

GLENCOE



Indiana
Edition

Teacher Wraparound Edition

Geography and History of the World

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Glencoe

Correlations: Academic Standards for Geography and History of the World

Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 1 Culture Hearths Students will 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. (Origins, Spatial Distribution, Human Environment Interactions, Human Livelihoods)</p> <p>Examples: Irrigation-based civilizations: Tigris-Euphrates (Fertile Crescent), Nile, Indus, Huang Ho (Yellow) Rivers (3300–500 B.C./B.C.E.); land-based civilization: Mongols of Central Asia (700–1200 A.D./C.E.); the rainforest- and valley-based civilizations of Mesoamerica (1200 B.C./B.C.E.–1492 A.D./C.E.).</p>	<p>78, 113itp, 188, 193, 217, 218, GT 221A–GT 221B, 229, 233, 379, 410, 412, 426–427, 433, 435itp, 440, 452–453, 464, 580, 582, 592, 601, 608, 613, 654, 665, 671, 678</p>	<p>GT 221A–GT 221B, GT 429A</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. (National Character, Change Over Time, Physical Systems, Spatial Distribution)</p> <p>Examples: Using the geographical/cultural areas mentioned in examples for GHW.1.1, answer questions such as the following: “Where are culture hearths located and why are they located where they are?” “What are the locational advantages and disadvantages of particular culture hearths?” “How have these advantages and disadvantages changed over time?” (3300 B.C./B.C.E.–present).</p>	<p>78, 79sr, 113itp, 193, 217, 218, 220sr, GT 221A–GT 221B, 229, 233, 237itp, 379, 412–413, 426–427, 428sr, 440, 442sr, GT 443A–GT 443B, 452–453, 454sr, 464, 469itp, 582–583, 592, 593sr, 613, 654–655, 665, 678</p>	<p>78, GT 221A–GT 221B, GT 429B, GT 443A–GT 443B, GT 754B</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<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. (Spatial Interaction, Physical Systems, Diffusion, Human Environment Interactions)</p> <p>Examples: Development and sharing of irrigated crops of Mesopotamia (3300–500 B.C. /B.C.E.); the agricultural base of the Ancient Greek city-states (1000–350 B.C. / B.C.E.); spread of wheat, barley, cattle, and horses to areas of similar latitude: North Africa, Europe, East Asia (1500 B.C. /B.C.E.–500 A.D. /C.E.); Pre-Columbian societies of the Americas (1200 B.C. /B.C.E.–1492 A.D. /C.E.); Mesoamerican agricultural influences on Europe (1492–1800 A.D. /C.E.).</p>	<p>223, 233, GT 429A–GT 429B, 435itp, 526, 815itp</p>	<p>78, GT 429A–GT 429B</p>
<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. (Human Environment Interactions, Spatial Variation, Change Over Time, Cultural Landscape)</p> <p>Examples: Fall of the Sumerian, Babylonian, Assyrian, and Phoenician civilizations and the rise of the Persians (3300–350 B.C. /B.C.E.); disappearance of the Olmec civilization and the rise and subsequent fall of the Maya (300 B.C. /B.C.E.–600 A.D. /C.E.); fall of Angkor Wat (700–1432 A.D. /C.E.).</p>	<p>78–79, 218, GT 221A–GT 221B, 229, 440, 452, 454sr, 531, 546, 608, 613, 678–679, 750–751 GT 754A–GT 754B, 761itp</p>	<p>GT 221A–GT 221B, GT 754A–GT 754B</p>

sr–Section Review; itp–Indiana Statewide Test Practice; GT–Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 2 World Religions Students will 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 spread over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration. (Origins, Change Over Time, Diffusion, Spatial Organization, Spatial Distribution)</p> <p>Examples: Universal religions: Christianity (Jerusalem), Islam (Mecca, Medina), and Buddhism (Varanasi), Ethnic religions: Hinduism (Indus River), Confucianism and Taoism (Yellow River), Shintoism (Japan), Orthodox Judaism (Jerusalem).</p>	<p>80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 97, 159, 298, 301, 303, 316, 373, 442, 445, 447, 453, 457, 458, 466, 468itp, 471, 532, 537, 542, 608, 609, 614, 619, 680, 685, 690, 758, 823, 828</p>	<p>IN31, 80, GT 549A, 617</p>
<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. (Spatial Interaction, Spatial Variation, Change Over Time, Cultural Landscape, National Character, Physical Systems)</p> <p>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 (Shiites) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present).</p>	<p>301–303, 314–315, 316, 373, 380, 441, 442, 445–447, 448–449, 453, 457–458, 464–465, 488–491, 527, 531–532, 542–543, 608–609, 613–614, 619–620, 640, 678, 685, 690, 757, 758, 761itp</p>	<p>436, 653</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<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. (Human Environment Interactions, Change Over Time, Physical Systems)</p> <p>Examples: Japan (Shintoism and Buddhism): natural beauty; Native Americans (selected tribes): sanctity of the environment; 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>80, 82–83, 84–85, 88–89, 96, 97, 98, 134, 172–177, 330–335, 525, 542, GT 549A–GT 549B, 607, 608, 685</p>	<p>GT 549A–GT 549B, 580</p>
<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. (National Character, Change Over Time, Sense of Place, Cultural Landscapes)</p> <p>Examples: United States: issues related to the separation of church and state (1910–present); 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>GT 155A–GT 155B, 163itp, 449, 458, 490–491</p>	<p>GT 155A–GT 155B</p>

sr–Section Review; itp–Indiana Statewide Test Practice; GT–Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 3 Population Characteristics, Distribution, and Migration Students will 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 the distribution of the world’s human population for different time periods. Analyze changes in population characteristics and population density in specific regions. (Spatial Variation, Change Over Time, Spatial Distribution, Human Environment Interactions)</p> <p>Examples: Africa: compare traditional population maps from the 1600–1800s to current maps from the 1900–2000s; Europe: compare traditional population maps from the 1800s to maps of the present; compare and contrast Ireland in the 1830–40s using traditional maps to maps from the 1980–90s. Then ask questions about these maps, such as: “What impact does the availability of particular resources have on the distribution of population?” “Where is population most densely settled and why?” “How and why does age-gender structure vary over time and in different regions of the world?”</p>	<p>73, 123, 149–150, 156, 169, 213itp, 217, 222, 228–229, 233, 252, 295–296, 300, 307, 313, 366itp, 372, 439–440, 444, 452, 456, 463, 525, 530, GT 534A–GT 534B, 535, 540, 545, 550itp, 607, 612, 617, 621, 622itp, 644–647, 658–659., 677, 682, 687, 714–717, 749, 750, 755, 819, 825</p>	<p>72, 73, 114A, 126, 141, 149, 203, 208, 211, 301, 303, 346, 347, 416, 456, GT 534A–GT 534B, 644, 646, 714, 715, 716, 717, 741, R17, R18</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. (Origins, Change Over Time, Spatial Interaction)</p> <p>Examples: China: push—poverty and overpopulation, pull—gold in New World, jobs in Southeast Asia (nineteenth century); Russian Jews: push—anti-Semitism, pull—freedom and economic opportunities in the United States (nineteenth century); Scandinavians: push—poor land, overpopulation, religious intolerance, pull—Homestead Act and freedom in the United States (nineteenth century); Irish: push—famine, pull—economic opportunities in United States (nineteenth century); Europe: push—communist movement in Eastern Europe, pull—freedom in Western Europe (1945–1990); Hispanics from South and Central America: push—poverty and overpopulation, pull—economic opportunities in the United States (1950–present).</p>	<p>73–74, 79, 149, 158, 160sr, 217, 222, 228–229, 252, 296, 300, 310–311, 313, 372, 373, GT 383A–GT 383B, 440, 444, 446, 452, 456, 463, 525, 527, 530, 535, 540, 541, 545, 607, 612, 644–647, 677, 680sr, 682, 687, 692itp, 695, 750, 755, 760itp, 820–821, 826–827</p>	<p>141, 346, GT 376A, GT 376B, GT 383A–GT 383B, GT 485B</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<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. (Change Over Time, Diffusion, Spatial Interaction, Cultural Landscape, Sense of Place)</p> <p>Examples: India and China: brain drain to the United States and Europe (twentieth century); Palestinians: refugees to several Middle-Eastern countries (1947–present); West Bank: Jewish settlements (1947–present); Southwest Asia: economic opportunities in Western Europe (1950–present), Former Soviet Union: political and economic exchanges among former Soviet satellites and Russia (1990–present).</p>	<p>71–74, 81, 123, 150–152, 156–158, 159, 193, 217, 222–223, 228–230, 236itp, 295, 296–297, 300–301, 310–311, 313, 314, 372, 379, 440–441, 444, 446, 448–449, 452, 456, 457, 464–465, 531, 535, 536, 541, 546–547, 607, 608, 612, 613, 618–619, 677, 688, 692itp, 749, 750–751, 756–757, 819, 820–821, 825</p>	<p>122, 152, 156, 161, 241, 266, 303, 346, 352, GT 383B, GT 616B, 674, 677, 790, 816, 817, 821</p>
<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. (Spatial Variation, Change Over Time, Cultural Landscape, Sense of Place)</p> <p>Examples: Europe: movement of prosperous and talented middleclass Huguenots from France to German states, colonial America, and South Africa (1700–1900); Persian Gulf immigrants to United Kingdom (twentieth century); movement of individuals in the arts from the Soviet Union to the United States (1950–1990); movement of Japanese to Australia for economic opportunity (1975–present).</p>	<p>71–74, 125, 134–135, 169, 173–175, 178itp, 195, 205, 217, 222, 229, 236itp, 251–253, 272–273, 282, 331, 332–333, GT 376A–GT 376B, 481–483, 517, 525, 535, 565, 638, 658–659, 776, 820</p>	<p>GT 75A, GT 75B, 114A, 217, 295, 303, GT 376A–GT 376B, GT 534B, 787, 825</p>

sr—Section Review; itp—Indiana Statewide Test Practice; GT—Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<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. Propose strategies for dealing with the issues identified. (Change Over Time, Spatial Organization, Human Livelihoods, Cultural Landscape, Sense of Place)</p> <p>Examples: Obtain population data for a city, a township, and the local county covering the decades of 1950, 1960, 1970, 1980, 1990, and 2000 (U.S. Census of Population). Graph data and changes for each geographical unit, map the population change (growth and decline), analyze where changes of significance have occurred, predict where future population change may occur and the consequences for providing services to the population and school districting; analyze the political and economic impact due to the way that population totals are used to allocate political representation in Congress, county boards, city councils, etc.</p>	<p>GT 75A–GT 75B, 113itp</p>	<p>21, GT 75A–GT 75B, 114A, 372, 540, R15, R19</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 4 Exploration, Conquest, Imperialism, and Post-Colonialism Students will 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. (Origins, Change Over Time, Sense of Place, Spatial Interaction, Spatial Organization)</p> <p>Examples: Alexander the Great and the development of the Hellenistic Period (350–300 B.C. /B.C.E.), Mongol conquests of India and China (711–1300), Spanish and Portuguese exploration and conquest (1400–1800), English and French exploration and conquest (1400–1800), exploration of the New World (1400–1800), voyages by Ming Dynasty (1368–1644) explorers in the early fifteenth century around India to Africa, European view of world regions, Asia and Africa (1500–1800), Manchu conquest in 1644 of all of China and Inner Asia.</p>	<p>150–151, 157–158, 160sr, 193, 217, 219, 220sr, 223, 226sr, 230, 237itp, 308, 379, 457, 464, 501, 526–527, 531–532, 536, 541–542, 543sr, 546, 549, 608, 619, 621, 679, GT 681A–GT 681B, 688, 693itp, 727, 751, 757, 815itp, 820–821, 823sr, 826–827, 830itp</p>	<p>157, 618, GT 681A–GT 681B, 791, 806, 807</p>
<p>GHW.4.2 Use 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. (Spatial Interaction, Change Over Time, Diffusion, Human Environment Interactions)</p> <p>Examples: Compare world maps of the fifteenth century to world maps of the sixteenth century that show selected crops grown for food, analyze how the Industrial Revolution affected agriculture in Europe and the Americas (1700–1900), and compare and contrast two or more regions of the world relative to major life-threatening diseases prior to 1492 and after this date.</p>	<p>79, 223, 230, 298sr, 464, 541, 624, 821, 843, 846sr</p>	<p>77, 223, GT 829A</p>

sr—Section Review; itp—Indiana Statewide Test Practice; GT—Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<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. (Changes Over Time, Spatial Distribution, Spatial Interaction)</p> <p>Examples: Illustrate the colonial focus of the following European nationalities: Spanish and Portuguese (1492–1825); British, French, Belgian, and Dutch (1800–1970); link European countries to their colonies in Asia and Africa in relationship to resources and trade patterns in the nineteenth and twentieth centuries.</p>	<p>150–151, 157–158, 193, 219, 223, 224, 225, 226sr, 228, 229–230, 441, 453, 457, 467, 469itp, 501, 526–527, 528, GT 529A–GT 529B, 531, 533, 536, 537, 541–542, 546–547, 548, 608, 613, 619, 621, 679, 683, 688, 727, 751, 757, 759, 820–821, 826–827, 831itp</p>	<p>13, GT 529A–GT 529B</p>
<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. (Spatial Interaction, Changes Over Time, Cultural Landscape, National Character, Physical Systems, Sense of Place, Spatial Variation, Spatial Organization)</p> <p>Examples: Native Americans in Mesoamerica in relationship to Spanish conquistadors, missionaries, and traders; Africa and the Atlantic slave trade involving Europeans and African; 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>150–151, 153, 157–159, 162itp, 193, 217–220, 220sr, 223–226, 226sr, 229–232, 232r, 441, 453, 457, 526–528, 531–533, 533sr, 536–537, 541–543, 543sr, 545, 546–548, 548sr, 549, 550itp, 551itp, 552–553, 608–609, 613–614, GT 616A–GT 616B, 619, 679, 683–685, 751–752, 753r, 757–758, 759, 820–823, 823sr, 826–828, 829, 830itp</p>	<p>IN33, 13, 314, 346, GT 529A, GT 529B, GT 534A, 542, GT 759A, 850</p>
<p>GHW.4.5 Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. (Spatial Distribution, Spatial Interaction, Spatial Variation, Human Livelihoods, Sense of Place, Cultural Landscapes)</p> <p>Examples: (1850–present) Disparate effects of global economic competition; patterns of variation between developed and developing countries; the global division of labor, especially between developed and less-developed countries; the magnitude and direction of the flows of cultural exchange between former colonies and colonial powers.</p>	<p>107–109, 158, 217, 219, 223, 231, 243, 244, 246, 258–261, 527, 528, 531–532, 536, 541–542, 547, 558, 559, 561, 570itp, 609, 751, 757, 821, 827</p>	<p>497, 501, 543, 850, 852</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 5 Urban Growth</p> <p>Students will 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 historical 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. (Origins, Changes Over Time, Human Environment Interactions, Spatial Variation)</p> <p>Examples: Answer questions such as, “Where are these towns and cities located and why are they located where they are?” “When did these towns and cities develop and why?” for the following: ancient Rome; the rise to towns in Europe (1050–1450); Dutch cities (trade); Venice (Crusades); New York City (harbor); Istanbul (junction between Europe and Asia); Singapore (Strait of Malacca); Hong Kong (China trade).</p>	<p>133, 237itp, 304–305, 307, 452, GT 455A–GT 455B, 701, 756</p>	<p>IN34, 52, 71, 72, 127, 149, GT 221B, 301, 357, GT 455A–GT 455B, 464, GT 534A</p>
<p>GHW.5.2 Describe, using maps, timelines, and/or other graphic presentations, the worldwide trend toward urbanization. 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. (Diffusion, Change Over Time, Human Environment Interactions, Human Livelihoods, Spatial Interaction)</p> <p>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>73–74, 150, 156, 169, 217, 222, 228–229, 233, 236itp, 244, 245, 252, 254sr, 296, 300, 304–305, 307, 313, 325, 326, 332, 372, 393, 440, 444, 452, 456, 477, 525, 535, 538sr, 549, 607, 610sr, 612, 646, 659, 677, 680sr, 682, 685sr, GT 686A–GT 686B, 687, 711, 750, 753sr, 755, 768, 776</p>	<p>72, 114A, 301, GT 562B, GT 686A–GT 686B</p>

sr—Section Review; itp—Indiana Statewide Test Practice; GT—Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.5.3 Analyze the changing functions of cities over time. (Change Over Time, Human Livelihoods, Sense of Place, Spatial Organization, Spatial Interaction)</p> <p>Examples: London: fortress to political, cultural, economic center (1066–present); Beijing: from village to capital (1500–present); Chicago: stockyard to financial, transportation center; Sydney: penal colony to cultural, financial center (1790–present); Shanghai: from Western trade center to global financial, manufacturing hub (1800–present).</p>	<p>319itp, GT 686A–GT 686B, 693itp, 831itp</p>	<p>71, 72, 114A, 149, 301, GT 330A, GT 330B, 559</p>
<p>GHW.5.4 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. (Spatial Variation)</p> <p>Examples: Examine similarities and differences among the urban development of Salt Lake City (central temple focus), Paris (circular with spokes), Rio de Janeiro (physical geographic constraints of sea and mountains, Mumbai (peninsular location) (present).</p>	<p>GT 233A–GT 233B</p>	<p>GT 233A–GT 233B, GT 686B</p>
<p>GHW.5.5 Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world. (Spatial Variation, Change Over Time, Cultural Landscape, Human Environment Interactions, Sense of Place, Physical Systems)</p> <p>Examples: Compare and contrast Quebec City (French) with Edmonton (English), Canada; Wuhan (industrial) with Beijing (capital), China; Rome (cosmopolitan) with Milan (manufacturing), Italy; Nairobi (interior) with Mombasa (coastal), Kenya; examine the impact of the local community on the physical and human environment.</p>	<p>73–74, 125, 150, 156, 158, 168–169, 174–175, 195, 217, 222, 228–229, 251–253, 256itp, 272–273, 304–305, 307, 331–333, 397, 452, 468itp, 517, 535, GT 562A–GT 562B, 565, 571itp, 607, 637–638, 643itp, 644–647, 658–659, 677, 682, 693itp, 708–709, 750, 755, 760itp, 775–776</p>	<p>35, 52, 71, 73, 74, 114A, 410, 420, 440, GT 562A–GT 562B, 621, 664, 704, 707, 708, 711, 729, 737, 741, 776</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 6 Innovations and Revolutions Students will 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. (Origins, Change Over Time, Spatial Variation, Diffusion)</p> <p>Examples: Governmental change for the following countries and the impact of the changes on other countries and regions: England (1680s), United States (1760s and 1780s), France (1780s and 1790s), Mexico (1820s) and Brazil (1820s), China (1910s), Russia (1910s), Iran (1970s), and potential revolutions in Venezuela and the countries of Central Asia (present).</p>	<p>GT 105A–GT 105B, 113itp, 151, 219, 224, 230, 297, 302, 315, 380–381, 453, 465, 679</p>	<p>GT 105A–GT 105B, 302, 315, 608</p>
<p>GHW.6.2 Prepare maps, timelines, and/or other graphic representations showing the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread. (Origin, Change Over Time, Diffusion, Spatial Interaction, Cultural Landscape, Sense of Place)</p> <p>Examples: Map and analyze the impact and diffusion of the following inventions; on various areas of the world: explosives (Asia, first century), paper (Asia, first century), printing press (Europe, 1400s), steam engine (Europe, 1700s), pasteurization (Europe, 1800s), electricity (North America, 1800s), immunization (Europe, 1800–1900s), atomic energy (North America and Europe, 1900s), computer and digital technology (North America and Asia, 1950–present).</p>	<p>43, 78–79, 152, GT 304A–GT 304B, 319itp, 334, 440, 481, 639, 695, 709</p>	<p>IN35, GT 304A–GT 304B</p>

sr—Section Review; itp—Indiana Statewide Test Practice; GT—Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<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. (Diffusion, Change Over Time, Spatial Interaction)</p> <p>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); why did twentieth century music (jazz, etc.) develop in North America (1900s–present).</p>	<p>79, 153, 159, 218, 220, 226, 232, 239, GT 285A–GT 285B, 291itp, 297, 298, 302, 308, 309, 316, 374–375, 442, 447, 454, 459, 466, 471, 527, 533, 538, 542, 553, 609–610, 615, 620, 625, 680, 685, 690, 694–695, 753, 758, 762–763, 823</p>	<p>GT 285A–GT 285B, 292, 297</p>
<p>GHW.6.4 Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world. (Diffusion, Change Over Time, Spatial Interaction)</p> <p>Examples: Railroads promoting convergence (Australia, India, North America, 1800–1900s); automobile and airplane promoting convergence among places connected and divergence for places not connected (North America, 1900s); computer technology, television, cell phones, and satellite communications promoting convergence and sometimes divergence (North America, Africa, 1900–present).</p>	<p>152, 168–169, 213itp, 234–235, 245, 247sr, 304–305, 326–327, 393, 394sr, 477–478, 560, 561sr, 632, 633sr, 683, 689, 701, 703sr, 769–770, 838, 839sr, GT 840A–GT 840B</p>	<p>79, 114A, 234, 235, 297, 308, 326, 351, 441, 442, 444, 478, GT 562A, GT 840A–GT 840B</p>
<p>GHW.6.5 Analyze and assess the impact of the four major agricultural revolutions on the world’s human and physical environments. (Human Environment Interactions, Human Livelihoods, Cultural Hearths, Spatial Organization, Change Over Time)</p> <p>Examples: American Indians’ use of fire on the Great Plains (before 1800), plant domestication in irrigation-based civilization cultural hearths, industrial agriculture on the delta of the Amu Darya River in Uzbekistan and its effects on the Aral Sea (1900s), genetic manipulation of rice in India (1900s).</p>	<p>78, GT 80A–GT 80B, 112itp, 251, 326, 426, 433, 440, 452, 483, 526, 629–630, 699, 767, 837</p>	<p>GT 80A–GT 80B</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.6.6 Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed countries in the contemporary world. (Human Livelihoods, National Character, Origin, Diffusion, Change Over Time, Human Environment Interactions)</p> <p>Examples: The abundance of productive land in the U.S. compared to the limited productive land in less developed countries, the historically scarce labor supply in the U.S. that led to immigration and mechanization compared to the abundance of labor and high unemployment in contemporary less developed countries, the historic elimination of temperate latitude forests by colonial powers and the U.S. to fuel development and the current use of tropical forests in less developed countries.</p>	<p>108–109, 116, 125, 133, 135, 149, 150, 209, 243–244, 248–249, 251–252, 258–261, 298sr, 412–413, 475, 502, 517, 557, 565, 567–568, 571itp, 637–638, 666, 699, 768, 775, 777, 803, 837</p>	<p>GT 285B</p>
<p>Standard 7 Conflict and Cooperation</p> <p>Students will explore the physical and human geographic factors affecting the origins and the local, regional, and supra-national 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, economic, and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface. (Spatial Interaction, Spatial Variation, National Character, Human Environment Interactions, Sense of Place)</p> <p>Examples: Turkey and Iraq conflict/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), conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present).</p>	<p>150, 157–158, GT 177A–GT 177B, 179itp, 218–219, 224, 230, 253, 271, 296, 301, 302, 308, 314, 315, 316sr, 328–329, 376–377, 380–381, 440–441, 446, 447sr, 448–449, 451, 454sr, 460–461, 464–465, 466sr, 488–491, 527, 528sr, 531–532, 533sr, 536, 542, 547, 551itp, 566, 584–585, 608, 613–614, 615sr, 619, 639, 640, 640sr, 642itp, 677, 679, 682, 683, –684, 687–689, 750–751, 753sr, 757, 820–821, 827, 831itp</p>	<p>GT 177A–GT 177B, GT 299A, 314, 377, 411, 446, 448, 449, 485, GT 485B, 621, 688, GT 759A</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.7.2 Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, 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. Propose solutions to conflicts that are still ongoing. (Change Over Time, Spatial Interaction, Human Environment Interactions, Sense of Place)</p> <p>Examples: Indian Sub-continent: British vs. Muslims vs. Hindus (1800–present); Northern Ireland: Protestant vs. Catholic (1900s); Southwest Asia: Iran vs. Iraqi Shiites vs. Sunnis, Israelis vs. Arab, Israelis vs. Palestinians (1900s–present); Africa: tribal conflict: 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 (1935–1945).</p>	<p>157–158, 219, 224, 230, 253–254, 297, GT 299A–GT 299B, 302, 313–315, 318itp, 367itp, 371–372, 373, 376–377, 380–382, 404–405, 441, 446, 448–449, 451, 453, 460–461, 464–465, 488–491, 527, 531–532, 536, 537, 542, 547, 566, 608, 613–614, GT 616A–GT 616B, 622itp, 639–640, 677, 682, 683–684, 689, 751, 757, 761itp, 821, 830itp</p>	<p>114A, GT 299A–GT 299B, 322, 346, 377, 453, 488, 489, 527, 532, 576B</p>
<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. (Spatial Organization, Change Over Time, Spatial Interaction)</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) nonviolent 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); compare and contrast the independence movements by colonial Australia and South Africa (1900s).</p>	<p>151, 157–158, 219, 224, 226sr, 230, 232sr, 271, 308, 313, 315, 376–377, 380–382, 441, 446, 448–449, 458, 460–461, 465, 466sr, 500–501, 527, 531–532, 536, 537, GT 539A–GT 539B, 542, 547, 608, 610sr, 613–614, 615sr, 631, 639–640, 679, 727, 751, 757, 760itp, 821, 827</p>	<p>224, GT 539A–GT 539B, 581</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.7.4 Prepare 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 why each was established. 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. (Origins, Spatial Interaction, Change Over Time, Spatial Organization, Spatial Distribution)</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, Free Trade Area of the Americas (FTAA)</p>	<p>109, 158, 170–171, 175, 179itp, 246, 247, 263, 297, 302, 315, 327–329, 332, 333, 334, 338–341, 382, 394, 453, 478–479, 487itp, 561, 565, 633, 702, 703, 770–771, 781itp, 839</p>	<p>IN36, 246, 314, 325, 328, 331, 338, 341, 485, GT 539B, 566, 769</p>

sr—Section Review; itp—Indiana Statewide Test Practice; GT—Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 8 Trade and Commerce Students will 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. Analyze how this distribution affects trade between and among countries and regions. (Spatial Interaction, Spatial Distribution, Physical Systems, Human Environment Interactions)</p> <p>Examples: Compare and contrast South Africa with selected countries of sub-Saharan Africa (1800s–present), relate the movement of world resources to developed from developing countries (1900s), compare and contrast specific countries and regions in North America with countries and regions in Asia and Latin America in relationship to resources (present), relate fossil fuels to the “have” and “have not” countries (present).</p>	<p>RA8–RA9, RA12–RA13, 107, 108–109, 110sr, 116, 124–125, 133–135, 135sr, 143, 170, 171sr, 175, 194, 205–206, 209, 212itp, 244, 272, 284, 284sr, 297, 352, 359–360, 360sr, 366itp, 398sr, 400itp, 402–405, 412–413, 426–428, 428sr, 433, 434itp, 453, 454sr, 456, 458, 459sr, 475–479, 479sr, 485, 487itp, 514, 519, 521itp, 545, 547, 553, 558, 559, 561sr, 592–593, 608, 630, 640sr, 643itp, 665–666, 700, 707, 710sr, 728, 737–738, 743, 767–768, 803, 807, 837, 838</p>	<p>IN37, 108, 246, 325, 427, 431, 433, GT 455B, 657, GT 754A, 767, 768, 837, 843, 847</p>
<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. (Diffusion, Change Over Time, Spatial Interaction, Spatial Organization, Human Livelihoods)</p> <p>Examples: Latin American and Africa: 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>107–109, 169, 170, 179itp, 180–183, 243, 244, 245, 246, GT 248A–GT 248B, 257itp, 393–394, 477–479, 557, 560–561, 571itp, 632–633, 689, 691, 700–702, 769–771, 838–839</p>	<p>114A, GT 248A–GT 248B, 325, 331, 433, GT 455B, 477, 769, 837, 843, 847</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.8.3 Identify and describe how the physical and human environments have been altered in selected countries due to trade, commerce, and industrialization. Propose strategies for controlling the impact of these forces on the environments affected. (Cultural Landscape, Change Over Time, Physical Systems, Human Environment Interactions, Human Livelihoods)</p> <p>Examples: Japan: compare and contrast the Inland Sea Area (1850–2000), Persian Gulf states: making the desert bloom (1875–2005), United States: forest and plains to farmland (1800s), China: industrial changes in Yangzi (Chang Jiang) River valley from 1930s to 2000, Indonesia and Brazil: tropical rainforests to farmland (present).</p>	<p>109–110, 116, 125, 141, 144itp, 152, 168–169, 173–176, 176sr, 178itp, 195, 205, 224, 244–245, 248–249, 251–253, 254sr, 257itp, 273, 282, 319itp, 326, 331–333, 334sr, 335, 336itp, 353, 358, 360, 396–398, 398sr, 400itp, 401itp, 402–405, 416–417, 426–427, 477, 481–484, 484sr, 485, 486itp, 512–513, 517, 518sr, 520itp, 521itp, 565–568, 568sr, 593, 637–638, 640sr, 642itp, 643itp, 659, 665, GT 667A–GT 667B, 673itp, 701, 707, 708–709, 710, 710sr, 711, 713itp, 729, 767–768, 775–777, 778sr, 780itp, 781itp, 782–785, GT 829A–GT 829B, 840–841, 843–846, 846sr, 847, 849itp</p>	<p>45, 114A, 209, 253, 254, 255, 332, 352, 389, 512, 531, 637, GT 667A–GT 667B, 737, 765, 835</p>
<p>GHW.8.4 Analyze the impact of changing global patterns of trade and commerce on the local community. Predict the impact of these patterns in the future. (Spatial Interaction, Change Over Time, Human Livelihoods)</p> <p>Examples: Go to a large retail store in the local community and map the origins of textile products by countries (present); China and United States: give examples of the imbalance of trade (present) and predict the impact of the imbalance on the local community, evaluate the auto industry in relationship to imports and the impact on mid-America and predict the impact on the local community (1970–present).</p>	<p>GT 111A–GT 111B, 571itp, 702–703, 712itp</p>	<p>108, GT 111A–GT 111B, 114A, GT 248A, GT 667B, 696</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 9 Human and Environmental Interactions: Resources, Hazards, and Health Students will 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. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts. (Human Environment Interactions, Origins, Change Over Time, Physical Systems, Cultural Landscape, Spatial Interaction, Spatial Organization)</p> <p>Examples: Japan (earthquakes): building reinforced skyscrapers, training for emergency in a disciplined society; United States (hurricanes): compare and contrast the response between Florida and Louisiana, government aid, flood-prone areas in urban environment; Indian Ocean (earthquakes, tsunamis): lack of warning systems in the third world countries, worldwide relief efforts, foreign aid; Colombia (volcanoes): mud-flows, government response in remote areas of the world; Pakistan (earthquakes): remote areas, lack of building codes, terrorist activity; China (floods): deadly floods on the Hwang Ho River.</p>	<p>18, 27itp, 38, 136–137, 139, 140, 144itp, 203, 213itp, 243, 254, 288, 331, 425, 594–595, 599–600, GT 601A–GT 601B, 602itp, 603itp, 637, 655, 663, 665, 673itp, 709–710, 735, 736, 743, 745itp, 772–773, 777–778</p>	<p>IN38, 19, 38, 39, 136–137, 594, GT 601A–GT 601B, 663, 718B, 772, 777, 804</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.9.2 Identify regional resource issues that may impede sustainability, economic expansion, and/or diversification. Assess the impact of these issues on the physical and human environments of specific regions. Propose strategies for dealing with regional resources issues. (Human Environment Interactions, Spatial Distribution, Spatial Interaction, Change Over Time, Spatial Organization, Physical Systems, Spatial Variation, Human Livelihoods)</p> <p>Examples: United States: distribution of fresh water in western states, California vs. neighboring states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; Europe: dependence on the Persian Gulf for fossil energy; Russia: significant resource potential, but slow development of infrastructure and residuals of command economy within the market economy since the 1990s.</p>	<p>47itp, 132, 144itp, 145itp, 243–244, 247, 251–253, 328–329, 331–334, 352, 359, 367itp, 391, 392, 394, 397–398, 402–405, 475, 478–479, 481–483, 486itp, 517, 520itp, 557–559, 565–568, 570itp, 643itp, 702–703, 704–705, 712itp, 744itp, 745itp, 768, 775–777, GT 829A–GT 829B, 840–841, 845</p>	<p>IN38, 209, 251, 252, 255, 260, 261, 342, 351, 359, 389, 417, 475, 512, 555, 758, 775, 779, 796, R8</p>
<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. Evaluate the impact of these technologies on the physical and human environments affected. (Human Environment Interactions, Spatial Interaction, Change Over Time, Physical Systems)</p> <p>Examples: Netherlands: use of dams and dikes to claim polderlands from the North Sea; United States (New Orleans): levees and dams used for urban growth and development; China: Three Gorges Dam on Yangtze River causing displacement of population and changing the land features, but also providing great potential for modernization; Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers.</p>	<p>27itp, 43, 133, 136, 144itp, 145itp, 173, 236itp, 281–282, 290itp, 331, 426–427, 456, 458, 475, 481–483, 485, 486itp, 513, 521itp, 665, 673itp, 707, 710, 713itp</p>	<p>IN38, 19, GT 80B, 114A, 134, 352, 360, 433, 481, 482, 593, GT 601B, 665, GT 667B, 710</p>

sr—Section Review; itp—Indiana Statewide Test Practice; GT—Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.9.4 Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and describe the impact of this diffusion on countries and regions. Propose strategies for limiting the spread of diseases. (Change Over Time, Diffusion)</p> <p>Examples: Europe (Black Death, Bubonic Plague): spread from Central Asia, dramatic decrease in population (fourteenth century); North America (Native Americans): Europeans bringing smallpox and measles to New World (1500s); World: the cholera pandemic (1700–1800s), Influenza Pandemic (1918–1919), the worldwide AIDS epidemic (1900s); Asia and United States: the potential for a bird flu pandemic and the response by the United States with the help of the Centers for Disease Control.</p>	<p>223, GT 310A–GT 310B, 337itp, 533, 543, 545–546, 548, 548sr, 752</p>	<p>IN38, GT 310A–GT 310B, 546</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 10 States, Nations, and Nation-States Students will 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 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. Analyze the relationship between nations and the states in which they lie. (National Character, Cultural Landscapes, Sense of Place)</p> <p>Examples: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), Spain and the Basque (1492–present).</p>	315–316, 376–377, 382, 383, 441, 451, GT 485A–GT 485B, 487itp, 677	451, GT 485A–GT 485B, 609
<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. (Change Over Time, Physical Systems, Origins, National Character)</p> <p>Examples: The development of the United States from the thirteen colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Vice royalty 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>	150–151, 158, 162itp, 163itp, 219, 224, 230, 302, 310–311, 315, 376–377, 379–382, 441, 444, 446, 448–449, 451, 453, 457–458, 464–465, 469itp, 527, 531–532, 536, 542, 546–547, 608, 613, GT 616A–GT 616B, 618–619, 677, 679, 683, 689, 750–751, 756–757, 820–821, 826–827, 850–853	460, GT 399B, GT 616B
<p>GHW.10.3 Evaluate and predict the successes and failure of democratic reform movements in challenging authoritarian or despotic regimes in different countries. (Change Over Time, Diffusion, Spatial Variation)</p> <p>Examples: The formation of Brazil (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>	152, 219, 224, 230, 231, 308, 315, 379–382, GT 399A–GT 399B, 401itp, 453, 454, 483, 536, 537, 542, 547, 568, 608, 640, 679, 688, 689, 703, 757	GT 399A–GT 399B, 414, 489, 490, 703, GT 759B

sr–Section Review; itp–Indiana Statewide Test Practice; GT–Global Themes



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.10.4 Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world. (Change Over Time, Spatial Organization)</p> <p>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), Japan and Korea (1910–1945).</p>	<p>158, 219, 230, 441, 526–527, 531–532, 533sr, 536, 541, 542, 543sr, 546–547, 548sr, 608, GT 616A–GT 616B, 619, 688, 751, 757, GT 759A–GT 759B, 821, 823sr, 826–827</p>	<p>500, GT 759A–GT 759B</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. Draw conclusions about why certain regions of the world contain more nation-states than others. (Spatial Distribution, Spatial Variation, National Character)</p> <p>Examples: The development of France (500–1850), compare Europe with Africa (1700–1990), the emergence of the federal state of Australia (1775–1925), Japan: homogeneity (1945–present), Singapore: City and State (1950–1965).</p>	<p>GT 824A–GT 824B</p>	<p>GT 824A–GT 824B</p>
<p>GHW.10.6 Analyze the human and physical geographic forces that either bind or unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries. Propose strategies that countries can use to overcome the impact of centrifugal forces. (Change Over Time, Spatial Distribution, Spatial Variation, National Character)</p> <p>Examples: Compare and contrast Switzerland and Yugoslavia (1200–present); the emergence of countries in the Indian sub-continent (1775–1985); the road to federalism in Nigeria (1925–present); the evolution of countries of contemporary Europe, such as Great Britain, France, Spain, and Italy.</p>	<p>296–297, 301–302, 328–329, 376–377, 441, 448–449, 451, 460–461, 488–491, 527, 531–532, 536, 547, 613–614, GT 616A–GT 616B, 618–619, 623itp, 640, 677, 682, 689, 757</p>	<p>IN39, 351, 451, GT 616A–GT 616B</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 11 Sports, Recreation, and Tourism Students will 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. Analyze the spatial patterns that emerge. (Origins, Change Over Time, Diffusion)</p> <p>Examples: Golf (Scotland), tennis (Europe), lacrosse (Canada, Native Americans), skiing (Norway), soccer/football (Europe, Latin America), baseball/basketball (United States), The Ancient Olympics marathon (Greece).</p>	<p>GT 143A–GT 143B</p>	<p>GT 143A–GT 143B, 309</p>
<p>GHW.11.2 Analyze the ways in which people’s changing view of particular places and regions as recreation and/or tourist destinations reflect cultural changes. (Change Over Time, Spatial Interaction, Cultural Landscape.)</p> <p>Examples: Italy (Florence, Venice, Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the Olympic movement; United States: development of parks in response to increased urbanization.</p>	<p>GT 330A–GT 330B, 337itp, 562–563, 568, 631, 809</p>	<p>GT 330A–GT 330B, 652</p>
<p>GHW.11.3 Identify and assess the impact of sport and recreation on the human and physical environments in selected countries. (Change Over Time, Cultural Landscape, National Character)</p> <p>Examples: Olympic Games: the modern games have significantly changed the urban centers that have been selected, in many cases the entire country is affected; United States: select urban centers where recreational and sporting structure have significantly changed the environment (Indianapolis, Minneapolis, Cincinnati, etc); Africa: the development of national parks and reserves to protect the animal life and the environment; United States: select impoverished inner-city neighborhoods from selected cities and show how the landscape has changed due to the development of recreational facilities; Japan: golf courses in densely settled areas.</p>	<p>248–249, 562–563, 567, 568, 569, 638, 643itp, GT 711A–GT 711B, 713itp, 738, 809</p>	<p>GT 143A, GT 172B, GT 711A–GT 711B</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>GHW.11.4 Analyze the changing patterns of space devoted to sports and recreation in the local community and region. Predict the impact of these patterns in the future. Propose strategies for dealing with the issues identified. (Spatial Interaction, Spatial Organization, Change Over Time)</p> <p>Examples: Indianapolis: downtown renewal, West Lafayette: university expense related to sporting facilities, South Bend: national reputation related to sports, Paoli: basketball stadium holds more than the town's population.</p>	<p>GT 172A–GT 172B, GT 711A–GT 711B</p>	<p>140, GT 172A–GT 172B, GT 711B</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. (Human Environment Interactions, Spatial Interaction, Change Over Time, Spatial Variation, Spatial Organization, Physical Systems, Cultural Landscape, Human Livelihoods)</p> <p>Examples: Mexico: tourism on the Yucatan Peninsula (Cancun, etc), Brazil: increased tourism to the rainforest areas along the Amazon River, Kenya: the effects of traditional safari hunting on the animal environment, Pacific World (Hawaii, Fiji, Palau, Tahiti): human change and environmental impact of tourism, China: societal changes resulting from increased tourism in a communist state.</p>	<p>248–249, 567–568, 631, 809, GT 829A–GT 829B, 831itp</p>	<p>GT 330B, 417, 652, GT 829A–GT 829B, 840</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. (Human Environment Interactions, Spatial Interaction, Change Over Time, Cultural Landscape, Human Livelihoods, Sense of Place)</p> <p>Examples: Examine tourism in a developed or less-developed country to identify conflicts over resource use, the relative advantages and disadvantages of tourism to local resident and the costs and benefits of tourism from several points of view (e.g., those of the owner of a diving shop, a hotel maid, a tourist, and a local fisherman) to put together a position paper for or against developing tourism in a new location.</p>	<p>568, 631, GT 829A–GT 829B</p>	<p>GT 829A</p>



Academic Standards for Geography and History of the World	Student Edition Pages	Teacher Edition Pages
<p>Standard 12 Global Change Students will 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 (political, economic, and health and welfare). (Physical Systems, Human Environment Interactions, Change Over Time, Spatial Distribution, Spatial Interaction, Spatial Variability)</p> <p>Examples: The accuracy of Global Climate Models (GCMs) (1980–present), the forecast that the productive farmlands of the U.S. Great Plains will experience drought while Canada’s farmlands will become much more productive (present), sea level changes associated with past and present climate changes and the impact of such changes on humans in the contemporary world (last Ice Age–present).</p>	<p>53, 53sr, GT 54A–GT 54B, 58, 64, 66itp, 67itp, 110, 176, 291itp, 333, 336itp, 398, 520itp, 808, 815itp, 840–841, 845–846</p>	<p>IN41, 53, GT 54A–GT 54B, 63, 65, 109, 114A, GT 177A, 333, 797, 808</p>
<p>GHW.12.2 Explain the concepts of linear and exponential growth. Apply these concepts to geographical themes and analyze the consequences of various human responses to these trends. (Change Over Time, Human Environment Interactions, Cultural Landscapes, Physical Systems)</p> <p>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>71–74, 112itp, 217, 252, 255, 549, 565, 607, 612, 621, 644–647, 658–659, 677, 687, 714–717, 750</p>	<p>73, 353, 357, 363, 365, 659, 845</p>

sr–Section Review; itp–Indiana Statewide Test Practice; GT–Global Themes



Chapter Correlations: Academic Standards for Geography and History of the World

Unit	Chapter	Academic Standards in Student Edition	Academic Standards in Teacher Edition
	Indiana Standards Overview pp. IN30–IN41		GHW.2.1, GHW.4.4, GHW.5.1, GHW.6.2, GHW.7.4, GHW.8.1, GHW.9.1, GHW.9.2, GHW.9.3, GHW.9.4, GHW.10.6, GHW.12.1
	Reference Atlas pp. RA1–RA45	GHW.8.1	
Unit 1	Chapter 1 pp. 2–27	GHW.9.1, GHW.9.3	GHW.3.5, GHW.4.3, GHW.4.4, GHW.9.1, GHW.9.3
	Chapter 2 pp. 28–47	GHW.9.1, GHW.9.2, GHW.9.3	GHW.5.5, GHW.8.3, GHW.9.1
	Chapter 3 pp. 48–67	GHW.12.1	GHW.4.1, GHW.5.1, GHW.5.2, GHW.5.5, GHW.12.1
	Chapter 4 pp. 68–113	GHW.1.1, GHW.1.2, GHW.1.4, GHW.2.1, GHW.2.3, GHW.3.1, GHW.3.2, GHW.3.3, GHW.3.4, GHW.3.5, GHW.4.2, GHW.4.5, GHW.5.2, GHW.5.5, GHW.6.1, GHW.6.2, GHW.6.3, GHW.6.5, GHW.6.6, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.8.4, GHW.12.1, GHW.12.2	GHW.1.2, GHW.1.3, GHW.2.1, GHW.3.1, GHW.3.4, GHW.3.5, GHW.4.2, GHW.5.1, GHW.5.2, GHW.5.3, GHW.5.5, GHW.6.1, GHW.6.2, GHW.6.4, GHW.6.5, GHW.8.1, GHW.8.4, GHW.9.3, GHW.12.1, GHW.12.2
Unit 2	Chapter 5 pp. 128–145	GHW.2.3, GHW.3.4, GHW.5.1, GHW.6.6, GHW.8.1, GHW.8.3, GHW.9.1, GHW.9.2, GHW.9.3, GHW.11.1	GHW.3.1, GHW.3.2, GHW.9.1, GHW.9.3, GHW.11.1, GHW.11.3, GHW.11.4
	Chapter 6 pp. 146–163	GHW.2.1, GHW.2.4, GHW.3.1, GHW.3.2, GHW.3.3, GHW.4.1, GHW.4.3, GHW.4.4, GHW.4.5, GHW.5.2, GHW.5.5, GHW.6.1, GHW.6.2, GHW.6.3, GHW.6.4, GHW.6.6, GHW.7.1, GHW.7.2, GHW.7.3, GHW.7.4, GHW.8.3, GHW.10.2, GHW.10.3, GHW.10.4	GHW.2.4, GHW.3.1, GHW.3.3, GHW.4.1, GHW.5.1, GHW.5.3
	Chapter 7 pp. 164–183	GHW.2.3, GHW.3.1, GHW.3.4, GHW.5.2, GHW.5.5, GHW.6.2, GHW.6.4, GHW.7.1, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.3, GHW.11.4, GHW.12.1	GHW.7.1, GHW.11.3, GHW.11.4, GHW.12.1



Unit	Chapter	Academic Standards in Student Edition	Academic Standards in Teacher Edition
Unit 3	Chapter 8 pp. 200–213	GHW.3.1, GHW.3.4, GHW.6.4, GHW.6.6, GHW.8.1, GHW.8.3, GHW.9.1	GHW.3.1, GHW.8.3, GHW.9.2
	Chapter 9 pp. 214–239	GHW.1.1, GHW.1.2, GHW.1.3, GHW.1.4, GHW.3.1, GHW.3.2, GHW.3.3, GHW.3.4, GHW.4.1, GHW.4.2, GHW.4.3, GHW.4.4, GHW.4.5, GHW.5.1, GHW.5.2, GHW.5.4, GHW.5.5, GHW.6.1, GHW.6.3, GHW.6.4, GHW.7.1, GHW.7.2, GHW.7.3, GHW.8.3, GHW.9.3, GHW.9.4, GHW.10.2, GHW.10.3, GHW.10.4, GHW.12.2	GHW.1.1, GHW.1.2, GHW.1.4, GHW.3.4, GHW.4.2, GHW.5.1, GHW.5.4, GHW.6.4, GHW.7.3
	Chapter 10 pp. 240–261	GHW.3.1, GHW.3.2, GHW.3.4, GHW.4.5, GHW.5.2, GHW.5.5, GHW.6.4, GHW.6.5, GHW.6.6, GHW.7.1, GHW.7.2, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.1, GHW.9.2, GHW.11.3, GHW.11.5, GHW.12.2	GHW.3.3, GHW.8.1, GHW.8.2, GHW.8.3, GHW.8.4, GHW.9.2
Unit 4	Chapter 11 pp. 278–291	GHW.3.4, GHW.6.2, GHW.6.3, GHW.8.1, GHW.8.3, GHW.9.1, GHW.9.3, GHW.12.1	GHW.6.3, GHW.6.6
	Chapter 12 pp. 292–321	GHW.2.1, GHW.2.2, GHW.3.1, GHW.3.2, GHW.3.3, GHW.4.1, GHW.4.2, GHW.5.2, GHW.5.3, GHW.5.5, GHW.6.1, GHW.6.2, GHW.6.3, GHW.6.4, GHW.6.6, GHW.7.1, GHW.7.2, GHW.7.3, GHW.7.4, GHW.8.1, GHW.8.3, GHW.9.4, GHW.10.1, GHW.10.2, GHW.10.3, GHW.10.6	GHW.3.1, GHW.3.3, GHW.3.4, GHW.4.4, GHW.5.1, GHW.5.2, GHW.5.3, GHW.6.1, GHW.6.2, GHW.6.3, GHW.6.4, GHW.7.1, GHW.7.2, GHW.7.4, GHW.9.4, GHW.11.1
	Chapter 13 pp. 322–341	GHW.2.3, GHW.3.4, GHW.5.2, GHW.5.5, GHW.6.2, GHW.6.4, GHW.6.5, GHW.7.1, GHW.7.4, GHW.8.2, GHW.8.3, GHW.9.1, GHW.9.2, GHW.9.3, GHW.9.4, GHW.10.6, GHW.11.2, GHW.12.1	GHW.5.3, GHW.6.4, GHW.7.2, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.11.2, GHW.11.5, GHW.12.1
Unit 5	Chapter 14 pp. 354–367	GHW.3.1, GHW.7.2, GHW.8.1, GHW.8.3, GHW.9.2	GHW.5.1, GHW.9.2, GHW.9.3, GHW.12.2
	Chapter 15 pp. 368–387	GHW.1.1, GHW.1.2, GHW.2.1, GHW.2.2, GHW.3.1, GHW.3.2, GHW.3.3, GHW.3.4, GHW.4.1, GHW.5.2, GHW.6.1, GHW.6.3, GHW.7.1, GHW.7.2, GHW.7.3, GHW.7.4, GHW.8.1, GHW.10.1, GHW.10.2, GHW.10.3	GHW.3.2, GHW.3.3, GHW.3.4, GHW.7.1, GHW.7.2, GHW.12.2
	Chapter 16 pp. 388–405	GHW.5.2, GHW.5.5, GHW.6.4, GHW.7.2, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.2, GHW.10.3, GHW.12.1	GHW.8.3, GHW.9.2, GHW.10.2, GHW.10.3

Unit	Chapter	Academic Standards in Student Edition	Academic Standards in Teacher Edition
Unit 6	Chapter 17 pp. 422–435	GHW.1.1, GHW.1.2, GHW.1.3, GHW.6.5, GHW.8.1, GHW.8.3, GHW.9.1, GHW.9.3	GHW.1.1, GHW.1.2, GHW.1.3, GHW.8.1, GHW.8.2, GHW.9.3
	Chapter 18 pp. 436–471	GHW.1.1, GHW.1.2, GHW.1.4, GHW.2.1, GHW.2.2, GHW.2.4, GHW.3.1, GHW.3.2, GHW.3.3, GHW.4.1, GHW.4.2, GHW.4.3, GHW.4.4, GHW.5.1, GHW.5.2, GHW.5.5, GHW.6.1, GHW.6.2, GHW.6.3, GHW.6.5, GHW.7.1, GHW.7.2, GHW.7.3, GHW.7.4, GHW.8.1, GHW.9.3, GHW.10.1, GHW.10.2, GHW.10.3, GHW.10.4, GHW.10.6, GHW.11.2	GHW.1.2, GHW.2.2, GHW.2.3, GHW.3.1, GHW.5.1, GHW.5.5, GHW.6.4, GHW.7.1, GHW.7.2, GHW.8.1, GHW.8.2, GHW.10.1, GHW.10.2, GHW.10.6
	Chapter 19 pp. 472–491	GHW.2.2, GHW.2.4, GHW.3.4, GHW.5.2, GHW.6.2, GHW.6.4, GHW.6.5, GHW.6.6, GHW.7.1, GHW.7.2, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.2, GHW.9.3, GHW.10.1, GHW.10.3, GHW.10.6	GHW.3.2, GHW.5.4, GHW.6.4, GHW.7.1, GHW.7.2, GHW.7.4, GHW.8.2, GHW.9.2, GHW.9.3, GHW.10.1, GHW.10.3
Unit 7	Chapter 20 pp. 508–521	GHW.3.4, GHW.5.5, GHW.6.6, GHW.8.1, GHW.8.3, GHW.9.2, GHW.9.3, GHW.12.1	GHW.8.3, GHW.9.2
	Chapter 21 pp. 522–553	GHW.1.3, GHW.1.4, GHW.2.1, GHW.2.2, GHW.2.3, GHW.3.1, GHW.3.2, GHW.3.3, GHW.3.4, GHW.4.1, GHW.4.2, GHW.4.3, GHW.4.4, GHW.4.5, GHW.5.2, GHW.5.5, GHW.6.3, GHW.6.5, GHW.7.1, GHW.7.2, GHW.7.3, GHW.8.1, GHW.9.4, GHW.10.2, GHW.10.3, GHW.10.4, GHW.10.6, GHW.12.2	GHW.2.1, GHW.3.1, GHW.3.4, GHW.3.5, GHW.4.3, GHW.4.4, GHW.4.5, GHW.5.1, GHW.7.2, GHW.7.3, GHW.7.4, GHW.8.3, GHW.9.4
	Chapter 22 pp. 554–575	GHW.3.4, GHW.4.5, GHW.5.5, GHW.6.4, GHW.6.6, GHW.7.1, GHW.7.2, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.8.4, GHW.9.2, GHW.10.3, GHW.11.2, GHW.11.3, GHW.11.5, GHW.11.6, GHW.12.2	GHW.5.2, GHW.5.3, GHW.5.5, GHW.6.4, GHW.7.4, GHW.9.2
Unit 8	Chapter 23 pp. 588–603	GHW.1.1, GHW.1.2, GHW.8.1, GHW.8.3, GHW.9.1	GHW.9.1, GHW.9.3
	Chapter 24 pp. 604–625	GHW.1.1, GHW.1.2, GHW.1.4, GHW.2.1, GHW.2.2, GHW.2.3, GHW.3.1, GHW.3.2, GHW.3.3, GHW.4.1, GHW.4.2, GHW.4.3, GHW.4.4, GHW.4.5, GHW.5.2, GHW.5.5, GHW.6.3, GHW.7.1, GHW.7.2, GHW.7.3, GHW.8.1, GHW.10.2, GHW.10.3, GHW.10.4, GHW.10.6, GHW.12.2	GHW.2.1, GHW.3.3, GHW.4.1, GHW.5.5, GHW.6.1, GHW.7.1, GHW.10.1, GHW.10.2, GHW.10.6
	Chapter 25 pp. 626–647	GHW.2.2, GHW.3.1, GHW.3.2, GHW.3.4, GHW.5.2, GHW.5.5, GHW.6.2, GHW.6.4, GHW.6.5, GHW.6.6, GHW.7.1, GHW.7.2, GHW.7.3, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.1, GHW.9.2, GHW.10.3, GHW.10.6, GHW.11.2, GHW.11.3, GHW.11.5, GHW.11.6, GHW.12.2	GHW.3.1, GHW.8.3



Unit	Chapter	Academic Standards in Student Edition	Academic Standards in Teacher Edition
Unit 9	Chapter 26 pp. 660–673	GHW.1.1, GHW.1.2, GHW.6.6, GHW.8.1, GHW.8.3, GHW.9.1, GHW.9.3	GHW.5.5, GHW.8.3, GHW.8.4, GHW.9.1, GHW.9.3
	Chapter 27 pp. 674–695	GHW.1.1, GHW.1.2, GHW.1.4, GHW.2.1, GHW.2.2, GHW.2.3, GHW.3.1, GHW.3.2, GHW.3.3, GHW.4.1, GHW.4.3, GHW.4.4, GHW.5.2, GHW.5.3, GHW.5.5, GHW.6.1, GHW.6.2, GHW.6.3, GHW.6.4, GHW.7.1, GHW.7.2, GHW.7.3, GHW.8.2, GHW.10.1, GHW.10.2, GHW.10.3, GHW.10.4, GHW.10.6, GHW.12.2	GHW.3.3, GHW.4.1, GHW.5.2, GHW.5.4, GHW.7.1, GHW.9.1
	Chapter 28 pp. 696–717	GHW.3.1, GHW.5.1, GHW.5.2, GHW.5.5, GHW.6.2, GHW.6.4, GHW.6.5, GHW.6.6, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.8.4, GHW.9.1, GHW.9.2, GHW.9.3, GHW.10.3, GHW.11.3, GHW.11.4, GHW.12.2	GHW.3.1, GHW.5.5, GHW.8.4, GHW.9.3, GHW.10.3, GHW.11.3, GHW.11.4
Unit 10	Chapter 29 pp. 732–745	GHW.8.1, GHW.9.1, GHW.9.2, GHW.11.3	GHW.3.1, GHW.5.5, GHW.8.3
	Chapter 30 pp. 746–763	GHW.1.4, GHW.2.1, GHW.2.2, GHW.3.1, GHW.3.2, GHW.3.3, GHW.4.1, GHW.4.3, GHW.4.4, GHW.4.5, GHW.5.1, GHW.5.2, GHW.5.5, GHW.6.3, GHW.7.1, GHW.7.2, GHW.7.3, GHW.9.4, GHW.10.2, GHW.10.3, GHW.10.4, GHW.10.6, GHW.12.2	GHW.1.2, GHW.1.4, GHW.4.4, GHW.7.1, GHW.8.1, GHW.9.2, GHW.10.3, GHW.10.4
	Chapter 31 pp. 764–785	GHW.3.4, GHW.5.2, GHW.5.5, GHW.6.4, GHW.6.5, GHW.6.6, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.1, GHW.9.2	GHW.5.5, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.1, GHW.9.2
Unit 11	Chapter 32 pp. 800–815	GHW.1.3, GHW.4.1, GHW.6.6, GHW.8.1, GHW.11.2, GHW.11.3, GHW.11.5, GHW.12.1	GHW.4.1, GHW.9.1
	Chapter 33 pp. 816–833	GHW.2.1, GHW.2.2, GHW.3.1, GHW.3.2, GHW.3.3, GHW.3.4, GHW.4.1, GHW.4.2, GHW.4.3, GHW.4.4, GHW.4.5, GHW.5.3, GHW.6.3, GHW.7.1, GHW.7.2, GHW.7.3, GHW.9.2, GHW.10.2, GHW.10.4, GHW.10.5, GHW.11.5, GHW.11.6	GHW.3.3, GHW.3.4, GHW.4.2, GHW.10.5, GHW.11.5, GHW.11.6
	Chapter 34 pp. 834–853	GHW.4.2, GHW.6.4, GHW.6.5, GHW.6.6, GHW.7.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.9.2, GHW.10.2, GHW.12.1	GHW.4.4, GHW.4.5, GHW.6.4, GHW.8.1, GHW.8.2, GHW.8.3, GHW.11.5, GHW.12.2
	Skills Handbook pp. R1–19		GHW.3.1, GHW.3.5, GHW.9.2

Correlations: Academic Standards for Grade 9 English/Language Arts

Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development <i>Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.</i></p>		
<p>Vocabulary and Concept Development</p>		
<p>9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words. Example: Understand figurative language when reading text, such as <i>She shot me a glance that would have made a laser beam seem like a birthday candle.</i> (Larry Servais)</p>		<p>IN30, 18, 31, 35, 43, 59, 88, 91, 92, GT 105A, 126, 127, 142, 167, 170, 173, 208, GT 376A, GT 383A, 409, 465, 517, 573, 597, 664, 680, 752, 755, 770, 804</p>
<p>9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply. Example: Analyze both the literal and the implied meaning of phrases when reading text, such as <i>We had a permissive father. He permitted us to work.</i> (Sam Levinson)</p>		<p>717</p>
<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.</i></p>		
<p>Structural Features of Informational and Technical Materials</p>		
<p>9.2.1 Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.</p>	<p>RA1–RA40, 5–14, 17, 106–107, 120–125, 169, 190–195, 238–239, 268–273, 297, 305, 307, 348–353, 359, 412–417, 427, 498–502, 511, 565, 582–587, 654–659, 663, 707, 724–729, 792–797</p>	<p>7, 19, 21, 22, 107, 156, 161, 180, 633, 657, 671, 691</p>



Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text		
<p>9.2.3 Generate relevant questions about readings on issues or topics that can be researched.</p> <p>Example: Read about some of the different cultures described in <i>African Beginnings</i> by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.</p>	21, R11	22, 38, 65, 122, 124, 177, 190, 246, 286, 418, 506, 519, 537, 549, 592, 601, 650, 671, 679, 741, 796, 798, 808, R11
<p>9.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>Example: Read three or more nonfiction texts about black holes: <i>Black Holes</i> by Heather Couper et al.; <i>Black Holes</i> by Jean-Pierre Luminet et al.; articles identified using the <i>Reader's Guide to Periodical Literature</i>; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.</p>	27, 47, 67, 113, 145, 163, 179, 183, 213, 237, 257, 261, 291, 305, 319, 337, 341, 367, 377, 385, 401, 405, 435, 461, 469, 487, 491, 521, 551, 563, 571, 575, 595, 603, 623, 643, 647, 673, 693, 713, 717, 745, 761, 773, 781, 785, 815, 831, 853, R12	39, 63, 71, GT 105B, GT 111B, GT 143B, 157, GT 172B, 173, GT 177B, 252, GT 304B, 314, 317, 325, 333, 339, 340, 350, GT 429A, GT 429B, GT 485B, GT 534B, GT 539A, GT 539B, GT 549B, 625, 637, 641, GT 667A, 679, GT 686B, 702, 703, GT 711B, 718A, 749, 752, GT 759B, 784, 786A, 803, 811, 819, GT 824B, 852, R7

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Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.2.8 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.</p>	<p>24, 27, 33, 40, 44, 47, 53, 59, 64, 67, 73, 74, 79, 104, 110, 113, 135, 137, 142, 145, 154, 160, 163, 171, 176, 179, 183, 206, 210, 213, 220, 226, 232, 235, 237, 239, 247, 249, 254, 257, 261, 284, 288, 291, 298, 303, 305, 309, 311, 316, 319, 329, 334, 337, 341, 360, 364, 367, 375, 377, 382, 385, 394, 398, 401, 405, 428, 432, 435, 442, 447, 449, 454, 459, 461, 466, 469, 479, 484, 487, 491, 514, 518, 521, 528, 533, 538, 543, 548, 551, 561, 568, 571, 575, 593, 600, 603, 610, 615, 620, 623, 633, 635, 640, 643, 647, 666, 670, 673, 680, 685, 690, 693, 703, 710, 713, 717, 738, 742, 745, 753, 758, 761, 771, 778, 781, 785, 805, 809, 812, 815, 823, 828, 831, 839, 846, 849, 853, R3</p>	<p>IN33, IN36, IN38, 11, 12, 19, 21, 32, 43, 52, GT 54B, GT 75A, 76, 79, 80, GT 80B, 82, 83, 98, 101, 104, GT 105B, 106, 109, 111, 114A, 141, 152, GT 155B, 157, 158, 169, 174, 175, GT 177B, 188, 192, 197, 204, 218, 219, 223, 228, GT 233B, 235, GT 248A, GT 248B, 252, 259, 268, 270, 272, 286, 296, 297, GT 299B, 301, 305, 309, 315, 328, GT 330B, 334, 339, 346, 350, 362, 363, 374, 393, GT 399B, 403, 404, 411, 419, GT 429B, 431, 442, GT 443A, 447, 448, 452, GT 455B, 459, 465, 467, 475, 481, 483, GT 485B, 489, 491, 517, 519, 527, GT 529A, GT 534B, 538, GT 539B, 549, GT 549B, 559, 565, 573, 574, 592, 601, GT 601B, 608, 613, 617, 620, 621, 625, 639, 640, 653, 665, GT 667A, 679, GT 681B, GT 686B, 689, 691, 703, 708, 709, GT 711A, 718A, 728, 729, 730, 737, 738, 742, 752, GT 759A, 763, 769, 772, 777, 779, 783, 808, 812, 813, GT 824B, 825, 827, 833, GT 840B, 844, 847, R4, R12, R15</p>
Expository (Informational) Critique		
<p>9.2.7 Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.</p> <p>Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.</p>	<p>R4</p>	



Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>Standard 3 READING: Comprehension and Analysis of Literary Text <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.</i></p>		
<p>Literary Criticism</p>		
<p>9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. Example: Read selections that are connected to a certain period in history, such as “The Legend of Sleepy Hollow” by Washington Irving and <i>Our Town</i> by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author’s perspective on the period.</p>		153, 374, 620
<p>Standard 4 WRITING: Processes and Features <i>Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</i></p>		
<p>Organization and Focus</p>		
<p>9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.</p>		117

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Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p>	<p>27, 47, 67, 99, 113, 145, 163, 179, 183, 213, 237, 257, 261, 291, 305, 319, 337, 341, 367, 377, 385, 401, 405, 435, 461, 469, 487, 491, 521, 551, 563, 571, 575, 595, 603, 623, 643, 647, 717, 745, 761, 773, 781, 785, 815, 831, 853</p>	<p>IN36, IN38, 11, 12, 19, 21, 32, 43, 52, GT 54B, GT 75A, 76, 79, 80, GT 80B, 82, 83, 98, 101, 104, 106, 109, 111, 114A, 141, 152, GT 155B, 157, 158, 169, 174, 175, 188, 192, 197, 204, 218, 219, 223, 228, GT 233B, 235, GT 248A, GT 248B, 252, 259, 268, 270, 272, 286, 296, 297, GT 299B, 301, 305, 309, 315, 328, GT 330B, 334, 339, 346, 350, 362, 363, 374, 393, GT 399B, 403, 404, 411, 419, GT 429B, 431, 442, GT 443A, 447, 448, 452, GT 455B, 459, 465, 467, 475, 481, 483, 489, 491, 517, 519, 527, GT 529A, GT 534B, 538, GT 539B, 549, GT 549B, 559, 565, 573, 574, 592, 601, GT 601B, 608, 613, 617, 620, 621, 625, 639, 640, 653, 665, GT 667A, 679, GT 681B, GT 686B, 689, 691, 703, 708, 709, GT 711B, 718A, 728, 729, 730, 737, 738, 742, 752, GT 759A, 763, 769, 772, 777, 779, 783, 808, 812, 813, GT 824B, 825, 827, 833, GT 840B, 844, 847, R4, R12, R15</p>
<p>9.4.3 Use precise language, action verbs, sensory details, and appropriate modifiers.</p>	<p>27, 47, 67, 99, 113, 145, 163, 179, 183, 213, 237, 257, 261, 291, 305, 319, 337, 341, 367, 377, 385, 401, 405, 435, 461, 469, 487, 491, 521, 551, 563, 571, 575, 595, 603, 623, 643, 647, 717, 745, 761, 773, 781, 785, 815, 831, 853</p>	<p>117, 219, GT 829A</p>



Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p>	<p>27, 47, 67, 99, 113, 145, 163, 179, 183, 213, 237, 257, 261, 291, 305, 319, 337, 341, 367, 377, 385, 401, 405, 435, 461, 469, 487, 491, 521, 551, 563, 571, 575, 595, 603, 623, 643, 647, 717, 745, 761, 773, 781, 785, 815, 831, 853</p>	<p>IN36, IN38, 11, 12, 19, 21, 32, 43, 52, GT 54B, GT 75A, 76, 79, 80, GT 80B, 82, 83, 98, 101, 104, 106, 109, 111, 114A, 141, 152, GT 155B, 157, 158, 169, 174, 175, 188, 192, 197, 204, 218, 219, 223, 228, GT 233B, 235, GT 248A, GT 248B, 252, 259, 268, 270, 272, 286, 296, 297, GT 299B, 301, 305, 309, 315, 328, GT 330B, 334, 339, 346, 350, 362, 363, 374, 393, GT 399B, 403, 404, 411, 419, GT 429B, 431, 442, GT 443A, 447, 448, 452, GT 455B, 459, 465, 467, 475, 481, 483, 489, 491, 517, 519, 527, GT 529A, GT 534B, 538, GT 539B, 549, GT 549B, 559, 565, 573, 574, 592, 601, GT 601B, 608, 613, 617, 620, 621, 625, 639, 640, 653, 665, GT 667A, 679, GT 681B, GT 686B, 689, 691, 703, 708, 709, GT 711B, 718A, 728, 729, 730, 737, 738, 742, 752, GT 759A, 763, 769, 772, 777, 779, 783, 808, 812, 813, GT 824B, 825, 827, 833, GT 840B, 844, 847, R4, R12, R15</p>
<p>Research Process and Technology</p>		
<p>9.4.4 Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.</p>	<p>99, 183, 261, 305, 341, 377, 405, 461, 491, 563, 575, 595, 647, 717, 773, 785, 853, R11</p>	<p>IN36, 21, 63, 76, 106, 157, 317, 333, 339, 350, GT 539B, 625, 703, 718A, 752, 784, 786A</p>

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Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.4.5 Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.</p>	<p>27, 47, 67, 99, 113, 145, 163, 179, 183, 213, 237, 257, 261, 291, 305, 319, 337, 341, 367, 377, 385, 401, 405, 435, 461, 469, 487, 491, 521, 551, 563, 571, 575, 595, 603, 623, 643, 647, 717, 745, 761, 773, 781, 785, 815, 831, 853</p>	<p>IN36, IN38, 11, 12, 19, 21, 32, 43, 52, GT 54B, GT 75A, 76, 79, 80, GT 80B, 82, 83, 98, 101, 104, 106, 109, 111, 114A, 141, 152, GT 155B, 157, 158, 169, 174, 175, 188, 192, 197, 204, 218, 219, 223, 228, GT 233B, 235, GT 248A, GT 248B, 252, 259, 268, 270, 272, 286, 296, 297, GT 299B, 301, 305, 309, 315, 328, GT 330B, 334, 339, 346, 350, 362, 363, 374, 393, GT 399B, 403, 404, 411, 419, GT 429B, 431, 442, GT 443A, 447, 448, 452, GT 455B, 459, 465, 467, 475, 481, 483, 489, 491, 517, 519, 527, GT 529A, GT 534B, 538, GT 539B, 549, GT 549B, 559, 565, 573, 574, 592, 601, GT 601B, 608, 613, 617, 620, 621, 625, 639, 640, 653, 665, GT 667A, 679, GT 681B, GT 686B, 689, 691, 703, 708, 709, GT 711B, 718A, 728, 729, 730, 737, 738, 742, 752, GT 759A, 763, 769, 772, 777, 779, 783, 808, 812, 813, GT 824B, 825, 827, 833, GT 840B, 844, 847, R4, R12, R15</p>
<p>9.4.6 Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.</p>	<p>183, 261, 305, 341, 377, 405, 461, 491, 563, 575, 595, 647, 717, 773, 785, 853, R12</p>	<p>39, 63, 71, 76, GT 80A, 83, 106, 157, 173, 245, 252, 265, 275, 277, 289, 300, 314, 317, 325, 333, 339, 340, 350, GT 429B, GT 534B, GT 539A, GT 539B, 625, 637, 641, 657, 665, 679, GT 686B, 699, 701, 702, 703, 718A, 749, 752, 784, 786A, 803, 811, 819, GT 824B, 852, R7</p>
<p>9.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.</p>		<p>13, 20, 35, 42, 45, 305, 444, 708, 722, 783, 803, 811</p>
<p>Evaluation and Revision</p>		
<p>9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.</p>		<p>228</p>



Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.4.11 Edit and proofread one’s own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.</p>		813
<p>9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.</p>		228
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:</i></p>		
<p>9.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none"> describe a sequence of events and communicate the significance of the events to the audience. locate scenes and incidents in specific places. describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings. pace the presentation of actions to accommodate changes in time and mood. <p>Example: Write a personal narrative showing an audience the story of a particular object of significance in one’s life.</p>		GT 248B, 387, 670, 683, 721, 759

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Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none"> gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives. communicate information and ideas from primary and secondary sources accurately and coherently. make distinctions between the relative value and significance of specific data, facts, and ideas. use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic. include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs. anticipate and address readers' potential misunderstandings, biases, and expectations. use technical terms and notations accurately. 	<p>99, 183, 261, 305, 341, 377, 405, 461, 491, 563, 575, 595, 647, 717, 773, 785, 853</p>	<p>IN35, IN36, IN38, 11, 12, 19, 21, 32, 43, 52, GT 75A, 76, 79, 80, GT 80B, 82, 83, 98, 101, 104, 106, 109, 111, 114A, 141, 152, GT 155B, 157, 158, 169, 174, 175, 188, 192, 197, 204, 218, 219, 223, 228, GT 233B, 235, GT 248A, 252, 259, 268, 270, 272, GT 285B, 286, 296, 297, GT 299B, 301, 305, 309, 315, 328, 334, 339, 346, 350, 362, 363, 374, 393, GT 399B, 403, 404, 411, 419, GT 429B, 431, 442, GT 443A, 447, 448, 452, GT 455B, 459, 465, 467, 475, 481, 483, 489, 491, 517, 519, 527, GT 529A, GT 534B, 538, GT 539B, 549, GT 549B, 559, 565, 573, 574, 592, 601, GT 601B, 608, 613, 617, 620, 621, 625, 639, 640, 653, 665, GT 667A, 679, GT 681B, GT 686B, 689, 691, 703, 708, 709, 718A, 728, 729, 730, 737, 738, 742, 752, GT 759A, 763, 769, 772, 777, 779, 783, 808, 812, 813, GT 824B, 825, 827, 833, GT 840B, 844, 847, R4, R12, R15</p>
<p>9.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. address readers' concerns, counterclaims, biases, and expectations. <p>Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.</p>		<p>GT 54B, 72, 134, 181, 209, 231, 246, 261, 282, 303, 311, 326, GT 330B, 340, 353, 360, 363, 396, 398, 403, 428, 512, 543, 553, 562, 630, 709, GT 711B, 757, 771, 820, 840, R8</p>



Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.5.5 Write documents related to career development, including simple business letters and job applications that:</p> <ul style="list-style-type: none"> • present information purposefully and in brief to meet the needs of the intended audience. • follow a conventional business letter, memorandum, or application format. <p>Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.</p>		GT 54B, 181, 209, 396
Research Application		
<p>9.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions. • demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). <p>Example: Develop a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers' first flights on December 17, 1903. Find primary sources through the museum's Web site and then compare these to a secondary source, such as newspaper stories written after the event.</p>	99, 183, 261, 305, 341, 377, 405, 461, 491, 563, 575, 595, 647, 717, 773, 785, 853	21, 203, 211, GT 299B, 313, 333, 339, GT 429B, GT 529B, GT 534B, GT 539B, GT 549B, 608, 613, 617, 625, 711, 740, 806



Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
Standard 6 WRITING: English Language Conventions <i>Students write using Standard English conventions.</i>		
Manuscript Form		
9.6.3 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.		724
Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications <i>Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i>		
Organization and Delivery of Oral Communication		
9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	137, 305, 595	13, 14, 35, 39, 42, 57, 86, 143, 151, 157, 161, 260, 305, 308, 317, 383, 440, 444, 451, 463, 525, GT 529B, 530, 535, 540, 545, 549, 585, 708, 749, 779, 786A
Analysis and Evaluation of Oral and Media Communications		
9.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	R5, R8, R10, R13, R14	399, 813
9.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.		560
Speaking Applications		
9.7.15 Deliver expository (informational) presentations that: <ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners' potential misunderstandings, biases, and expectations. • use technical terms and notations accurately. 	137, 305, 595	14, 21, 22, 31, 35, 42, 45, 71, 119, 143, 151, 157, 158, 161, 167, 177, 211, 255, 260, GT 304B, 305, 308, 313, 317, 333, 335, 339, 359, 373, 430, 467, 475, 477, 483, 489, 505, GT 529B, 566, 573, 574, 585, 617, 625, 637, 638, 645, 671, 680, 699, 711, 718A, 740, 749, 756, GT 759B, 770, 779, 786A, 806, 807, 813, 829, 833, 843, R8, R19



Academic Standards for Grade 9 English/Language Arts	Student Edition Pages	Teacher Edition Pages
<p>9.7.16 Apply appropriate interviewing techniques:</p> <ul style="list-style-type: none"> • prepare and ask relevant questions. • make notes of responses. • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge of the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. 		321, 630, 639
<p>9.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author’s writing style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 		153
<p>9.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> • structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence. • contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy). • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address the listener’s concerns and counterarguments. 		GT 172B, 245, 363, 399, GT 667B, 710, 808, 847
<p>9.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the presenter’s relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 		19, 39, 86, 116, 173, 383