

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS STANDARDS

correlated to

WORLD GEOGRAPHY TODAY

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HOLT, RINEHART AND WINSTON

A Harcourt Education Company

EXPLANATION OF CORRELATION

*The following document is a correlation of **WORLD GEOGRAPHY TODAY** 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

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Grade Nine

World Regions/Cultures

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. | Model the qualities of being a global citizen. | SE 70-71, 90-91
ATE 238
SE* 622 |
| b. | Exhibit tolerance for people from other cultures. | The <i>Multicultural Perspectives</i> activities contained throughout the text help students to appreciate the diverse characteristics of many cultures. See examples pp. 8, 14, 25. |
| c. | Participate in service programs. | SE 90-91
SE* 220-221, 456-457 |

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

- | | | |
|----|--|--|
| a. | Compare and contrast cultures. | SE 67-68, 99, 176-179, 241-242, 410-411, 443-445, 610
ATE 157B, 187B, 242, 444 |
| b. | Analyze and describe how language, literature, the arts, and artifacts demonstrate beliefs and values and contribute to the transmission of culture. | SE 104, 186, 256, 322, 370, 412, 492, 556, 596
ATE 105B, 119B, 131B, 139B, 149B, 157B, 171B, 187B, 201B, 213B, 225B, 243B, 257B, 271B, 281B, 295B, 307B, 323B, 333B, 349B, 357B, 373B, 385B, 397B, 415B, 429B, 439B, 451B, 463B, 475B, 493B, 505B, 517B, 529B, 539B, 557B, 569B, 583B, 599B, 611B |
| c. | Analyze changes in traditional cultures. | SE 68-69, 72-73, 523
ATE 67, 611B |

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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.)

- | | | | |
|----|--|-----|----------------------------|
| d. | Explain reasons for cultural diversity and the need for tolerance. | SE | 116, 175-176, 270, 313-314 |
| | | ATE | 105B, 171B, 178 |

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. | Identify the influence of developed nations on developing nations. | SE | 80-81, 206-207, 208 |
| | | ATE | 500 |
| | | SE* | 366 |
| | | ATE* | 131B |
| b. | Analyze the roles of art, music, literature, and folklore in historical development. | | The <i>One World, Many Voices</i> activities contained in each unit help students explore the oral and written traditions of different cultures. See examples pp. 104, 186, 256. |
| c. | Describe the historical development of culture in a specific region. | SE | 195-197, 236, 265-266, 299-300, 301, 304-305, 328-329, 362-363, 379-380, 390-391, 392-393, 408-409, 423-426, 454-455, 467-468, 469, 478-479, 504, 507-511, 520-521, 526-527, 550, 565-566, 613-614, 616-617 |
| | | ATE | 207, 265, 266, 288, 289, 304, 328, 345, 362, 478, 480, 485, 509, 565, 614 |
| d. | Analyze attitudes, values, and behaviors of people in different historical contexts. | SE | 181, 285, 300, 331, 332 |

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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. | Apply geographical tools (e.g., maps, charts, tables, graphs) to analyze and solve problems. | SE | S2-S15, 51, 61, 85, 108-110, 112, 131, 149, 181, 190-192, 207, 213, 243, 260-261, 271, 293, 294, 326-327, 328, 333, 376-377, 385, 393, 407, 418-420, 423, 425, 496-497, 529, 545, 560-561, 568, 602-603 |
| | | ATE | S2-S15, 15, 72, 105B, 107-110, 111, 121, 125, 133, 141, 151, 157B, 159, 173, 189-192, 203, 215, 217, 227, 235, 245, 259-261, 273, 283, 297, 303, 309, 325-327, 329, 335, 351, 359, 375-377, 381, 387, 399, 404, 417-420, 422, 431, 441, 453, 461, 465, 477, 495-497, 507, 519, 531, 541, 559-561, 571, 585, 601-603 |
| b. | Explain how topography, climate, vegetation, population, distribution, and resources impact a region or country. | SE | 111-115, 121-123, 124-125, 133-134, 141-142, 151-153, 154, 155, 159-160, 164-165, 166-167, 173-174, 193-194, 203-204, 235-236, 240, 262-263, 273-274, 283-284, 286, 297-298, 309, 335-337, 351-352, 359, 378-379, 387, 421-423, 427, 441-442, 453-454, 464, 498-499, 519-520, 531-532, 562-564, 571-572, 604-606 |
| | | ATE | 112, 166, 174, 237, 336, 466, 515, 610 |
| c. | Differentiate ways that humans shape and adapt the environment to meet their needs. | SE | 5, 35, 87-88, 89, 90-91, 92-93, 134-135, 138, 146, 160-161, 264, 274, 286-287, 290-291, 292-293, 332, 340-341, 352-353, 354, 360-361, 378-379, 401-402, 433-434, 472, 499, 521, 532-533, 566-567, 572-573, 620 |
| | | ATE | 44, 144, 162, 262, 278, 292, 294, 520, 522 |

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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. | Explore how gender, race, culture, nationality, family, economic, and religious status influence an individual's self concept. | SE | 178, 218, 305, 348, 391, 444, 528, 579, 616 |
| b. | Explain how knowledge and experiences broaden an individual's perception. | SE* | 178, 218, 305, 348, 391, 444, 528, 579, 616 |
| c. | Describe how individuals can contribute to the well-being of others. | SE
ATE | 90-91, 456-457
90, 456 |

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. | Identify groups based on language, religion, family, and nationality. | SE
ATE | 177, 267, 290, 294, 310, 380-381, 409, 426, 454, 458-459, 463, 464, 478, 502-504, 576
196, 267, 381, 502, 503 |
| b. | Discuss ways in which technological, political, economic, or environmental changes affect a social system. | SE | 271, 333, 367 |
| c. | Explain how groups and institutions influence and perpetuate people's values, beliefs, attitudes, events, and culture. | SE
ATE | 348, 578, 579
187B, 353 |

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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: (Cont.)

- | | | | |
|----|---|------------------|---|
| d. | Compare differences in gender roles for various cultures. | SE | 444, 456-457, 577 |
| e. | Identify resources for participation in community/related projects. | SE
ATE
SE* | 90-91, 220-221
91, 456, 457
456-457 |

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. | Compare how countries' resources are allocated and utilized. | SE

ATE | 81-82, 117-118, 197-198, 204-205, 208, 230-231, 240, 246, 253, 274, 276-277, 284, 286-287, 298-299, 304, 310-311, 332, 352-353, 354, 360-361, 366, 388, 390, 400, 401-402, 404-405, 427-428, 443-445, 455, 468-469, 480-481, 500-502, 533, 546, 550, 572-573, 576, 586, 617

197, 198, 240, 246, 274, 275, 330, 352, 391, 401, 427, 470, 481, 532, 616 |
| b. | Analyze how the unequal distribution of wealth creates conflict. | SE
ATE
SE* | 75-76, 382-383, 384
131B
426 |
| c. | Describe the significance of international economic organizations. | SE
ATE | 118, 212, 267, 310-311, 379, 615
118, 167, 267 |

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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. | Compare and contrast basic political and economic systems. | SE | 75, 81-82, 199-200, 273, 291, 346-348, 367, 504, 550, 551, 576-577 |
| b. | Explain the development and role of international political organizations and multinational organizations. | SE
ATE | 75, 200, 265-266, 533, 548-549
176, 480 |
| c. | Discuss how universal human rights are viewed by different political systems. | SE
ATE | 331, 479-480, 544-545
475B, 588 |

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. | Explain how science and technology have transformed the physical world and have influenced economic and political institutions. | SE
ATE | 76, 128-129, 595
128 |
| b. | Evaluate the effects of technology on cultural values and the physical environment. | SE
SE* | 76, 118, 523
239 |
| c. | Explain societal changes in values, beliefs, and attitudes that have resulted from new scientific knowledge. | SE
ATE
SE* | 548-549, 578-579
75, 548
76 |
| d. | Identify laws and policies which affect science and technology. | ATE
SE* | 125, 131B, 163
306, 317 |

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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 and create conflict. | SE | 70-71, 74-76, 77, 99, 200, 206-207, 268-269, 382-383, 588-589 |
| | | ATE | 22, 75, 146, 153, 166, 588 |
| b. | Explain how technology and economics affect global cooperation. | SE | 75-76, 77, 79-82, 166-167, 200, 206-207, 267, 268-269, 310-311, 362-363 |
| | | ATE | 79, 166, 167, 267, 268, 363 |
| c. | Analyze how language, art, music, literature, belief systems, and other cultural elements can either connect people or cause misunderstandings. | SE | 70-71, 74-75, 77, 166-167 |
| | | ATE | 65B, 171B |
| d. | Describe the historical development of a global consciousness and concept of a world citizen. | SE | 70-71, 118, 275, 522 |
| | | ATE | 75, 274 |
| | | SE* | 622 |
| e. | Develop an awareness of current events. | SE* | 22-23, 90-91, 128-129, 220-221, 302-303, 382-383, 338-339, 444-445, 548-549, 574-575, 618-619 |

Chapter Planning Guides reference **CNN news videos** to guide students through current issues and events. See examples pp. 1A, 33A, 41A.

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Skills (Cont.)

- Observe, analyze interpret and draw conclusions using the Internet and databases. Students can enrich their knowledge by exploring the Internet through the **go.hrw.com** site. References can be found throughout the textbook. See examples pp. 77, 136, 160.
- Create multimedia presentations using text, color, and importing graphics, sound, special effects and/or animation. SE* 33, 41, 97, 171, 295, 451, 487, 529, 551