

**DEPARTMENT OF DEFENSE DEPENDENTS  
SCHOOLS STANDARDS**

*correlated to*

**PEOPLE, PLACES AND CHANGE**

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**HOLT, RINEHART AND WINSTON**

A Harcourt Education Company

## **EXPLANATION OF CORRELATION**

*The following document is a correlation of **PEOPLE, PLACES AND CHANGE** to the Department of Defense Education Standards. The format for this correlation follows the same basic format established by the Social Studies Curriculum modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Social Studies Curriculum, and representative page numbers where those skills are taught or assessed. Those references marked with an asterisk represent pages which offer secondary support or where application of the required skill is implied.*

*The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the Social Studies objectives outlined in the Department of Defense curriculum.*

### **KEY TO REFERENCES**

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition
ATE	Annotated Teacher's Edition

September 2001

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**Grade Seven**

**World Geography**

**SS1 Citizenship:** Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- |    |   |   |
|----|---|---|
| a. | Apply methods of geographical inquiry to make an informed decision about an issue.            | SE 15, 95, 339, 735<br>ATE 1B, 357, 391   |
| b. | Demonstrate tolerance for other people and cultures.  | SE 115, 127, 128, 208, 226, 277, 450, 632- 633, 660-662<br>ATE 106, 143, 144, 176, 177, 277, 288, 289, 298, 304, 323, 397, 440, 451, 502, 523B, 538, 539B, 556, 632, 661, 706 |
| c. | Identify sources and examples of citizens' rights and responsibilities in different cultures. | SE 391, 420, 421, 584<br>ATE 83<br>SE* 270  |
| d. | Define and demonstrate the attributes of a global citizen.                                    | The <b>Global Perspective</b> activities challenge students to use critical thinking skills and provide topics for class discussion. See examples pp. 63, 138, 220.           |

**SS2 Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- |    |   |  |
|----|---|--|
| a. | Describe the concept of civilization and its key components.  | SE 75-77, 80, 90, 91   |
| b. | Explain and describe how language, literature, the arts, and artifacts demonstrate beliefs, values, and contributions to the transmission of culture. | SE 66, 77, 139, 221, 313, 325, 358, 440, 497, 582, 600, 628, 656, 704<br>ATE 123, 132, 188, 273, 288, 313, 324, 358, 359, 381, 497, 582, 608, 655, 705 |

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**SS2 Culture:** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can: (Cont.)

- |    |  |     |  |
|----|--|-----|--|
| c. | Identify commonalities and differences among cultures. | SE  | 135, 142, 184, 192, 221, 222, 238, 265, 295, 305, 315, 323, 370, 384, 501, 505, 614, 631, 675, 706 |
|    |  | ATE | 128, 210, 238, 248, 293, 340, 350, 456, 562, 572, 690, 700   |

**SS3 Time, continuity, and change:** Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

- |    |   |     |   |
|----|---|-----|---|
| a. | Use key concepts to explain, analyze, and show connections among patterns of historical change. | SE  | 116-117, 146, 147, 191, 237, 454, 455, 547, 591, 609, 623 |
|    |   | ATE | 116, 146, 259B, 333, 480, 485                             |

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**SS4 Space and place:** Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- |    |  |     |   |
|----|--|-----|---|
| a. | Use graphic tools to collect, analyze, and interpret data and locate geographic sites. | SE  | S6-S7, 7, S8-S9, S10-S13, S14-S15, 15, 17, 19, 24, 25, 32, 34, 35, 38, 39, 40, 57, 73, 90, 99-103, 111, 115, 125, 126, 127, 131, 136, 141, 142, 143, 151-155, 164, 175, 176, 177, 181, 186, 191, 192, 193, 197, 201, 204, 207, 208, 209, 214, 218, 222, 225, 226, 227, 232, 237, 241, 242, 243, 251-255, 263, 267, 271, 275, 276, 277, 281, 285, 289, 292, 295, 296, 297, 301, 305, 307, 310, 315, 316, 317, 321, 327, 333, 334, 335, 343-347, 354, 356, 360, 363, 366, 369, 370, 371, 375, 380, 383, 384, 385, 389, 392, 398, 399, 407-411, 417, 423, 428, 431, 432, 433, 437, 441, 445, 449, 450, 451, 459-464, 474, 479, 487, 488, 489, 498, 501, 505, 506, 507, 511, 518, 521, 522, 523, 527, 531, 534, 537, 538, 539, 543, 547, 551, 555, 556, 557, 565-569, 576, 579, 587, 591, 592, 593, 598, 606, 609, 613, 614, 615, 619, 623, 626, 631, 634, 635, 643, 647, 666, 667, 684, 685, 688, 693-697, 707, 714, 715, 730, 731 |
|    |  | ATE | 104-105, 156-159, 161, 179, 195, 211, 229, 256-259, 261, 279, 299, 319, 348-349, 351, 373, 387, 412-413, 415, 435, 464-469, 471, 491, 509, 541, 570-571, 573, 595, 617, 648-649, 651, 669, 698-699  |
| b. | Describe adaptation as necessary for living in a specific geographic region.           | SE  | 27, 35, 59, 61, 62-64, 72, 79-80, 113, 122, 124, 166, 176, 204, 232, 244-245, 291, 396-397, 417, 473, 480-481, 589, 605, 615, 629, 708, 714   |
|    |  | ATE | 26, 63, 64, 97, 245, 396-397, 473, 480-481, 589, 593B, 629, 708-709   |

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**SS4 Space and place:** Social studies programs should include experiences that provide for the study of space and place, so that the learner can: (Cont.)

- |    |  |                              |  |
|----|--|------------------------------|--|
| c. | Develop and apply an understanding of the physical world through aesthetic modes of literary expression. | SE<br>ATE<br>SE*<br><br>ATE* | S16-S17, 127, 523, 557<br>S17, 105B, 507B, 539B<br>57, 143, 193, 243, 297, 371, 399,<br>523, 557, 615, 685, 731<br>35B, 127B, 177B, 193B, 227B,<br>277B, 349B, 385B, 507B, 593B,<br>667B, 715B           |
| d. | Analyze the distribution and migration of populations.   | SE<br><br><br>ATE            | 9, 82, 86, 102, 113, 132-136, 154,<br>246, 247, 254, 267, 346, 365, 390,<br>410, 442, 462, 482-483, 489, 538,<br>546-547, 557, 568, 584, 614, 624-<br>625, 634, 646, 696<br>134, 217, 246, 390, 500, 584 |

**SS5 Individual development and identity:** Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- |    |  |                  |   |
|----|--|------------------|---|
| a. | Identify ways regional, ethnic, and national cultures influence individuals' daily lives.                      |                  | <b><i>Daily Life</i></b> critical thinking activities link culture and daily life. See examples pp. 168, 216, 325.                                  |
| b. | Explain the ways family, gender, ethnic, national, and institutional affiliations influence personal identity. | SE<br>ATE<br>SE* | 137, 142, 169, 431<br>264<br>675  |
| c. | Describe an individual's connections to various places, based on personal experiences.                         | SE               | 106, 128, 160, 178, 194, 210, 228,<br>260, 278, 298, 318, 350, 372, 386,<br>414, 434, 470, 490, 508, 524, 540,<br>572, 594, 616, 650, 668, 700, 716 |

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**SS6 Individuals, groups, and institutions:** Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- |    |  |               |   |
|----|--|---------------|---|
| a. | Demonstrate an understanding of concepts such as role, status, and social class.                   | SE<br>ATE     | 219, 391, 422, 662-663<br>219, 442  |
| b. | Relate how groups and institutions form, influence, and perpetuate values, beliefs, and attitudes. | SE<br><br>ATE | 75, 114-115, 165-166, 169, 183-184, 188, 201, 216, 220, 265-266, 270, 274, 284-285, 288, 291-292, 294-295, 304, 313, 323-324, 358-360, 441, 494, 497, 498, 582, 600, 628, 656, 705-706<br><br>75, 105B, 114, 165, 168, 173, 182, 188, 189, 216, 227B, 233, 235, 270, 273, 285, 288, 297B, 309, 313, 359, 361, 393, 422, 497, 600, 705 |
| c. | Describe the roles of international and multinational organizations.                               | SE<br><br>ATE | 222, 275, 283, 296, 303, 336-337, 357, 419, 424-425, 553, 686-687, 732-733<br><br>277B, 336   |

**SS7 Production, distribution and consumption:** Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- |    |   |               |   |
|----|---|---------------|---|
| a. | Identify the major factors that have contributed to the economic development of a given nation. | SE<br><br>ATE | 79-80, 84-86, 90, 119, 123, 197, 203, 215, 232, 474, 486, 488, 577, 619, 715, 719<br><br>193B |
| b. | Use appropriate economic terminology in problem solving.  | SE*<br>ATE*   | 90, 126, 334, 432, 592, 614, 666<br>81, 118, 328, 426, 584, 654                               |
| c. | Analyze the impact of unequal distribution of wealth among nations.                             | SE<br>ATE     | 88, 89, 417, 451, 605<br>500  |

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**SS8 Power, authority, and governance:** Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- |    |  |  |  |
|----|--|--|--|
| a. | Know the roles and functions of basic political systems and organizations.                           | SE   | 86, 236-237, 293, 303, 336-337, 443, 548, 556, 580   |
|    |  | ATE  | 265, 336-337, 357, 548, 621, 628   |
|    |  | SE*  | 114, 135, 142, 172, 184, 189, 191, 192, 203, 216, 242, 264, 265, 269, 273, 284, 287, 419, 430, 431, 487, 601, 611, 612, 622, 663, 705, 723 |
| b. | Evaluate ways that nations and organizations respond to economic instability and political problems. | SE   | 144-145, 336-337, 548-551  |
|    |  | ATE  | 145, 337   |
| c. | Compare how dissent and related forms of citizen actions influence public policy.                    | SE   | 548-551, 581   |
|    |  | ATE  | 137  |
| d. | Develop an awareness of current information about community, national, and world events.             | Each <b>Chapter Planning Guide</b> references the <b>CNNfyi Web site</b> , which provides current event coverage and classroom resources for teacher and student. See examples pp. 1B, 105B, 159B. |  |

**SS9 Science, technology, and society:** Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- |    |   |      |                     |
|----|---|------|---------------------|
| a. | Describe the influence of culture on scientific and technological advancements.                       | SE*  | 587, 726            |
|    |   | ATE* | 77, 137             |
| b. | Understand how changes in values, attitudes, and choices have resulted from new scientific knowledge. | SE   | 9, 77, 726          |
|    |   | ATE  | 127B, 286, 421, 674 |

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**SS9 Science, technology, and society:** Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can: (Cont.)

- |    |  |  |
|----|--|--|
| c. | Use appropriate software for researching geographic data constructing maps, and conducting computer simulations. | Each <b>Chapter Planning Guide</b> references multimedia and online resources, such as the <b>Map Room CD-ROM</b> , which students use to generate their own maps. See examples pp. 1A-1B, 105A-105B, 159A-159B. |
|----|--|--|

**SS10 Global connections:** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- |    |   |   |
|----|---|---|
| a. | Identify behaviors which foster global cooperation among individuals, communities, and nations.   | SE 142, 144-145, 170-171, 172, 222, 275, 284, 303, 310, 327, 336-337, 419, 424-425, 452-453, 553, 707<br>ATE 144, 145, 170-171, 336-337, 424-425          |
| b. | Describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstanding.                     | SE 9, 64, 71, 89, 113, 114, 401, 430, 445, 502, 514<br>ATE 8, 59, 71, 78, 105B, 400   |
| c. | Show how technology affects global interdependence.   | SE 88-89, 400-401<br>ATE* 57B   |
| d. | Evaluate the concept of universal human rights and its effects on countries.  | SE 548, 549-550, 581, 631<br>ATE 548, 549, 553  |
| e. | Explore the causes and consequences of global issues such as resource allocation, pollution, environmental quality, security, and economic development. | SE 63-64, 68, 72, 88-89, 174, 177, 267, 321, 364, 366, 389, 402, 403, 449, 451, 506, 516, 519, 522, 729<br>ATE 57B, 72, 172, 280, 300, 357, 519, 703, 719 |

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**Skills**

- Interpret political and world maps.

SE	S6-S7, S8-S9, 99-103, 151-155, 251-255, 343-347, 356, 406-411, 459-463, 480, 565-569, 643-647, 693-697
ATE	S6, S8, 107, 129, 161, 179, 195, 211, 229, 261, 279, 299, 319, 351, 373, 387, 415, 435, 471, 491, 509, 525, 541, 573, 595, 617, 651, 669, 701
  
- Interpret data and create graphic displays (charts, graphs, diagrams, graphic organizers, and timelines) using technology.

SE*	S10-S13, 5, 13, 14, 22, 27, 33, 34, 42-43, 57, 560, 561, 688, 689, 707
ATE*	S10, S11, S13, 100-102, 152-155, 252-255, 344-347, 408-411, 460-463, 566-568, 644-646, 696-695
  
- Infer information from advertisements, news articles, cartoons, captions, photographs, etc.

SE	6, 8, 9, 26, 31, 46, 48, 54, 59, 60, 78, 83, 88, 108, 109, 115, 120, 130, 133, 137, 140, 147, 163, 166, 170, 180, 182, 183, 185, 187, 199, 201, 204-206, 213, 216, 220, 223, 231, 236, 239, 240, 247, 265, 269, 270, 284, 286, 287, 288, 290, 294, 308, 309, 324, 326, 328, 329, 339, 352, 361, 362, 364, 382, 390, 416, 420, 423, 439, 447, 477, 492, 494, 502, 504, 510, 511, 513, 519, 521, 533, 536, 542, 545, 546, 555, 574, 578, 585, 586, 589, 598, 611, 618, 620, 622, 654, 661, 672, 678, 682, 702, 705, 708, 718, 720, 726, 729
ATE	3, 10, 54, 60, 74, 96, 148, 178, 223, 231, 248, 303, 340, 404, 456, 469B, 562, 640, 690, 716
  
- Use primary sources (biographies, journals, interviews, letters) to collect, analyze and synthesize information.

SE	1, 97, 146, 149, 247, 249, 341, 405, 455, 457, 563, 641, 691
ATE	35B, 454-455

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**Skills (Cont.)**

- Correlate and cross reference social studies materials (index, appendix, glossary)

SE	99-103, 151-155, 251-255, 343-347, 407-411, 459-463, 565-569, 643-647, 693-697
ATE	100-103, 152-155, 252-255, 344-347, 408-411, 460-463, 566-569, 644-647, 694-697
  
- Create a multimedia report using text, color, and importing graphics, sound, special effects and/or animation.

SE*	35, 57, 73, 91, 127, 143, 177, 193, 209, 227, 243, 277, 297, 317, 335, 371, 385, 399, 433, 451, 489, 507, 523, 539, 557, 593, 615, 635, 667, 685, 715, 731
ATE*	15B, 35B, 57B, 73B, 91B, 127B, 143B, 177B, 193B, 209B, 227B, 243B, 277B, 297B, 317B, 335B, 371B, 385B, 399B, 433B, 451B, 489B, 507B, 523B, 539B, 557B, 593B, 615B, 635B, 667B, 685B, 715B
  
- Research information using text based databases.

Each chapter includes **HRW GeoTrek** activities which provide topics to research online. See examples pp. 15, 177, 277.