

Pearson Education

Rubenstein, The Cultural Landscape, AP Edition, 14e ©2024

Correlation to

OK Academic Standards for Social Studies: World Geography

Standards Document Name	Domain	Standards (=Student Expectations)	Plus Standards (=Breakouts)	Citations
Oklahoma Academic Standards for Social Studies	World Geography Practice Standards	WG.1 Students will apply critical thinking skills to address authentic civic issues.	<p>WG.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.</p> <p>A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues.</p> <p>B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts.</p> <p>C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.</p>	<p>Chapter 8 Challenges to Democracy (Page no. 286)</p> <p>Chapter 8 Pause & Reflect 8.4.6 What might be the benefits and disadvantages for the European Union to let in new member states—from the point of view of both the EU and of the prospective members? (Page no. 289)</p> <p>Chapter 14 Comparing Pollution Reduction Strategies (Page 473) Pause & Reflect 14.4.1 Which strategy — increasing environmental capacity for pollution discharges or decreasing pollution discharges — do you expect to be more successful at reducing pollution? Why?</p> <p>Chapter 1 Geospatial Analysis: Environmental Challenges for the Dutch (page no. 42)</p>

			<p>WG.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.</p> <p>A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines.</p> <p>B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge.</p> <p>C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning.</p> <p>D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, -authentic tasks and assessments.</p>	<p>Chapter 8 Pause & Reflect 8.4.6 What might be the benefits and disadvantages for the European Union to let in new member states—from the point of view of both the EU and of the prospective members? (Page no. 289)</p> <p>Chapter 3 3.3 Why Do People Migrate? At some point in the future, do you expect to migrate? If so, do you expect to undertake international, interregional, or intraregional migration? Why? (Page no. 105)</p> <p>Chapter 1 1.3 Why Are Different Places Similar? Describe elements of your daily life that derive from the globalization economy and culture and ways in which your actions and behavior represent distinctive displays of local diversity.</p> <p>Chapter 14 Pause & Reflect 14.4.2 When you have takeout or fast food, are the containers for food and beverages recyclable? Do you and your friends recycle them? If not, what would motivate you to recycling such containers?</p>
--	--	--	--	--

				<p>Chapter 1 Thinking Geographically 1.4 Why Are Different Places Connected? How did your connections with other places change as a result of the COVID-19 pandemic? Can you identify a change in connections with other places that has been long-term or permanent since the onset of the pandemic? What might account for that permanent change in connections? (Page no. 42)</p>
		<p>WG.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.</p>	<p>WG.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.</p> <p>A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.</p> <p>B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples.</p> <p>C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.</p>	<p>Chapter 8 National Scale: Regime Types (Page no. 286)</p> <p>Chapter 8 The Treaty on the Non-Proliferation of Nuclear Weapons, which went into force in 1970, has been signed by 191 countries. (Page no. 282)</p> <p>Chapter 8 Weapons of Mass Destruction (Page no. 282)</p> <p>Chapter 8 Pause & Reflect 8.4.3 For what purpose is a nuclear power plant typically used? Why must the nuclear power plants of some countries that signed the nonproliferation treaty be monitored by international inspectors? (Page no. 284)</p>

			<p>WG.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history.</p> <p>A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources.</p> <p>B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events.</p> <p>C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.</p>	<p>Chapter 8 Evolution of States (Page 260-267)</p> <p>Geospatial Analysis: Unity and Diversity in Europe(Page 291)</p> <p>Pause & Reflect 8.2.4 Do you agree that Puerto Rico should not be classified as a colony? What are two ways in which Puerto Rico’s government could change to resolve the ambiguity of its status? (Page 267)</p> <p>Pause & Reflect 8.2.3 If Artsakh were recognized as a sovereign state, how would it compare in size to the microstates described earlier in this chapter? (Page 265)</p>
			<p>WG.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present.</p> <p>A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world’s past and present.</p> <p>B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present.</p>	<p>Chapter 8 8.4 Why Do States Face Threats? (Page no. 278-289)</p> <p>Chapter 2 Natural Increase in History (Page no. 52-57)</p> <p>Chapter 2 Figure 2-21 Infant Mortality Rate (IMR) Figure 2-22</p>

			<p>C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.</p>	<p>Crude Death Rate (CDR) (Page no. 55)</p> <p>Chapter 4 Geospatial Analysis: TV & Internet (Page no. 141)</p> <p>Chapter 8 8.4 Why Do States Face Threats? (Page no. 278-289)</p>
			<p>WG.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.</p> <p>A. Evaluate economic data from charts and graphs, noting trends and making predictions.</p> <p>B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues.</p> <p>C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.</p>	<p>Chapter 1 Space & Economic Patterns (Page no. 24)</p> <p>Chapter 11 Situation Factors: Proximity to Markets (Page no. 376-379) 11.4 Why Has the Distribution of Industries Changed? (Page no. 380-385)</p> <p>Chapter 9 9.3 Why Do Countries Face Development Challenges? (Page no. 308-313) 9.4 Why Are Countries Able to Make Progress in Development? Do you make purchase decisions on whether the producer or the shop promotes Fair Trade? Why or why not?</p> <p>Chapter 9 Challenges in Adopting International Trade (Page no. 314-315)</p>

		<p>WG.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.</p>	<p>WG.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.</p> <p>A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.</p> <p>B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.</p>	<p>Chapter 2 Figure 2-46 Stage 2 Disease 1854 Dr. John Snow’s 1854 cholera map of London. (Page no. 64)</p> <p>Chapter 2 Figure 2-47 Stage 2 Disease Today: Cholera (a) Cholera in Africa & southern Asia; (b) Cholera in the Caribbean. (Page no. 64)</p> <p>International Geographic Mapping Explorations Density, Concentration, & Pattern in Egypt (Page no. 75)</p> <p>Chapter 6 Figure 6-2 Most Numerous Religions By Region</p>
			<p>WG.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives.</p> <p>A. Evaluate the extent to which historical or cultural perspectives affect an author’s stated or implied purpose.</p> <p>B. Evaluate the author’s point of view, potential bias, and how authors can reach different conclusions regarding the same issue.</p> <p>C. Actively listen, evaluate, and analyze a speaker’s message, asking questions while engaged in collaborative discussions about social studies topics and texts.</p>	<p>Chapter 4 4.4 Why Do Cultures Face Sustainability Challenges? (Page no. 134 – 139)</p> <p>Chapter 8 8.4 Why Do States Face Threats? The Fragile States Index for the United States was much worse in 2021 than in 2016. The index is based on four factors: fairness of the legal system, extent of youth unemployment, level of violence, and freedom to express diverse political views. What factors might have contributed to the worsening of the U.S. Fragile States Index?</p>

		<p>WG.4 Students will develop a variety of evidence-based written products designed for multiple purposes.</p>	<p>WG.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.</p> <p>A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure.</p> <p>B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.</p>	<p>Chapter 2</p> <p>2.1 Where Are People Distributed? Human beings are highly clustered. Scientists disagree about the effects of high clustering on human behavior. Some laboratory tests show that rats display evidence of increased aggressiveness, competition, and violence when very large numbers are placed in a box. Might living in a highly clustered place, such as São Paulo, cause people to behave especially aggressively or violently? Why or why not? (Page no. 74)</p> <p>2.2 Why Is Population Increasing? The United States and other stage 3 and stage 4 countries have relatively large numbers of boomers (born 1946-1964). Compared with their parents' generation, boomers received more education and women were more likely to work outside the home. Boomers married later (if at all) and were more likely to cohabit. They had few children and more children while unmarried. In what ways do you think the Gen Z generation (born after 1995) might display demographic characteristics similar to or different from those of boomers? Why? (Page no. 74)</p> <p>Pause & Reflect 2.4.3 Which region within the United States has the lowest number of HIV-positive diagnoses? What geographic factor might account for this low level? (Page no. 71)</p> <p>Chapter 10</p>
--	--	--	---	---

			<p>WG.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products.</p> <p>A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.</p> <p>B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism.</p> <p>C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.</p>	<p>10.3 Where Is Agriculture Distributed? Review the concept of overpopulation (the number of people in an area exceeding the capacity of the environment to support life at a decent standard of living). What agricultural regions have relatively limited capacities to support intensive food production? Which of these regions face rapid population growth? (Refer to Figure 2-18 to see where population is increasing the most.) (Page no. 358)</p> <p>Chapter 2 2.1 Where Are People Distributed? Human beings are highly clustered. Scientists disagree about the effects of high clustering on human behavior. Some laboratory tests show that rats display evidence of increased aggressiveness, competition, and violence when very large numbers are placed in a box. Might living in a highly clustered place, such as São Paulo, cause people to behave especially aggressively or violently? Why or why not? (Page no. 74)</p> <p>Chapter 10 Pause & Reflect 10.1.1 What reasons might account for the fact that more Americans suffer from obesity than from underconsumption of food? (Page no. 326) 10.1 Why Do People Consume Distinctive Foods? Pizza is the most popular food in the United States. Is it a favorite for you and your family?</p>
--	--	--	---	--

				<p>What are the principal ingredients in your favorite pizza? Are these ingredients grown locally, or are they imported? (Page no. 358)</p> <p>Chapter 11 Pause & Reflect 11.1.1 How would each of the major industries first impacted by the Industrial Revolution have affected the everyday lives of ordinary people? (Page no. 364)</p>
	World Geography Content Standards	WG.1 The student will use maps and other geographic representations, tools and technologies to acquire, process, and solve problems from a spatial perspective.	WG.1.1 Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.	<p>Chapter 2 2.1 Where Are People Distributed? (Page no. 46-51)</p> <p>Chapter 7 7.1 Where Are Ethnicities Distributed? (Page no. 218) 9.2 Where Are Inequalities in Development Distributed? (Page no. 300-306)</p> <p>Pause & Reflect 9.2.3 In summary, how close is the relationship between regional development and gender inequality? (Page no. 306)</p>
			WG.1.2 Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth’s surface.	<p>Chapter 2 2.1 Where Are People Distributed? (Page no. 46-51)</p> <p>Pause & Reflect 2.1.1 What challenges for sustaining human populations arise from Earth’s carrying capacity? (Page no. 47)</p> <p>Chapter 8 8.1 Where Are States Distributed? (Page no. 256) Figure 8-1 States of the World (Page no. 256)</p>

Pearson Education

Rubenstein, The Cultural Landscape, AP Edition, 14e ©2024

Correlation to

OK Academic Standards for Social Studies: World Geography

			WG.1.3 Define regions and analyze changing interconnections among places, using historical and contemporary examples.	Chapter 8 8.1 Where Are States Distributed? (Page no. 256) Figure 8-1 States of the World (Page no. 256) Chapter 4 Culture, Social Media, & Geography (Page no. 110) 4.2 Why Might Culture Diffuse? (Page no. 116) 4.3 Why Is Access to Culture Unequal? Electronic Diffusion of Culture (Page no. 126) Comparing Diffusion of TV and the Internet (Page no. 127)
			WG.1.4 Utilize geographic technologies and geographical data including census data and imagery to draw conclusions about the influence of geography on the world's people and places.	Chapter 2 2.1 Where Are People Distributed? (Page no. 46) Figure 2-3 World Population Portions (Page no. 47) Population Cartogram (Page no. 47) Chapter 4 Comparing Diffusion of TV and the Internet (Page no. 127) Figure 4-60 Distribution of Amish Settlements Marriage in India (Page no. 134) Challenging Cultural Values (Page no. 135) Chapter 13 Figure 13-3 Megalopolis (Page no. 419) Figure 13-4 Suburban Growth After World War II Levittown, Pennsylvania, 1957. (Page no. 420)

Pearson Education

Rubenstein, The Cultural Landscape, AP Edition, 14e ©2024

Correlation to

OK Academic Standards for Social Studies: World Geography

		<p>WG.2 The student will analyze how the human population is organized geographically in order to understand how change affects human systems.</p>	<p>WG.2.1 Interpret geographic data measuring population including density, distribution, patterns of composition, and population trends and projections to analyze issues related to population change.</p>	<p>Chapter 2 2.1 Where Are People Distributed? (Page no. 46) Figure 2-3 World Population Portions (Page no. 47) Population Cartogram (Page no. 47) Figure 2-5 Ecumene (Page no. 48) Figure 2-6 Sparsely Settled Areas (Page no. 48) Figure 2-7 Population Concentrations (Page no. 49) Population Density (Page no. 50) Figure 2-9 Arithmetic Density (Page no. 50) Figure 2-10 Housing Density (Page no. 50) Table 2-1 Density Measures for Four Countries (Page no. 51) Figure 2-11 Physiological Density (Page no. 51) Figure 2-12 Agricultural Density (Page no. 51) 2.4 Why Might Population Change in the Future? (Page no. 66-73) Pause & Reflect 2.4.4 Calculate the units of population and food that Malthus predicted would exist in 200 years. (Page no. 73)</p>
--	--	--	--	---

			WG.2.2 Examine common characteristics of urban versus rural communities, including the patterns and impact of modern migration to urban centers and megacities.	<p>Chapter 13 Figure 13-3 Megalopolis (Page no. 419) Figure 13-4 Suburban Growth After World War II Levittown, Pennsylvania, 1957. (Page no. 420) 13.2 Where Are People Distributed Within the Cities of Developed Countries? (Page no. 426)</p>
			WG.2.3 Explain the push and pull theory of migration and its impact on human capital and demographic transitions, including the consequences of major voluntary and involuntary migrations.	<p>Chapter 3 Environmental Reasons for Migrating (Page no. 94) International & Internal Migration (Page no. 80) Figure 3-8 Largest Country-to-Country Migration Flows, 2020 (Page no. 80) Changing U.S. Immigration (Page no. 82) Recent U.S. Immigration (Page no. 83) Europe’s Immigration Challenges (Page no. 100-105) Pause & Reflect 3.4.3 Why at border crossings is traffic entering the United States backed up farther than traffic entering Mexico? (Page no. 105)</p>
		WG.3 The student will analyze the components and regional variations of cultural patterns and processes.	WG.3.1 Compare the world’s major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.	<p>Chapter 4 4.1 Where Are Cultural Activities Distributed? (Page no. 110-115) 4.2 Why Might Culture Diffuse? (Page no. 116-125) 4.3 Why Is Access to Culture Unequal? (Page no. 126-133) 4.4 Why Do Cultures Face Sustainability Challenges? (Page no. 134-139)</p>

			<p>4.2 Why Might Culture Diffuse? Calcio Fiorentino is a form of soccer originating in Italy 500 years ago. Based on this photo, what are some differences between Calcio Fiorentino and modern soccer? What geographic processes of origin, diffusion, and distribution might help to explain why Calcio Fiorentino is not the predominant form of modern soccer? (Page no. 140)</p>
		WG.3.2 Describe and draw conclusions about the spatial dimensions of culture as defined by language, religion, and ethnicity.	<p>Chapter 5 5.1 Where Are Languages Distributed? (Page no. 144) 5.2 Why Do Languages Diffuse? (Page no. 154) Chapter 6 6.1 Where Are Religions Distributed? (Page no. 176) 6.2 Why Do Religions Have Distinctive Distributions? (Page no. 186) 6.3 Why Do Religions Organize Space in Specific Patterns? (Page no. 196) Chapter 7 7.1 Where Are Ethnicities Distributed? (Page no. 218) 7.2 Why Do Ethnicities Have Distinctive Distributions? (Page no. 226)</p>
		WG.3.3 Analyze the role of the environment in influencing a region’s culture.	<p>Chapter 4 Uniform Landscapes of Popular Cultures (Page no. 136) The Future of Folk Culture (Page no. 135) Figure 4-62 Traditional Housing Made of Bamboo (Page no. 135)</p>

				Figure 4-63 Modern Concrete Housing Under Construction (Page no. 135)
			WG.3.4 Explain the processes of cultural diffusion and interdependence, analyzing their impact on defining a region.	Chapter 4 4.2 Why Might Culture Diffuse? (Page no. 116-125) Figure 4-15 Worldwide Music Streaming Services (Page no. 117) Regional Variations (Page no. 117) 4.2 Why Might Culture Diffuse? Calcio Fiorentino is a form of soccer originating in Italy 500 years ago. Based on this photo, what are some differences between Calcio Fiorentino and modern soccer? What geographic processes of origin, diffusion, and distribution might help to explain why Calcio Fiorentino is not the predominant form of modern soccer? (Page no. 140)
		WG.4 The student will explain the political organization of space.	WG.4.1 Analyze the nature and meaning of territorial boundaries, and their influence on identity, interaction, and exchange.	Chapter 8 8.1 Where Are States Distributed? (Page no. 256) Figure 8-1 States of the World (Page no. 256) 8.3 Why Do States Have Distinctive Geographic Structure? Boundaries Between States (Page no. 268) Cultural Boundaries: Language & Religion (Page no. 269) Pause & Reflect 8.3.1 Referring to Chapters 5 and 6 , what other cultural boundaries run

				through the middle of states in Europe? (Page no. 270)
			WG.4.2 Compare the world’s political systems of government, based on limited versus unlimited authority, including the rights and opportunities of citizens within each system.	Chapter 8 Challenges to Democracy National Scale: Regime Types Figure 8-70 Trend Toward Democracy (Page no. 286)
			WG.4.3 Examine changes and challenges to political/territorial arrangements, by describing the forces that shape the world’s contemporary political map, including the rise or devolution of nation-states.	Chapter 8 8.4 Why Do States Face Threats? (Page no. 278-289)
			WG.4.4 Evaluate how the forces of cooperation and conflict among people influence the control and management of territory and resources.	Chapter 8 Challenges to Democracy (Page no. 286-289) Pause & Reflect 8.4.6 What might be the benefits and disadvantages for the European Union to let in new member states—from the point of view of both the EU and of the prospective members? (Page no. 289)
			WG.4.5 Explain how international alliance networks respond to changing needs of people, places, and regions.	Chapter 8 Europe’s Fragile Cooperation (Page no. 288-289)
	WG.5 The student will analyze	WG.5.1 Examine how different civilizations have sought to improve the well-being of their people by modifying or adapting to their environments.	Chapter 4 4.4 Why Do Cultures Face Sustainability Challenges?	

Pearson Education

Rubenstein, The Cultural Landscape, AP Edition, 14e ©2024

Correlation to

OK Academic Standards for Social Studies: World Geography

		patterns of land use among the world's people.		Amish Migration: Preserving Cultural Identity (Page no. 134)
			WG.5.2 Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.	Chapter 10 10.3 Where Is Agriculture Distributed? (Page no. 334) Figure 10-24 Agriculture Regions (Page no. 334-340) Importance of Access to Market (Page no. 341-342) Global Food Trade (Page no. 350)
			WG.5.3 Describe the characteristics of modern commercial agriculture including major production regions, variations within major zones, and the effects of markets.	Chapter 10 10.3 Where Is Agriculture Distributed? (Page no. 334) Figure 10-24 Agriculture Regions (Page no. 334-340) Subsistence Agriculture in Population Concentrations (Page no. 342-345) Pastoral Nomadism & Plantations Importance of Access to Market (Page no. 341-342) Global Food Trade (Page no. 350)
			WG.5.4 Examine the impact of agricultural practices (e.g., irrigation, levees, terraced farming, crop rotation, artesian wells, conservation, water resource management, and deforestation) on the environment and quality of life.	Chapter 10 Losing Agricultural Land (Page no. 352) Agriculture & Water (Page no. 353) Desertification (Page no. 353) Genetically Modified Organisms (Page no. 354)

			WG.5.5 Explain how transportation improvements (e.g., aqueducts, canals, railroad systems, airports) impacted human development through modification of the environment.	<p>Chapter 9 9.1 Why Does Development Vary Among Countries? (Page no. 294-295) 9.4 Why Are Countries Able to Make Progress in Development? (Page no. 317)</p> <p>Chapter 10 Global Food Trade (Page no. 350-351)</p> <p>Chapter 11 The Industrial Revolution & Transportation (Page no. 363-367)</p>
			WG.5.6 Analyze the influence of geography on current issues to consider decisions regarding future land use, including the costs and benefits of environmental regulation.	<p>Chapter 10 Losing Agricultural Land (Page no. 352) Agriculture & Water (Page no. 353) Desertification (Page no. 353) Applying Biotechnology to Agriculture (Page no. 354)</p>
		WG.6 The student will analyze the impact of industrialization on economic development.	WG.6.1 Examine the significance of access to natural resources, energy, and technological innovations (e.g., wind, solar, nuclear) that contribute to the economic development of a region.	<p>Chapter 14 14.1 Where Are Energy Resources Distributed? (Page no. 452-459) 14.2 Why Might We Rely More on Alternative Energy Sources? (Page no. 460-465)</p>
			WG.6.2 Compare the impact of government policies in both market and command economic systems on the availability and use of natural resources and development.	<p>Chapter 11 Situation Factors: Proximity to Markets (Page no. 376-379) Pause & Reflect 11.3.3 Although China and the United States are the two leaders in motor vehicle production, vehicles made in China are rarely sold in the United States, and similarly U.S.-made vehicles are rarely sold in China. What geographic factors might account for these low figures? (Page no. 379)</p>

				<p>Chapter 14 14.1 Where Are Energy Resources Distributed? (Page no. 452-459) 14.2 Why Might We Rely More on Alternative Energy Sources? (Page no. 460-465) 14.4 Why Are Resources Being Protected? (Page no. 472-477) Pause & Reflect 14.4.3 Are you cheered or saddened by the imminent demise of gasoline-powered vehicles? Why? (Page no. 477)</p>
			<p>WG.6.3 Compare contemporary patterns of industrialization and development in selected regions of the world.</p>	<p>Chapter 11 11.4 Why Has the Distribution of Industries Changed? (Page no. 380-385) Pause & Reflect 11.4.3 Which site factor do right-to-work laws influence, and how have they affected U.S. industrial location? Explain your answer. (Page no. 385) Chapter 9 9.2 Where Are Inequalities in Development Distributed? (Page no. 300-302) Two Paths to Development (Page no. 308-310) Pause & Reflect 9.3.1 Many countries that have adopted the international trade model are relatively small states (see Chapter 8). Why might a nation's size be a factor in the early adoption of the international trade path? (Page no. 310)</p>

Pearson Education

Rubenstein, The Cultural Landscape, AP Edition, 14e ©2024

Correlation to

OK Academic Standards for Social Studies: World Geography

			WG.6.4 Describe common characteristics of developed nations and compare variations in levels of development.	Chapter 9 9.1 Why Does Development Vary Among Countries? (Page no. 294-299) 9.2 Where Are Inequalities in Development Distributed? (Page no. 300-307)
			WG.6.5 Explain how changes in the physical environment and political environment influence changes in economic activity within a region.	Chapter 9 9.4 Why Are Countries Able to Make Progress in Development? (Page no. 317-319) Chapter 11 The Industrial Revolution & Transportation (Page no. 363-367)