for resource use and management.</li> </ul>	<p><b>Student Edition:</b> 106, 172-173, 250-252, 330-331, 397, 453, 478-479, 480-482, 564-566, 636-638, 706-707, 774-775, 842-845</p> <p><i>Case Study</i> 402-405</p> <p><i>Reading Check</i> 453, 479</p> <p><b>Teacher Wraparound Edition:</b> A 173, 403, 637; C 405; CT 251, 331, 453, 565, 637; DI 251, 397, 638; F 402; RS 482, 566, 638, 707, 775; WS 252, 404, 481, 565</p>
<ul style="list-style-type: none"> <li>Explain how differing viewpoints influence the development of policies designed to use and manage Earth's resources.</li> </ul>	<p><b>Student Edition:</b> 106, 172-173, 250-252, 330-331, 397, 453, 478-479, 480-482, 564-566, 636-638, 706-707, 774-775, 842-845</p> <p><i>Case Study</i> 402-405</p> <p><i>Reading Check</i> 453, 479</p> <p><b>Teacher Wraparound Edition:</b> A 173, 403, 637; C 405; CT 251, 331, 453, 565, 637; DI 251, 397, 638; F 402; RS 482, 566, 638, 707, 775; WS 252, 404, 481, 565</p>
<ul style="list-style-type: none"> <li>Apply geography to understand the present and plan for the future.</li> </ul>	<p><b>Student Edition:</b> 16-22</p> <p><i>Chart Study</i> 21</p> <p><i>Section Review</i> 24 #4-#5, #7, #9</p> <p><b>Teacher Wraparound Edition:</b> A 21, 22; CT 18; SP 21; WS 19</p>
<p><b>9-12.G.1.2.A Students are able to construct geographic representations when given information about places and events.</b></p>	
<p><b>Example:</b> bar graph, circle graph, line graph, pictographs, map projections</p>	<p><b>Student Edition:</b> <i>Case Study</i> 180, 182, 183, 644</p> <p><i>Graph Study</i> 217, 535, 545, 557, 598, 612, 617, 629</p> <p><i>Chart Study</i> 246</p> <p><i>Caption Question</i> 525</p> <p><i>Visual Summary</i> 621, 691</p> <p><i>Social Studies Skills</i> R15</p> <p><b>Teacher Wraparound Edition:</b> ATS 691; SP 180, 182, 183, 644, R15; WS R15</p>

STANDARDS	PAGE REFERENCES
<p><b>Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.</b></p>	
<p><b>9-12.G.2.1.A Students are able to analyze and articulate the fundamental role that place characteristics and environments have played in history.</b></p>	
<p><b>Example:</b> Russian winter played an important part in the defeat of Napoleon's and Hitler's armies.</p>	<p><b>Student Edition:</b> 364</p> <p><b>Teacher Wraparound Edition:</b> CT 364</p>
<p><b>9-12.G.2.2A. Students are able to evaluate how humans interact with their environment.</b></p>	<p><b>Student Edition:</b> 64, 106, 109-111, 172-176, 250-253, 330-334, 567-568, 774-777</p> <p><i>Voices Around the World</i> 70</p> <p><i>Reading Check</i> 106, 110, 176, 252, 253, 331, 775, 777</p> <p><i>Section Review</i> 110 #2-#3, #5</p> <p><i>Map Study</i> 332</p> <p><b>Teacher Wraparound Edition:</b> A 109, 332; C 334; CT 176, 251, 331; DI 174, 567, 777; RS 775; SP 174; WS 109, 175, 777</p>
<p><b>9-12.G.2.3A. Students are able to investigate how past and present trends of human migration impact both local and global politics, environments, economies, and societies.</b></p>	<p><b>Student Edition:</b> 73-74, 149, 217, 296, 300, 372, 440, 535, 545, 607, 608, 677, 750</p> <p><i>Reading Check</i> 74, 217, 300, 750</p> <p><i>Regional Atlas</i> 795</p> <p><b>Teacher Wraparound Edition:</b> A 266; C 74, 677; CT 74; DI 440; WS 296</p>
<p><b>9-12.G.2.4A. Students are able to compare and contrast the differing characteristics in developing and developed countries.</b></p>	<p><b>Student Edition:</b> 107-108, 153, 159, 167-169, 219-220, 222, 225-226, 229, 231, 752, 757-758, 767-768</p> <p><i>Case Study</i> 258-261</p> <p><b>Teacher Wraparound Edition:</b> B 258; CT 229, 259, 758; RS 260; WS 231, 259</p>

STANDARDS	PAGE REFERENCES
<b>Core High School Economics</b> <b>Standards, Supporting Skills, and Examples</b>	
<b>Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.</b>	
<b>Standard, Supporting Skills, and Examples</b>	
<b>9-12.E.1.1. Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</b>	
<ul style="list-style-type: none"> <li>Identify contributors of modern economics. Examples: Adam Smith and Karl Marx</li> </ul>	<p><b>Student Edition:</b> 381</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p> <p><b>Student Edition:</b> 14, 420-422</p> <p><i>Profiles in Economics</i> 18, 328, 368, 428, 496</p>
<ul style="list-style-type: none"> <li>Explain the transition of the former Soviet bloc nations to market economies.</li> </ul>	<p><b>Student Edition:</b> 328-329, 391-392</p> <p><i>Reading Check</i> 329, 391</p> <p><i>Graph Study</i> 329</p> <p><b>Teacher Wraparound Edition:</b> CT 391; RS 391</p>
<ul style="list-style-type: none"> <li>Explain the fundamentals of the market system. Examples: Identify the factors of production; identify the role of competition; compare methods of ownership: sole proprietorships, partnerships, corporations, cooperatives, conglomerates, franchises, monopolies, and oligopolies; describe the structure and functions of financial markets: stocks and bonds.</li> </ul>	<p><b>Student Edition:</b> 103, 166, 244, 297, 391</p> <p><i>Reading Check</i> 104, 391</p> <p><i>Section Review</i> 104 #6, 394 #2, #7</p> <p><b>Teacher Wraparound Edition:</b> A 103; CT 103, 391; DI 244</p>
<ul style="list-style-type: none"> <li>Explain the costs and benefits of entrepreneurial decisions.</li> </ul>	<p><b>Student Edition:</b> 103, 108-109, 158, 170, 244, 561</p> <p><i>Diagram Study</i> 170</p> <p><b>Teacher Wraparound Edition:</b> A 103, 108; CT 108; DI 244</p>

STANDARDS	PAGE REFERENCES
<p><b>9-12.E.1.2. Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</b></p>	
<ul style="list-style-type: none"> <li>Identify negative and positive aspects of economic growth.</li> </ul>	<p><b>Student Edition:</b> 108, 167, 244, 325, 391, 474-475, 699, 701 <i>Reading Check</i> 244 <i>Graph Study</i> 325</p> <p><b>Teacher Wraparound Edition:</b> DI 167, 244</p>
<ul style="list-style-type: none"> <li>Differentiate between wants versus needs.</li> </ul>	<p>See Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p> <p><b>Student Edition:</b> 6</p> <p><b>Teacher Wraparound Edition:</b> ALC 4; DI 6</p>
<p><b>9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</b></p>	
<ul style="list-style-type: none"> <li>Describe the influence of the Federal Reserve System in the U.S. economy;</li> </ul>	<p>See Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p> <p><b>Student Edition:</b> 355, 394, 402-407 <i>Did You Know?</i> 161 <i>Profiles in Economics</i> 398 <i>Figure 14.5</i> 403</p>
<ul style="list-style-type: none"> <li>Describe economic stabilization policies of the U.S.  Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission)</li> </ul>	<p>The economy of the United States is discussed on the following pages.</p> <p><b>Student Edition:</b> 166-168, 170-171</p> <p>Also see Glencoe's <i>Economics: Principles and Problems</i> © 2008.</p> <p><b>Student Edition:</b> 355, 366, 402-405, 419-427, 429-431 <i>Visual Summary</i> 409, 435 <i>Figure 15.5</i> 423</p>

STANDARDS	PAGE REFERENCES
<p><b>9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</b></p>	
<ul style="list-style-type: none"> <li>Explain how supply and demand for labor affects wages.</li> </ul>	<p>Supply and demand for labor is discussed on the following pages.</p> <p><b>Student Edition:</b>  <i>Case Study</i> 180  <i>Why Geography Matters</i> 634-635</p> <p><b>Teacher Wraparound Edition:</b>  AC 635; B 180; CT 635; F 634; MAP 634; RS 634</p>
<ul style="list-style-type: none"> <li>Explain the impact of outsourcing on the market economy and labor.</li> </ul>	<p><b>Student Edition:</b>  <i>Case Study</i> 180-183</p> <p><b>Teacher Wraparound Edition:</b>  A 181, 182; B 180; C 183; CT 181; F 180; WS 181</p>
<ul style="list-style-type: none"> <li>Describe the positive and negative aspects of government policies that affect employment.  Examples: minimum wage, affirmative action, age</li> </ul>	<p><b>Student Edition:</b>  391  <i>Why Geography Matters</i> 634</p> <p><b>Teacher Wraparound Edition:</b>  CT 635; MAP 634; RS 391</p>
<p><b>9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</b></p>	
<ul style="list-style-type: none"> <li>Supply and demand and their effects on price  Examples: supply and demand x graph chart  Examples: gas prices, Great Depression</li> </ul>	<p><b>Student Edition:</b>  453, 478-479  <i>Graph Study</i> 479  <i>Section Review</i> 479 #6</p> <p><b>Teacher Wraparound Edition:</b>  CT 478</p>
<ul style="list-style-type: none"> <li>Production possibilities curve, business cycles  Examples: recession, prosperity, inflation, deflation</li> </ul>	<p><b>Student Edition:</b>  167, 244, 328-329, 391, 700  <i>Section Review</i> 171 #6  <i>Graph Study</i> 329  <i>Voices Around the World</i> 699</p> <p><b>Teacher Wraparound Edition:</b>  CT 391; DI 167; RS 391</p>

STANDARDS	PAGE REFERENCES
<p><b>9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</b></p>	
<ul style="list-style-type: none"> <li>Describe the U.S. trade deficit and policies.</li> </ul>	<p><b>Student Edition:</b> 170 <i>Diagram Study</i> 170</p>
<ul style="list-style-type: none"> <li>Describe economic alliances: OPEC, NAFTA, GATT, EU.</li> </ul>	<p><b>Student Edition:</b> 109, 158, 170-171, 246, 263, 297, 327-329, 453, 478-479 <i>Chart Study</i> 246 <i>Map Study</i> 327 <i>Reading Check</i> 453, 479</p> <p><b>Teacher Wraparound Edition:</b> A 328; C 329; HOCP 246, 253, 255; RS 109; WS 246, 328</p>
<ul style="list-style-type: none"> <li>Define domestic output, national income, and price level.</li> </ul>	<p>Gross domestic product is discussed on the following pages.</p> <p><b>Student Edition:</b> 244 <i>Graph Study</i> 108, 325, 392, 666</p> <p><b>Teacher Wraparound Edition:</b> SP 666</p>