

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.	WG.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.	Chapter 7 Geospatial Analysis: Ethnic Diversity in Sub-Saharan Africa (Page no. 189)
			A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues.	Chapter 8 Geospatial Analysis: Unity & Diversity in Europe (Page no. 215)
			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.	Chapter 4 Geospatial Analysis: Connectivity in Sub-Saharan Africa (Page no. 111)
			C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.	Chapter 10 Geography Interactive: Development: Progress or Inequality?
			WG.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.	Chapter 2 2.4 The Demographic Transition
			A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines.	Chapter 8 Thinking Geographically For a few months in late 2020 and early 2021, the Center for Systemic Peace temporarily changed the classification of the United States from democracy to anocracy. What events in the United States at that time influenced the

				change? (Page no. 214)
			B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge.	Chapter 8 Thinking Geographically In 2014, Russia invaded Crimea and annexed it, claiming that the majority of the Crimean people, who are ethnic Russians, supported the action (refer to Figure 8.4.5). Nearly every other country in the world continues to recognize Ukraine’s sovereignty over Crimea. Should Crimea appear on maps (such as Figure 8.1.4) as part of Ukraine or as part of Russia? Why? (Page no. 214)
			C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning.	Chapter 2 Thinking Geographically Scientists disagree about the effects of high-density population on human behavior. Some laboratory tests have shown that rats display evidence of increased aggressiveness, competition, and

				<p>violence when very large numbers of them are placed in a box. Does living in very high-density places, such as São Paulo, cause humans to behave especially aggressively or violently? Why or why not? (Page no. 60)</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 3 Thinking Geographically 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. 84)</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>Chapter 8 8.11.1 Regime Types (Page no. 212)</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>Chapter 8 Geospatial Analysis: Unity & Diversity in Europe ☐ What differences in GNI per capita do you see between countries in the eastern countries of NATO and the western countries? ☐ What historical factor accounts for</p>

				the income difference between east and west? Refer to Figure 8.4.4 or view Former Warsaw Pact Members in MapMaster 2.0. (Page no. 215)
			B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples.	Chapter 8 Thinking Geographically For a few months in late 2020 and early 2021, the Center for Systemic Peace temporarily changed the classification of the United States from democracy to anocracy. What events in the United States at that time influenced the change? (Page no. 214)
			C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.	Chapter 8 8.2.2 Cooperation Among European States (Page no. 195) 8.11.2 Nuclear States (Page no. 213)
			WG.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history.	Chapter 8 8.9.1 Gerrymandering (Page no. 208-209)
			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.	Chapter 8 8.9.1 Gerrymandering (Page no. 208-209)

			B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events.	Chapter 8 8.11.2 Nuclear States (Page no. 213)
			C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.	Chapter 8 8.2.2 Cooperation Among European States (Page no. 195) 8.9.1 Gerrymandering (Page no. 208-209) 8.11.2 Nuclear States (Page no. 213)
			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.	Chapter 2 Figure 2.3.1 WORLD POPULATION GROWTH THROUGH THE PAST 10,000 YEARS (Page no. 40)
			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.	Chapter 8 Key Issue 4 What threats do states face? (Page no. 210)
			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.	Chapter 2 2.1.2 Physiological Density (Page no. 37) Figure 2.3.4 CRUDE BIRTH RATE (Page no. 41) Figure 2.3.5 CRUDE DEATH RATE (Page no. 41)
			C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.	Chapter 8 8.2.2 Cooperation Among European States (Page no. 195) 8.9.1 Gerrymandering (Page no. 208-209)

				8.11.2 Nuclear States (Page no. 213)
			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.	Chapter 1 1.7.1 Globalization of Culture & the Economy (Page no. 16) Chapter 11 11.5.1 Two Types of Situation Factors (Page no. 278-279) 11.8 Industrial Change in Developed Regions (Page no. 284-285)
			A. Evaluate economic data from charts and graphs, noting trends and making predictions.	Chapter 11 Figure 11.8.1 VEHICLE PRODUCTION IN MEXICO Figure 11.8.2 U.S.-MEXICO TRADE IN VEHICLES (Page no. 284)
			B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues.	Chapter 11 11.7.1 U.S. Steel Plants (Page no. 282) Figure 11.7.3 DISTRIBUTION OF STEEL PRODUCTION, 1980 (Page no. 283) Figure 11.7.5 DISTRIBUTION OF STEEL PRODUCTION, 2020 (Page no. 283)

			C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.	Chapter 11 Figure 11.8.4 CHANGE IN SHARE OF EUROPE'S MANUFACTURING, 2000–2020 (Page no. 285)
		WG.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	WG.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.	Chapter 2 Figure 2.8.1 DR. JOHN SNOW'S 1854 CHOLERA MAP OF LONDON (Page no. 50)
			A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.	Chapter 2 Figure 2.8.1 DR. JOHN SNOW'S 1854 CHOLERA MAP OF LONDON (Page no. 50) Figure 2.8.2 STAGE 2 DISEASE: CHOLERA (a) Cholera in Africa and southern Asia, and (b) cholera in the Caribbean. (Page no. 50)
			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.	Chapter 2 Figure 2.9.1 DEMOGRAPHIC TRANSITION WITH FIVE STAGES (Page no. 52) Figure 2.9.2 FUTURE POPULATION ESTIMATES (Page no. 52) Figure 2.12.4 MALTHUS'S THEORY (Page no. 59) Chapter 6 Figure 6.1.3 MOST NUMEROUS RELIGIONS BY REGION

				Sources: Pew Research Center and World Religion Database. (Page no. 139)
			WG.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives.	Chapter 4 4.10 Maintaining Unique Folk Culture Landscapes (Page no. 106-107) 4.11 Uniform Landscapes of Popular Culture (Page no. 108-109)
			A. Evaluate the extent to which historical or cultural perspectives affect an author’s stated or implied purpose.	Chapter 8 8.10 Terrorism (Page no. 210) Geospatial Analysis: Unity & Diversity in Europe 8.CR.6 NATO MEMBERS AND GROSS NATIONAL INCOME PER CAPITA IN EUROPE (Page no. 215)
			B. Evaluate the author’s point of view, potential bias, and how authors can reach different conclusions regarding the same issue.	Chapter 8 State Fragility Figure 8.11.3 FRAGILE STATES INDEX (Page no. 212) 8.11.2 Nuclear States (Page no. 213)
			C. Actively listen, evaluate, and analyze a speaker’s message, asking questions while engaged in collaborative discussions about social studies topics and texts.	Chapter 9 Geography Interactive: Rice–From Field to Table (Page no. 241) Chapter 5 Geography Interactive: Geography and the English Language (Page no. 135)

		<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>Chapter 9 Thinking Geographically Pizza is the most popular food in the United States. Is it a favorite for you and your family? What are the principal ingredients in your favorite pizza? Are these ingredients grown locally, or are they imported? (Page no. 240) Chapter 11 Thinking Geographically What might be the advantages and challenges of utilizing drones for just-in-time delivery to factories? (Page no. 288)</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>Chapter 11 Thinking Geographically Every car has a 17-digit Vehicle Identification Number (VIN) that tells a lot about the vehicle, such as where the vehicle was assembled. Enter the VIN in a search engine for a vehicle owned by you, a family member, or a friend to find out where it was made. Locate the region of assembly for the vehicle.</p>

				Was the location where the vehicle was assembled important to the purchaser of the vehicle? Why or why not? (Page no. 288)
			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.	Chapter 2 2.3 Population Change (Page no. 40) Figure 2.3.1 WORLD POPULATION GROWTH THROUGH THE PAST 10,000 YEARS (Page no. 40) Thinking Geographically Scientists disagree about the effects of high-density population on human behavior. Some laboratory tests have shown that rats display evidence of increased aggressiveness, competition, and violence when very large numbers of them are placed in a box. Does living in very high-density places, such as São Paulo, cause humans to behave especially aggressively or violently? Why or why not? (Page no. 60)

			WG.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products.	Chapter 3 Explore Mexico's Other Border (Page no. 84)
			A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.	Chapter 4 Explore Ski Dubai (Page no. 111)
			B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism.	Chapter 3 Thinking Geographically Which indexes of development presented in this chapter (HDI, IHDI, MPI, GDI, GII, PHDI) do you think best measures a country's level of development? Which do you think is least successful at measuring a country's level of development? Why? (Page no. 266) Chapter 8 Explore Europe's International Boundaries (Page no. 214)

			C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.	<p>Chapter 13 Explore London’s Congestion Charge (Page no. 338)</p> <p>Chapter 14 Thinking Geographically What initiatives have your community or state taken to promote alternative sources of energy? What are some of the positive outcomes and some of the challenges in using alternative energy sources? (Page no. 362)</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.	<p>WG.1.1 Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.</p>	<p>Chapter 2 2.1 Population Density (Page no. 36-37) 2.2.1 Population Clusters (Page no. 38-39)</p> <p>Chapter 7 7.2 Distribution of U.S. Ethnicities (Page no. 170-171)</p> <p>Chapter 10 10.4 Inequality-Adjusted HDI (Page no. 250)</p>
				<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>	<p>Chapter 2 2.1 Population Density (Page no. 36-37) 2.2.1 Population Clusters (Page no. 38-39)</p> <p>Chapter 8 8.1 A World of States (Page no. 192)</p>

				8.4 New Nation-States (Page no. 198) Chapter 14 14.2.1 Distribution of Fossil Fuels (Page no. 344)
			WG.1.3 Define regions and analyze changing interconnections among places, using historical and contemporary examples.	Chapter 8 8.1 A World of States 8.1.1 What Is a State? (Page no. 192) Chapter 3 3.2 Global Migration Distribution (Page no. 66) 3.3 Interregional Migration (Page no. 68) 3.8 Government Migration Policies (Page no. 78) Chapter 6 6.7 Historical Diffusion of Religions (Page no. 151) Chapter 11 Geospatial Analysis: Railroads & Industries (Page no. 289)
			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 Population Density (Page no. 36-37) 2.2.1 Population Clusters (Page no. 38-39) Chapter 6 Figure 6.1.2 PERCENTAGE ADHERING TO VARIOUS RELIGIONS (Page no. 138) Figure 6.1.3

				<p>MOST NUMEROUS RELIGIONS BY REGION Sources: Pew Research Center and World Religion Database. (Page no. 139) Chapter 7 7.2 Distribution of U.S. Ethnicities (Page no. 170-171)</p>
		<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 Population Density (Page no. 36-37) 2.2 Population Concentrations 2.2.1 Population Clusters (Page no. 38-39) 2.3 Population Change (Page no. 40-41) Figure 2.3.1 WORLD POPULATION GROWTH THROUGH THE PAST 10,000 YEARS (Page no. 40) 2.4 The Demographic Transition (Page no. 42-43) Figure 2.4.1 DEMOGRAPHIC TRANSITION MODEL (Page no. 42) 2.8 Epidemiologic Transition (Page no. 50) 2.9 Population Futures Figure 2.9.1 DEMOGRAPHIC TRANSITION WITH</p>

				FIVE STAGES (Page no. 52)
			WG.2.2 Examine common characteristics of urban versus rural communities, including the patterns and impact of modern migration to urban centers and megacities.	Chapter 3 3.4 Intraregional Migration (Page no. 70) 3.4.1 RURAL TO URBAN MIGRANTS: TIMOR-LESTE (Page no. 70) Thinking Geographically Has your community experienced net in-migration or net out-migration in recent years? What factors might explain your community's net migration? (Page no. 84) Chapter 13 13.1 Defining Urban Settlements (Page no. 318) 13.1.2 Megalopolis (Page no. 319)
			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.	Chapter 3 3.8 Government Migration Policies (Page no. 78-79) 3.9 U.S. Immigration Policies (Page no. 80-81) 3.10 U.S.–Mexico Border (Page no. 81-83) Thinking Geographically The number of unauthorized immigrants from

				Mexico to the United States has been declining since 2007. Given the push and pull factors underlying people’s reasons for migrating, what might account for this decline? (Page no. 84)
		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.	Chapter 4 4.1 Material Culture & Geography (Page no. 88-89) 4.2 Popular & Folk Food Customs (Page no. 90-91)
			WG.3.2 Describe and draw conclusions about the spatial dimensions of culture as defined by language, religion, and ethnicity.	Chapter 5 5.2 Distribution of Languages (Page no. 116) Chapter 6 6.1 Distribution of Religions (Page no. 138-139) Chapter 7 7.1 Ethnicity, Race, & Nationality (Page no. 168-169) Geospatial Analysis: Ethnic Diversity in Sub-Saharan Africa (Page no. 189)
			WG.3.3 Analyze the role of the environment in influencing a region’s culture.	Chapter 4 4.2.1 Popular Food Culture (Page no. 90-91) 4.5.1 Folk Music (Page no. 96-97)
			WG.3.4 Explain the processes of cultural diffusion and interdependence, analyzing their impact on defining a region.	Chapter 4 4.4 Diffusion of Clothing (Page no. 94-95) 4.5 Diffusion of Music (Page no. 96-97)

			<p>4.6 Diffusion of Sports (Page no. 98-99)</p> <p>4.7 Electronic Diffusion of Culture (Page no. 100-101)</p> <p>4.10 Maintaining Unique Folk Culture Landscapes (Page no. 106-107)</p>
		WG.4 The student will explain the political organization of space.	<p>WG.4.1 Analyze the nature and meaning of territorial boundaries, and their influence on identity, interaction, and exchange.</p> <p>Chapter 8 8.6 Boundaries Between States (Page no. 202-203) 8.6.2 Cultural Boundaries (Page no. 203) 8.7 Boundary Disputes (Page no. 204-205)</p>
			<p>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.</p> <p>Chapter 8 8.2.1 Governing States (Page no. 194-195)</p>
			<p>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.</p> <p>Chapter 8 8.3 Evolution of States (Page no. 196-197) 8.5 Colonies (Page no. 201) 8.11.1 Regime Types (Page no. 212)</p>
			<p>WG.4.4 Evaluate how the forces of cooperation and conflict among people influence the control and management of territory and resources.</p> <p>Chapter 8 8.7 Boundary Disputes (Page no. 204-205) 8.9 Gerrymandering Boundaries (Page no. 208-209) 8.10 Terrorism (Page no. 210-211) 8.11 States in War & Peace (Page no. 212-213)</p>

				8.11.1 Regime Types (Page no. 212)
			WG.4.5 Explain how international alliance networks respond to changing needs of people, places, and regions.	Chapter 8 8.2.2 Cooperation Among European States (Page no. 195) 8.11.2 Nuclear States (Page no. 213) Chapter 9 9.7.1 Growth in Agricultural Trade (Page no. 230) 9.8 Trade in Commercial Crops (Page no. 232) Chapter 11 11.9.1 New International Division of Labor (Page no. 286-287)
		WG.5 The student will analyze patterns of land use among the world's people.	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 9 Geospatial Analysis: Agriculture & Climate in China (Page no. 241) 9.8.2 Government Policies (Page no. 233) Chapter 10 10.7 Two Paths to Development (Page no. 256) 10.8.1 International Trade Triumphs (Page no. 258) 10.9.1 Foreign Direct Investment (Page no. 260-261)
			WG.5.2 Analyze settlement patterns associated with major agricultural regions and linkages	Chapter 12 12.9 Economic Specialization of

			among regions of food production and consumption.	Settlements (Page no. 308) Chapter 9 9.3 The First Agriculture Revolution (Page no. 222) 9.3.2 Agriculture Hearths (Page no. 223) Diffusion of Agriculture (Page no. 223) Figure 9.3.3 COLUMBIAN EXCHANGE (Page no. 223) 9.7.1 Growth in Agricultural Trade (Page no. 230) 9.8 Trade in Commercial Crops (Page no. 232)
			WG.5.3 Describe the characteristics of modern commercial agriculture including major production regions, variations within major zones, and the effects of markets.	Chapter 9 9.3.2 Agriculture Hearths (Page no. 223) Diffusion of Agriculture (Page no. 223) 9.6 The Third Agricultural Revolution (Page no. 228-229)
			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 9 9.10 Agriculture & Resource Depletion (Page no. 236) 9.10.2 Agriculture & Water Supply (Page no. 237) 9.11 Biotechnology & Sustainability (Page no. 238) Thinking Geographically Global trade has made possible

				shipping food long distances. The bananas in this photograph traveled 5,000 kilometers (3,000 miles) before reaching a supermarket shelf. What impact might the globalization of agriculture have on the nutritional value of food? (Page no. 240)
			WG.5.5 Explain how transportation improvements (e.g., aqueducts, canals, railroad systems, airports) impacted human development through modification of the environment.	Chapter 10 10.1.1 Development & Geography (Page no. 244) 10.7 Two Paths to Development (Page no. 256) Chapter 9 9.7.1 Growth in Agricultural Trade (Page no. 230) 9.8 Trade in Commercial Crops (Page no. 232) Chapter 11 11.2 Shipping Raw Materials & Products (Page no. 272)
			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.	Chapter 9 9.10 Agriculture & Resource Depletion (Page no. 236) 9.10.2 Agriculture & Water Supply (Page no. 237) 9.11 Biotechnology & Sustainability (Page no. 238)

				Thinking Geographically What might be some of the obstacles to introducing or expanding organic food service at your university or school? (Page no. 240)
		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.	Chapter 14 14.1 Energy Supply & Demand (Page no. 342) 14.1.2 Demand for Energy (Page no. 343) 14. 2 Energy Production (Page no. 344) 14.4 Energy Alternatives (Page no. 348) 14.3.2 Nuclear Energy (Page no. 347) 14.8 Recycling & Remanufacturing (Page no. 356)
			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.	Chapter 14 14.1 Energy Supply & Demand (Page no. 342) 14.1.2 Demand for Energy (Page no. 343) 14. 2 Energy Production (Page no. 344) 14.4 Energy Alternatives (Page no. 348) 14.3.2 Nuclear Energy (Page no. 347) 14.8 Recycling & Remanufacturing (Page no. 356)

				<p>Thinking Geographically What initiatives have your community or state taken to promote alternative sources of energy? What are some of the positive outcomes and some of the challenges in using alternative energy sources? (Page no. 362)</p> <p>Geospatial Analysis: Emissions & Energy Consumption (Page no. 363)</p>
			<p>WG.6.3 Compare contemporary patterns of industrialization and development in selected regions of the world.</p>	<p>Chapter 11 11.4 Changing Site Factors: Clothing (Page no. 276) 11.7 Changing Situation Factors-Steel (Page no. 282)</p> <p>Chapter 10 10.1 Human Development (Page no. 244) 10.2 A Decent Standard of Living (Page no. 246) 10.2.1 GNI PPP Share of GNI by Country & Region (Page no. 246) 10.4 Inequality-Adjusted HDI (Page no. 250) 10.7 Two Paths to Development (Page no. 256)</p>

			<p>WG.6.4 Describe common characteristics of developed nations and compare variations in levels of development.</p>	<p>Chapter 10 10.1 Human Development (Page no. 244) 10.2 A Decent Standard of Living (Page no. 246) 10.2.1 GNI PPP Share of GNI by Country & Region (Page no. 246) Geography Interactive: Development: Progress or Inequality? (Page no. 267)</p>
			<p>WG.6.5 Explain how changes in the physical environment and political environment influence changes in economic activity within a region.</p>	<p>Chapter 10 10.7 Two Paths to Development (Page no. 256) 10.8 World Trade (Page no. 258) 10.9 Financing Development (Page no. 260) 10.10 Sustainable Development (Page no. 262) 10.11 Fair Trade (Page no. 264) Geography Interactive: Development: Progress or Inequality? (Page no. 267) Chapter 11 11.2 Shipping Raw Materials & Products (Page no. 272)</p>