World Geography Profile Sheet

Text/Instructional Material Title: *World Geography & Cultures (print)*

Publisher: Glencoe, a division of The McGraw-Hill Companies

History and Social Science Standard **Section I**	**Rating**		
	Adequate	**Limited**	**No Evidence**
WG.1	**x**		
WG.2	**x**		
WG.3	**x**		
WG.4	**x**		
WG.5	**x**		
WG.6	**x**		
WG.7	**x**		
WG.8	**x**		
WG.9	**x**		
WG.10	**x**		
WG.11		**x**	
WG.12	**x**		
Section II. Additional Criteria: Instructional Planning and Support			
1. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.	**x**		
2. Materials are organized appropriately within and among units of study.	**x**		
3. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**x**		
4. Writing style, length of sentences, and vocabulary are appropriate.	**x**		

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	Adequate	**Limited**	**No Evidence**
5. Graphics and illustrations are appropriate.	**x**		
6. Sufficient instructional strategies are provided to promote depth of understanding.	**x**		
7. Materials present content in an accurate and unbiased manner.	**x**		

The Virginia Department of Education recommends to the Board of Education:

YES ___X___ NO _____

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	Adequate	**Limited**	**No Evidence**
WG.1 The student will use maps, globes, satellite images, photographs, or diagrams to	**x**		
a) obtain geographical information about the world's countries, cities, and environments;	**x**		
b) apply the concepts of location, scale, map projection, or orientation;	**x**		
c) develop and refine mental maps of world regions;		**x**	
d) create and compare political, physical, and thematic maps;	**x**		
e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.	**x**		

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	Adequate	**Limited**	**No Evidence**
WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by	**x**		
a) identifying regional climatic patterns and weather phenomena and their effects on people and places;	**x**		
b) describing how humans influence the environment and are influenced by it;	**x**		
c) explaining how technology affects one's ability to modify the environment and adapt to it.	**x**		

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	Adequate	**Limited**	**No Evidence**
WG.3 The student will apply the concept of a region by	**x**		
a) explaining how characteristics of regions have led to regional labels;	**x**		
b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;	**x**		
c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.	**x**		

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		Adequate	**Limited**	**No Evidence**
WG.4	The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.	**x**		

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		Adequate	**Limited**	**No Evidence**
WG.5	The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.	**x**		

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		Adequate	**Limited**	**No Evidence**
WG.6	The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.	**x**		

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	Adequate	**Limited**	**No Evidence**
WG.7 The student will identify types of natural, human, and capital resources and explain their significance by	**x**		
a) showing their influence on patterns of economic activity and land use;	**x**		
b) evaluating perspectives and consequences regarding the use of resources.	**x**		

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		Adequate	**Limited**	**No Evidence**
WG.8	The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.	**x**		

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	Adequate	**Limited**	**No Evidence**
WG.9 The student will analyze the global patterns and networks of economic interdependence by	**x**		
a) identifying factors, including comparative advantage, that influence economic activities and trade;	**x**		
b) describing ways that economic and social interactions have changed over time;	**x**		
c) mapping, describing, and evaluating the formation of economic unions.	**x**		

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	Adequate	**Limited**	**No Evidence**
WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by	**x**		
a) explaining and analyzing reasons for the creation of different political divisions;	**x**		
b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.	**x**		

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	Adequate	**Limited**	**No Evidence**
WG.11 The student will analyze the patterns of urban development by		**x**	
a) applying the concepts of site and situation to major cities in each region;		**x**	
b) explaining how the functions of towns and cities have changed over time;		**x**	
c) describing the unique influence of urban areas and some challenges they face.		**x**	

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	Adequate	**Limited**	**No Evidence**
WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by	**x**		
a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;	**x**		
b) relating current events to the physical and human characteristics of places and regions.	**x**		

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II. Additional Criteria: Instructional Planning and Support (Reported but not used in correlation and adoption considerations.)	**Rating Scale**		
	Adequate	**Limited**	**No Evidence**
1. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.	**x**		
2. Materials are organized appropriately within and among units of study.	**x**		
3. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**x**		
4. Writing style, length of sentences, and vocabulary are appropriate.	**x**		
5. Graphics and illustrations are appropriate.	**x**		
6. Sufficient instructional strategies are provided to promote depth of understanding.	**x**		
7. Materials present content in an accurate and unbiased manner. • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.). • Materials do not contain production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately.	**x**		