



**Glencoe World Geography and Cultures © 2012**

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

● **KEY IDEAS AND DETAILS**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Student Edition:**

*Guide to Reading: Reading Strategy* 4, 16, 30, 34, 41, 50, 54, 60, 70, 75, 100, 105, 130, 138, 148, 155, 166, 172, 202, 207, 216, 221, 227, 242, 250, 280, 285, 294, 299, 306, 312, 324, 330, 356, 361, 370, 378, 390, 395, 424, 429, 438, 443, 450, 455, 462, 474, 480, 510, 515, 524, 529, 534, 539, 544, 556, 564, 590, 596, 606, 611, 616, 628, 636, 662, 667, 676, 681, 686, 698, 706, 734, 739, 748, 754, 766, 774, 802, 810, 818, 824, 836, 842

*Critical Thinking Making Inferences* 44, 99, 110, 135, 154, 160, 206, 210, 640, 680, 753

*Critical Thinking Drawing Conclusions* 40, 64, 99, 183, 206, 247, 254, 261, 298, 334, 341, 405, 432, 442, 491, 575, 647, 685, 717, 738, 809, 828, 846, 853

*Chapter Assessment: Extended Response* 27, 47, 67, 113, 145, 163, 179, 213, 237, 257, 291, 319, 337, 367, 385, 401, 435, 469, 487, 521, 551, 571, 603, 623, 643, 673, 693, 713, 745, 761, 780, 815, 831, 849

*Skills Handbook: Critical Thinking Skills, Drawing Conclusions* R3; *Making Inferences* R9

**Teacher Wraparound Edition:**

**CT Inferences** 5, 31, 40, 44, 87, 88, 123, 126, 133, 137, 140, 189, 198, 226, 243, 267, 271, 273, 288, 301, 345, 347, 348, 380, 386, 405, 413, 417, 421,

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	<p>427, 451, 466, 506, 512, 513, 518, 526, 553, 565, 632, 653, 678, 715, 737, 751, 773, 783, 791, 807, 851; <b>GTM</b> 81; <b>AUCP</b> 127, 504; <b>CT Draw Conclusions</b> 158, 219, 231, 245, 249, 259, 267, 274, 282, 295, 326, 350, 374, 381, 409, 418, 420, 453, 478, 489, 507, 536, 541, 542, 575, 581, 612, 613, 624, 633, 635, 639, 651, 654, 656, 657, 658, 659, 669, 677, 705, 723, 730, 793, 838; <b>C</b> 398, 670, 812; <b>ATC</b> 181; <b>ACL</b> 224; <b>DC</b> 317, 433, 467, 711, 847; <b>RS</b> 325, 625, 634, 647; <b>I</b> 433; <b>A/C</b> 471; <b>MI</b> 569; <b>AR</b> 650</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>Student Edition:</b> <i>Writing About Geography: Summary Writing</i> 64, 160  <i>Foldables Study Organizer Summarizing Information</i> 215, 323, 605, 801  <i>Critical Thinking Skills Summarizing</i> 220, 360, 514, 568, 633, 703, 778, 839  <i>Skills Handbook: Critical Thinking Skills, Identifying the Main Idea</i> R6</p> <p><b>Teacher Wraparound Edition:</b> <b>A</b> 15; <b>C</b> 33, 110, 183, 210, 226, 261, 303, 309, 360, 364, 442, 533, 538, 561, 568, 610, 620, 633, 647, 680, 685, 695, 703, 753, 805, 853; <b>CT</b> 73, 152, 195, 234, 377, 446, 494, 659; <b>RS</b> 206, 514, 525, 775, 790; <b>S</b> 233, 829; <b>A/C</b> 235, 311, 387, 449; <b>DI</b> 251, 457</p>
<p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p><b>Student Edition:</b> <i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853  <i>Teen in Life</i> 225, 315, 374, 465, 537, 609, 689, 752, 822  <i>National Geographic: Connecting to the United States</i> 238-239, 320-321, 386-387, 470-471, 552-553, 624-625, 694-695, 762-763, 832-833  <i>Extended Response</i> 643</p> <p><b>Teacher Wraparound Edition:</b> <b>DI</b> 13; <b>ACL</b> 141, 687; <b>ATC</b> 157; <b>CT</b> 458</p>

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

● **CRAFT AND STRUCTURE**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Student Edition:**

*Guide to Reading Content Vocabulary* 4, 16, 30, 34, 41, 50, 54, 60, 70, 75, 100, 105, 130, 138, 148, 155, 166, 172, 202, 207, 216, 221, 227, 242, 250, 280, 285, 294, 299, 306, 312, 324, 330, 356, 361, 370, 378, 390, 395, 424, 429, 438, 443, 450, 455, 462, 474, 480, 510, 515, 524, 529, 534, 539, 544, 556, 564, 590, 596, 606, 611, 616, 628, 636, 662, 667, 676, 681, 686, 698, 706, 734, 739, 748, 754, 766, 774, 802, 810, 818, 824, 836, 842

*Guide to Reading Academic Vocabulary* 4, 16, 30, 34, 41, 50, 54, 60, 70, 75, 100, 105, 130, 138, 148, 155, 166, 172, 202, 207, 216, 221, 227, 242, 250, 280, 285, 294, 299, 306, 312, 324, 330, 356, 361, 370, 378, 390, 395, 424, 429, 438, 443, 450, 455, 462, 474, 480, 510, 515, 524, 529, 534, 539, 544, 556, 564, 590, 596, 606, 611, 616, 628, 636, 662, 667, 676, 681, 686, 698, 706, 734, 739, 748, 754, 766, 774, 802, 810, 818, 824, 836, 842

*Section Review Vocabulary* 24, 33, 40, 44, 53, 59, 64, 74, 79, 104, 110, 135, 142, 154, 160, 171, 176, 206, 210, 220, 226, 232, 247, 254, 284, 288, 298, 303, 309, 316, 329, 360, 364, 375, 382, 394, 398, 428, 432, 442, 447, 454, 459, 466, 479, 484, 514, 518, 528, 533, 538, 543, 548, 561, 568, 593, 600, 610, 615, 620, 633, 640, 666, 670, 680, 685, 690, 703, 710, 738, 742, 753, 758, 771, 778, 805, 812, 823, 828, 839, 846

*Chapter Assessment Reviewing Vocabulary* 26, 46, 66, 112, 144, 162, 178, 212, 236, 256, 290, 318, 336, 366, 384, 400, 434, 468, 486, 520, 550, 570, 602, 622, 642, 672, 692, 712, 744, 760, 780, 814, 830, 848

**Teacher Wraparound Edition:**

**RS** 18, 31, 35, 43, 59, 91, 92, 153, 170, 173, 224, 253, 281, 296, 300, 308, 313, 327, 387, 392, 465, 540, 630, 680, 736, 740, 752, 770, 773, 803, 804, 844; **DI** 157, 167, 208, 358, 379, 439, 512, 541, 597, 609, 632, 664, 683, 827

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Student Edition:**

*Guide to Reading: Reading Strategy* 4, 16, 30, 34, 41, 50, 54, 60, 70, 75, 100, 105, 130, 138, 148, 155, 166, 172, 202, 207, 216, 221, 227, 242, 250, 280, 285, 294, 299, 306, 312, 324, 330, 356, 361,

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

	<p>370, 378, 390, 395, 424, 429, 438, 443, 450, 455, 462, 474, 480, 510, 515, 524, 529, 534, 539, 544, 556, 564, 590, 596, 606, 611, 616, 628, 636, 662, 667, 676, 681, 686, 698, 706, 734, 739, 748, 754, 766, 774, 802, 810, 818, 824, 836, 842</p> <p><b><u>Teacher Wraparound Edition:</u></b></p> <p><b>Foldables</b> 3, 29, 49, 69, 129, 147, 165, 201, 215, 241, 279, 293, 323, 355, 369, 389, 423, 437, 473, 509, 523, 555, 589, 605, 627, 661, 675, 697, 733, 747, 765, 801, 817, 835; <b>RS</b> 7, 84, 88, 629; <b>ATS</b> 691</p>
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<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>Student Edition:</b></p> <p><i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p> <p><i>National Geographic: Connecting to the United States</i> 238-239, 320-321, 386-387, 470-471, 552-553, 624-625, 694-695, 762-763, 832-833</p> <p><i>Skills Handbook: Social Studies Skills Interpreting Primary Sources</i> R14</p> <p><b><u>Teacher Wraparound Edition:</u></b></p> <p><b>AS</b> 109; <b>ATC</b> 173; <b>DI</b> 245; <b>ACL</b> 553, 625; <b>ATC</b> 637; <b>AIC</b> 645</p>
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**● INTEGRATION OF KNOWLEDGE AND IDEAS**

<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p><b>Student Edition:</b></p> <p><i>World Religions: Geography of Religion</i> 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-98, 99</p> <p><i>National Geographic Why Geography Matters</i> 136-137, 234-235, 248-249, 304-305, 310-311, 376-377, 448-449, 460-461, 562-563, 594-595, 634-635, 704-705, 772-773, 840-841</p> <p><i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p> <p><i>Skills Handbook: Social Studies Skills Interpreting Primary Sources</i> R14; <i>Interpreting Graphs</i> R15; <i>Interpreting Population Pyramids</i> R17; <i>Reading a Cartogram</i> R18; <i>Comparing Data</i> R19</p>
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**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

	<p><b><u>Teacher Wraparound Edition:</u></b>  <b>SP</b> 32; <b>DI</b> 73, 82, 149, 287; <b>AIC</b> 151; <b>ACL</b> 167, 560, 625</p>
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p><b>Student Edition:</b>  <i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p> <p><i>Unit 3 Regional Atlas: The Value of Resources</i> 194-195</p> <p><i>Skills Handbook: Critical Thinking Skills Analyzing Information</i> R8; <i>Detecting Bias</i> R13</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>AEC</b> 134; <b>ATC</b> 173, 537; <b>DI</b> 245; <b>HOCP</b> 357, 363, 365; <b>RB</b> 641; <b>AIC</b> 645</p>
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>Student Edition:</b>  <i>Writing About Geography: Descriptive Writing</i> 79</p> <p><i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p> <p><i>Skills Handbook: Critical Thinking Skills Comparing and Contrasting</i> R2</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>CT</b> 83, 95, 101, 204, 841; <b>ATC</b> 173; <b>ACUS</b> 302, 715; <b>C</b> 317; <b>HOCP</b> 357, 363, 365</p>
<p>● <b>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b></p>	
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>Student Edition:</b>  <i>World Religions: Geography of Religion</i> 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-98, 99</p> <p><i>Problem-Solving Activity #28 Research Project</i> 99</p> <p><i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p>

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

**Teacher Wraparound Edition:**

**AIC** 63, 153; **HOCP** 76, 101, 106, 203; **CT** 83, 101; **RS** 157; **ATC** 173; **ACL** 374, 617; **DI** 375; **AIC** 645

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing**

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

● **TEXT TYPES AND PURPOSES**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**Student Edition:**

*Writing About Geography: Persuasive Writing* 309

**Teacher Wraparound Edition:**

**HOCP** 31, 35, 42, 45; **WS** 63, 72, 82, 134, 181, 209, 231, 246, 261, 282, 303, 311, 326, 340, 353, 360, 398, 403, 428, 512, 543, 562, 630, 709, 757, 771, 820, 840; **DI** 209, 222

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Student Edition:**

*Writing About Geography: Expository Writing* 24, 44, 53, 59, 64, 74, 104, 110, 135, 142, 160, 171, 210, 220, 247, 254, 284, 298, 364, 375, 382, 394, 398, 432, 459, 466, 479, 484, 518, 528, 548, 561, 568, 593, 615, 633, 640, 666, 670, 680, 703, 710, 738, 742, 753, 758, 771, 778, 805, 812, 828, 839, 846

*Writing About Geography: Descriptive Writing* 79, 176, 206, 316, 360, 428, 442, 514, 600, 610

**Teacher Wraparound Edition:**

**WS** 11, 43, 52, 104, 109, 119, 141, 188, 223, 228, 235, 252, 268, 272, 286, 309, 328, 346, 350, 393, 404, 442, 448, 459, 475, 489, 559, 608, 620, 640, 679, 729, 738, 752, 763, 777, 783, 808, 844; **DI** 219

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Student Edition:**

*Writing About Geography: Narrative Writing* 226, 303, 329, 334, 454, 538, 620, 690

*Writing About Geography: Descriptive Writing* 154, 232, 288, 447, 533, 543, 685, 823

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

**Teacher Wraparound Edition:**

**WS** 12, 19, 57, 79, 85, 86, 159, 169, 175, 197, 259, 270, 296, 305, 315, 411, 431, 447, 465, 481, 527, 538, 546, 565, 573, 592, 670, 683, 689, 703, 721, 742, 759, 812, 827; **DI** 219; **HOCP** 708, 825

● **PRODUCTION AND DISTRIBUTION OF WRITING**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Student Edition:**

*Writing About Geography* 24, 33, 40, 44, 53, 59, 64, 74, 79, 104, 110, 135, 142, 154, 160, 171, 176, 206, 210, 220, 226, 232, 247, 254, 284, 288, 298, 303, 309, 316, 329, 360, 364, 375, 382, 394, 398, 428, 432, 442, 447, 454, 459, 466, 479, 484, 514, 518, 528, 533, 538, 543, 548, 561, 568, 593, 600, 610, 615, 620, 633, 640, 666, 670, 680, 685, 690, 703, 710, 738, 742, 753, 758, 771, 778, 805, 812, 823, 828, 839, 846

*Chapter Assessment: Extended Response* 27, 47, 67, 113, 145, 163, 179, 213, 237, 257, 291, 319, 337, 367, 385, 401, 435, 469, 487, 521, 551, 571, 603, 623, 643, 673, 693, 713, 745, 761, 780, 815, 831, 849

**Teacher Wraparound Edition:**

**HOCP** 45, 331; **DI** 209

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Student Edition:**

*Writing About Geography* 24, 33, 40, 44, 53, 59, 64, 74, 79, 104, 110, 135, 142, 154, 160, 171, 176, 206, 210, 220, 226, 232, 247, 254, 284, 288, 298, 303, 309, 316, 329, 360, 364, 375, 382, 394, 398, 428, 432, 442, 447, 454, 459, 466, 479, 484, 514, 518, 528, 533, 538, 543, 548, 561, 568, 593, 600, 610, 615, 620, 633, 640, 666, 670, 680, 685, 690, 703, 710, 738, 742, 753, 758, 771, 778, 805, 812, 823, 828, 839, 846

**Teacher Wraparound Edition:**

**HOCP** 45, 331; **DI** 209

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Student Edition:**

*Geology Online, Student Web Activity* 43

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

**Teacher Wraparound Edition:**

**ATC** 10, 19, 173; **AIC** 22, 38, 159, 252; **HOCP** 25, 35, 45, 76, 106, 325; **CT** 125; **AS** 302; **ACL** 308, 566; **TC** 359; **DI** 397, 783; **AHEI** 788

● **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Student Edition:**

*Problem-Solving Activity #28 Research Project 99*

*Thinking Geographically: # 4 Writing About Geography 809*

**Teacher Wraparound Edition:**

**ATC** 19, 39, 173, 526; **ACL** 20, 566, 607, 617; **AIC** 22, 38, 63, 159, 252; **HOCP** 35, 71, 76, 101, 106, 203, 325, 371, 379, 819; **CT** 83; **DI** 97, 222, 559, 688, 769; **TC** 359; **ACUS** 483

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Student Edition:**

*Problem-Solving Activity #28 Research Project 99*

*Skills Handbook: Social Studies Skills, Analyzing Primary Sources R14*

**Teacher Wraparound Edition:**

**ATC** 19, 39, 173, 598; **ACL** 20, 617; **AIC** 22, 63, 159, 252; **DI** 32, 38, 222, 559; **HOCP** 71, 101, 106, 203, 325, 371, 379, 819; **CT** 83; **TC** 359; **DI** 397, 688, 769; **ACL** 566, 607; **ACUS** 483

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Student Edition:**

*Problem-Solving Activity #28 Research Project 99*

*Thinking Geographically: # 4 Writing About Geography 809*

**Teacher Wraparound Edition:**

**ATC** 19, 39, 173, 526; **ACL** 20, 617; **AIC** 22, 38, 63, 159; **HOCP** 25, 35, 71, 76, 101, 106, 203, 325, 371, 379, 819; **DI** 32, 222, 397, 559, 688, 769; **CT** 83; **CAC** 255; **TC** 359; **ACUS** 483; **ACL** 566, 607, 806; **ATC** 807



**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

● **RANGE OF WRITING**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Student Edition:**

*Writing About Geography* 24, 33, 40, 44, 53, 59, 64, 74, 79, 104, 110, 135, 142, 154, 160, 171, 176, 206, 210, 220, 226, 232, 247, 254, 284, 288, 298, 303, 309, 316, 329, 360, 364, 375, 382, 394, 398, 428, 432, 442, 447, 454, 459, 466, 479, 484, 514, 518, 528, 533, 538, 543, 548, 561, 568, 593, 600, 610, 615, 620, 633, 640, 666, 670, 680, 685, 690, 703, 710, 738, 742, 753, 758, 771, 778, 805, 812, 823, 828, 839, 846

*Chapter Assessment: Extended Response* 27, 47, 67, 113, 145, 163, 179, 213, 237, 257, 291, 319, 337, 367, 385, 401, 435, 469, 487, 521, 551, 571, 603, 623, 643, 673, 693, 713, 745, 761, 780, 815, 831, 849

**Teacher Wraparound Edition:**

**HOCP** 8, 17, 25, 31, 35, 42, 45, 52, 57, 61, 65, 71, 76, 101, 106, 111, 131, 139, 143, 152, 156, 161, 169, 175, 177, 203, 208, 211, 217, 223, 231, 233, 246, 253, 255, 281, 286, 289, 295, 300, 307, 313, 317, 325, 331, 335, 357, 363, 365, 371, 379, 383, 391, 396, 399, 427, 431, 433, 440, 444, 451, 456, 463, 467, 475, 481, 485, 511, 516, 519, 525, 530, 535, 540, 545, 549, 557, 565, 569, 592, 597, 601, 609, 614, 619, 621, 630, 639, 641, 663, 668, 671, 679, 684, 689, 691, 702, 708, 711, 735, 740, 743, 751, 756, 759, 767, 775, 779, 803, 811, 813, 819, 825, 829, 837, 843, 847

**English Language Arts Standards » History/Social Studies » Grades 9-10**

● **KEY IDEAS AND DETAILS**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**Student Edition:**

*National Geographic Case Study* 182-183, 260-261, 340-341, 404-405, 490-491, 574-575, 646-647, 716-717, 784-785, 852-853

*National Geographic: Antarctica. The Land of Ice* 806-809

*Skills Handbook: Social Studies Skills, Analyzing Primary Sources* R14

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

	<p><b><u>Teacher Wraparound Edition:</u></b> RS 157, 490, 491, 785; RB 641; CT 716; ATC 807</p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p><b>Student Edition:</b> <i>World Religions: Geography of Religion</i> 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-98, 99  <i>National Geographic Case Study</i> 182-183, 260-261, 340-341, 404-405, 490-491, 574-575, 646-647, 716-717, 784-785, 852-853  <i>National Geographic: Antarctica. The Land of Ice</i> 806-809  <i>Skills Handbook: Critical Thinking Skills Identifying the Main Idea</i> R6; <i>Synthesizing Information</i> R12  <i>Skills Handbook: Social Studies Skills, Analyzing Primary Sources</i> R14  <b><u>Teacher Wraparound Edition:</u></b> A 15; C 33, 110, 183, 210, 226, 261, 303, 309, 360, 364, 442, 533, 538, 561, 568, 610, 620, 633, 647, 680, 685, 695, 703, 753, 805, 853; CT 73, 152, 195, 234, 377, 446, 494, 659; RS 157, 206, 514, 525, 775, 790; S 233, 829; A/C 235, 311, 387, 449; DI 251, 457; ACL 532</p>
<p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>Student Edition:</b> <i>Extended Response</i> 47, 145, 179, 487, 745, 831, 849  <i>Writing About Geography: # 7 Expository Writing</i> 432  <i>Writing About Geography: Descriptive Writing</i> 360, 428  <i>Skills Handbook: Critical Thinking Skills Determining Cause and Effect</i> R5  <b><u>Teacher Wraparound Edition:</u></b> ACL 141, 301, 315, 687; ATC 39, 157, 297; CT 53, 62, 103, 125, 217, 351, 391, 688; AIC 63; WS 63, 729; AEC 332, 547; DCE 335, 621; CT 372, 458, 635, 637; HOCP 440, 444, 451, 456, 463, 467</p>

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

● **CRAFT AND STRUCTURE**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Student Edition:**

*Guide to Reading Content Vocabulary* 4, 16, 30, 34, 41, 50, 54, 60, 70, 75, 100, 105, 130, 138, 148, 155, 166, 172, 202, 207, 216, 221, 227, 242, 250, 280, 285, 294, 299, 306, 312, 324, 330, 356, 361, 370, 378, 390, 395, 424, 429, 438, 443, 450, 455, 462, 474, 480, 510, 515, 524, 529, 534, 539, 544, 556, 564, 590, 596, 606, 611, 616, 628, 636, 662, 667, 676, 681, 686, 698, 706, 734, 739, 748, 754, 766, 774, 802, 810, 818, 824, 836, 842

*Guide to Reading Academic Vocabulary* 4, 16, 30, 34, 41, 50, 54, 60, 70, 75, 100, 105, 130, 138, 148, 155, 166, 172, 202, 207, 216, 221, 227, 242, 250, 280, 285, 294, 299, 306, 312, 324, 330, 356, 361, 370, 378, 390, 395, 424, 429, 438, 443, 450, 455, 462, 474, 480, 510, 515, 524, 529, 534, 539, 544, 556, 564, 590, 596, 606, 611, 616, 628, 636, 662, 667, 676, 681, 686, 698, 706, 734, 739, 748, 754, 766, 774, 802, 810, 818, 824, 836, 842

*Section Review Vocabulary* 24, 33, 40, 44, 53, 59, 64, 74, 79, 104, 110, 135, 142, 154, 160, 171, 176, 206, 210, 220, 226, 232, 247, 254, 284, 288, 298, 303, 309, 316, 329, 360, 364, 375, 382, 394, 398, 428, 432, 442, 447, 454, 459, 466, 479, 484, 514, 518, 528, 533, 538, 543, 548, 561, 568, 593, 600, 610, 615, 620, 633, 640, 666, 670, 680, 685, 690, 703, 710, 738, 742, 753, 758, 771, 778, 805, 812, 823, 828, 839, 846

*Chapter Assessment Reviewing Vocabulary* 26, 46, 66, 112, 144, 162, 178, 212, 236, 256, 290, 318, 336, 366, 384, 400, 434, 468, 486, 520, 550, 570, 602, 622, 642, 672, 692, 712, 744, 760, 780, 814, 830, 848

**Teacher Wraparound Edition:**

**RS** 18, 31, 35, 43, 59, 91, 92, 153, 170, 173, 224, 253, 281, 296, 300, 308, 313, 327, 387, 392, 465, 540, 630, 680, 736, 740, 752, 770, 773, 803, 804, 844; **DI** 157, 167, 208, 358, 379, 439, 512, 541, 597, 609, 632, 664, 683, 827

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**Student Edition:**

The special features support student success in meeting this objective. Examples include:

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

	<p><i>National Geographic: Forces of Change, Diagram Study</i> 38-39</p> <p><i>National Geographic: Why Geography Matters, Story of a Hurricane</i> 136-137</p> <p><i>National Geographic Connecting to the United States, Latin America</i> 238-239</p> <p><i>National Geographic: Case Study, Protecting People and the Environment</i> 402-403</p> <p><i>Teen in Life: India</i> 609</p> <p><i>National Geographic: Antarctica. The Land of Ice</i> 806-809</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>RS 7, 84, 88, 629; ATS 691</b></p>
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<p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p><b>Student Edition:</b>  <i>Writing About Geography: Descriptive Writing</i> 79</p> <p><i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p> <p><i>Skills Handbook: Critical Thinking Skills Comparing and Contrasting</i> R2</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>AS 109; DI 245; C 317; HOCP 357, 363, 365; DI 397; ACL 553; ATC 637; RB 641; AIC 645; ACUS 715</b></p>
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**● INTEGRATION OF KNOWLEDGE AND IDEAS**

<p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><b>Student Edition:</b>  <i>National Geographic Why Geography Matters</i> 136-137, 234-235, 304-305, 310-311, 376-377, 448-449, 460-461, 562-563, 594-595, 634-635, 704-705, 840-841</p> <p><i>Writing About Geography: Descriptive Writing</i> 33, 40</p> <p><i>Thinking Geographically: #2 The World in Spatial Terms</i> 321</p>
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**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

	<p><i>National Geographic: Case Study, Population Structure</i> 644-647</p> <p><i>Skills Handbook: Social Studies Skills Interpreting Graphs</i> R15; <i>Interpreting Population Pyramids</i> R17; <i>Reading a Cartogram</i> R18; <i>Comparing Data</i> R19</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>AIC</b> 38, 72; <b>ATC</b> 39; <b>HOCP</b> 42, 71, 76, 101, 106; <b>CT</b> 55, 108, 125; <b>DI</b> 82, 149, 259, 465, 599, 646, 707, 755; <b>AUCP</b> 126, 127, 197; <b>SP</b> 180, 183; <b>ACL</b> 182</p>
<p>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p><b>Student Edition:</b>  <i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p> <p><i>Unit 3 Regional Atlas: The Value of Resources</i> 194-195</p> <p><i>Skills Handbook: Critical Thinking Skills Analyzing Information</i> R8; <i>Detecting Bias</i> R13</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>AEC</b> 134; <b>ATC</b> 181; <b>DI</b> 209, 245; <b>HOCP</b> 357, 363, 365; <b>DI</b> 397; <b>ATC</b> 537, 637; <b>AIC</b> 645</p>
<p>9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>Student Edition:</b>  <i>Writing About Geography: Descriptive Writing</i> 79</p> <p><i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p> <p><i>Skills Handbook: Critical Thinking Skills Comparing and Contrasting</i> R2</p> <p><b><u>Teacher Wraparound Edition:</u></b>  <b>CT</b> 95, 101, 183, 841; <b>ATC</b> 181, 637; <b>RS</b> 187; <b>CAC</b> 255; <b>C</b> 317; <b>DI</b> 397; <b>AEC</b> 699; <b>ACUS</b> 715</p>
<p><b>● RANGE OF READING AND LEVEL OF TEXT COMPLEXITY</b></p>	
<p>10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>Student Edition:</b>  <i>National Geographic Case Study</i> 180-183, 258-261, 338-341, 402-405, 488-491, 572-575, 644-647, 714-717, 782-785, 850-853</p>

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10**

*Writing About Geography: #8 Expository Writing 53*

*Writing About Geography #8 Summary Writing 160*

*Writing About Geography: #8 Descriptive Writing  
288*

**Teacher Wraparound Edition:**

**HOCP** 131, 208, 565, 803, 811, 813; **ATC** 537;

**ACL** 607