

Houghton Mifflin Harcourt
Global Geography ©2019

correlated to the

Indiana Academic Standards for Social Studies (2020)
World Geography (High School)

Standard	Descriptor	Citations
World Geography		
Standard 1: Students acquire a framework for examining the world in spatial terms. Students use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places and environments on Earth’s surface.		
World in Spatial Terms		
WG.1.1	Use locational technology such as remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships.	SE/TE: 11–13, 14, 24, 88, 248 TE Only: 331d, 332, 398
WG.1.2	Evaluate the source of particular maps to determine possible biases.	Opportunities to address this objective may be found on the following pages: SE/TE: 5–9, 10–13, 15 TE Only: 19
WG.1.3	Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions.	SE/TE: 12, 31, 90, 97, 122, 144, 151, 158, 171, 205, 215, 235, 239, 257, 287, 317, 452, 490, 515, 531, 565, 558, 623, 703, 717, 725 TE Only: 97c, 331d, 351, 450
WG.1.4	Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes.	SE/TE: 10–13, 14, 18–23, 24–25, 64, 88, 131, 179, 206, 248, 281, 322, 357, 391, 419, 464, 494, 528, 559, 596, 624, 664, 693, 733 TE Only: 1d
WG.1.5	Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and provide oral, written, graphic, and cartographic expressions to conclusions.	SE/TE: 25, 47, 64–65, 69, 97, 133, 153, 171, 179, 185, 206, 215, 229, 243, 257, 287, 317, 331, 359 TE Only: 20, 47d, 69d, 74, 79, 80, 89, 101, 103, 109, 137, 138, 153d, 171d, 185d
Standard 2: Students acquire a framework for thinking geographically about places and regions. They identify the physical and human characteristics		

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of places and regions. Students understand that people create regions to interpret Earth’s complexity, and how culture and experience influence people’s perception of places and regions.		
Places and Regions		
WG.2.1	Give examples of how and why places and regions change or do not change over time.	SE/TE: 30–31, 42–45, 71–77, 78–82, 83–86, 87–90, 135–139, 140–144, 145–149, 150–151, 155–158, 159–163, 166–169, 176–181, 192, 210–213, 217–221, 222–227, 228–229, 230–235, 236–239, 245–247, 284–285, 289–293, 296–301, 302–307, 310–315, 316, 319–321, 330–331, 353–356, 359, 361–367, 368–369, 370–374, 375–379, 382–383, 385–387, 424–427, 428–429, 431–435, 438–441, 442–445, 448–452, 453–454, 459, 476, 480, 491, 495–496, 500, 503–507, 510–515, 516–519, 520–521, 522, 525–527, 532, 536, 567–572, 573–577, 580–583, 584–587, 590, 593–595, 600–601, 612, 628–631, 632, 635–639, 658–659, 661–663, 665–667, 672, 690, 699–701, 702–703, 705–709, 710–711, 712–716, 718–723, 724–725, 727–729, 730–732, 734–735, 738–739 TE Only: 128, 171d, 331d, 383d, 397d, 459c, 545, 605d, 659c
WG.2.2	Analyze and provide examples of ways in which people's changing views of places and regions reflect cultural changes; explain how people's views of physical features influence and are influenced by human behavior.	SE/TE: 8, 72, 87–90, 100–101, 117, 121–122, 127–130, 133, 137, 155–158, 161–162, 173–175, 176–178, 180–183, 188–189, 204–205, 210–213, 215, 217–221, 222–227, 230–234, 236–239, 243, 245–247, 249–251, 252–255, 260–261, 265–265, 275–277, 282–285, 286–287, 289–293, 296–301, 302–307, 308–309, 310–315, 316–317, 319–321, 322, 323–325, 326–329, 330–331, 334–335, 338–339, 348–349, 353–356, 358–359, 361–367, 370–374, 375–379, 380–381, 382–383, 385–387, 388–390, 392–395, 397, 400–401, 404–405, 417–418, 419, 424–427, 428–429, 431–435, 436–437, 438–441, 442–445, 446–447, 448–452, 453–457, 458–459, 461–463, 465–467, 468–471, 472–473, 476–477, 480–481, 482–483, 487–490, 491–493, 495–499, 500–501, 503–507, 510–515, 516–519, 522–523, 525–527, 528, 529–531, 532–535, 536–537, 540–541, 544–545, 546–547, 551–555, 560–563, 564–565, 567–572, 573–577, 580–583, 584–587, 590–591, 593–595, 597–599, 600–603, 604–605, 608–609, 612–613, 614–615, 619, 620–623, 625–627, 628–631, 632–633, 635–639, 640–641, 642–646, 647–650, 651–655, 658–659, 661–663, 665–667, 668–671, 672–673, 676–677, 680–681, 689–692, 693, 694–695, 697, 698–701, 702–703, 705–709, 712–715, 718–723, 724–725, 727–729, 730–732, 733, 734–737, 738–739

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Standard	Descriptor	Citations
		TE Only: 47c, 133d, 153d, 171d, 185d, 243c, 257d, 287d, 317c, 331d, 359c, 383d, 397c, 397d, 459c, 459d, 473d, 501c, 501d, 523d, 537c, 565c, 565d, 591c, 591d, 605d, 673d, 703d, 725d
WG.2.3	Explain how the concept of “region” is used as a way of categorizing, interpreting, and ordering complex information about Earth.	SE/TE: 7–8, 9, 24, 59–63, 65–66, 67, 68–69, 86, 99, 106–107, 118, 134, 145–149, 152–153, 154, 166–169, 170–171, 187, 194–195, 201–202, 207–209, 214, 216, 220, 222, 243, 245, 259, 266–267, 273–277, 278–280, 286, 288, 304, 316, 331, 333, 336–337, 340–341, 345–349, 350–352, 358–359, 360, 362, 373, 382–383, 385–387, 399, 406–407, 415–418, 419, 420–423, 430, 454, 458, 462, 466, 469, 473, 475, 482–483, 487–489, 490, 491–493, 498, 500, 501c, 502, 507, 516, 522, 539, 546–547, 551–553, 556–558, 565, 566, 569, 574, 576, 590–591, 607, 614–615, 619–623, 625–627, 632–633, 634, 643, 648, 653, 658–659, 675, 682–683, 689–692, 694–697, 702, 704, 708, 713, 716–717, 720, 724–725, 728 TE Only: 97c, 133c, 133d, 153d, 224, 287c, 287d, 397d, 429d
WG.2.4	Give examples of how people create regions to understand Earth’s complexity.	SE/TE: 7–8, 9, 24, 59–63, 65–66, 67, 68–69, 86, 99, 106–107, 108–115, 118, 134, 145–149, 152–153, 154, 166–169, 170–171, 187, 194–195, 196–199, 201–202, 207–209, 214, 216, 220, 222, 243, 245, 259, 266–267, 268–271, 273–277, 278–280, 286, 288, 304, 316, 331, 333, 336–337, 340–341, 344–343, 345–349, 350–352, 358–359, 360, 362, 373, 382–383, 385–387, 399, 406–407, 408–413, 415–418, 419, 420–423, 430, 454, 458, 462, 466, 469, 473, 475, 482–483, 484–485, 487–489, 490, 491–493, 498, 500, 501c, 502, 507, 516, 522, 539, 546–547, 548–549, 551–553, 556–558, 565, 566, 569, 574, 576, 590–591, 607, 614–615, 616–617, 619–623, 625–627, 632–633, 634, 643, 648, 653, 658–659, 675, 682–683, 684–687, 689–692, 694–697, 702, 704, 708, 713, 716–717, 720, 724–725, 728 TE Only: 97c, 133c, 133d, 153d, 224, 287c, 287d, 397d, 429d
Standard 3: Students acquire a framework for thinking geographically about Earth’s physical systems. They explain the physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems on Earth’s surface.		
Physical Systems		
WG.3.1	Define Earth’s physical systems: atmosphere, lithosphere, biosphere, and hydrosphere. Categorize the elements of the natural environment as belonging to one of the four systems.	SE/TE: 28, 29, 32–33, 46–47 Digital Resources: Focus on the Essential Question Podcast, Physical Geography: A Living Planet

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WG.3.2	Identify and account for the distribution pattern of the world’s climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.	<p>SE/TE: 32, 36, 54–57, 58, 59–63, 64, 68–69, 123–126, 132, 194, 207–209, 214, 266, 278–280, 281, 286–287, 340, 350–352, 358–359, 420–423, 428, 491–493, 500–501, 556–558, 564, 625–627, 632–633, 683, 694–697, 702–703</p> <p>TE Only: 673d</p> <p>Digital Resources: Focus on the Essential Question Podcast, Physical Geography: Climate and Vegetation</p>
WG.3.3	Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.	<p>SE/TE: 60–61, 65–66, 67, 68–69, 123–126, 132, 194, 202, 207–209, 214–215, 266, 278–280, 281, 286–287, 340, 350–352, 359, 420–423, 428, 491–493, 500, 556–558, 625–627, 632, 683, 694–697, 702–703</p> <p>TE Only: 47d</p> <p>Digital Resources: Focus on the Essential Question Podcast, Physical Geography: Climate and Vegetation</p>
WG.3.4	Explain and give examples of the physical processes that shape Earth’s surface that result in existing landforms and identify specific places where these processes occur.	<p>SE/TE: 2, 37–41, 42–45, 46–47, 107, 228–229, 273, 346, 416–417, 418, 487, 520–521, 551–552, 555, 564–565, 607, 608, 661–663, 664, 672–673, 682</p> <p>TE Only: 3, 25c, 543, 550, 660, 683, 689–691, 692, 703, 710–711</p> <p>Digital Resources: Focus on the Essential Question Podcast, Physical Geography: A Living Planet</p>
WG.3.5	Illustrate and graph with precision the occurrence of earthquakes on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability.	<p>SE/TE: 37–41, 46–47, 107, 228–229, 330, 520–521, 608, 651, 653, 660–663, 664, 672–673, 690, 710–711</p> <p>TE Only: 231, 609, 659c</p> <p>Digital Resources: History Video, Earthquakes</p>
<p>Standard 4: Students acquire a framework for thinking geographically about human activities that shape Earth’s surface. They examine the characteristics, distribution and migration of human populations on Earth’s surface; investigate the characteristics, distribution and complexity of Earth’s cultural mosaics; analyze the patterns and networks of economic interdependence on Earth’s surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.</p>		

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Standard	Descriptor	Citations
Human Systems: Characteristics, Distribution, and Migration of Human Populations		
WG.4.1	Using maps, establish world patterns of population distribution, density and growth. Relate population growth rates to health statistics, food supply or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country.	SE/TE: 23, 78–82, 96–97, 104, 107, 108–115, 142, 145–149, 152–153, 166–167, 169, 171, 181, 196–199, 211–212, 214–215, 220, 226, 238, 246, 262, 267, 268–271, 293, 314, 322, 336–367, 340–341, 342–343, 367, 377–378, 383, 402, 406, 408–413, 454, 478, 484–485, 506, 525–527, 528, 540, 542, 546–547, 548–549, 553, 565, 577, 593–595, 596, 604–605, 608, 610, 615, 616–617, 630, 639, 650, 652–653 TE Only: 133d, 215d, 383c, 459d, 473d Digital Resources: Focus on the Essential Question Podcast, Today’s Issues: The United States and Canada
WG.4.2	Develop maps of human migration and settlement patterns at different times in history and compare them to the present.	Opportunities to address this objective may be found on the following pages: SE/TE: 238, 623
WG.4.3	Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.	SE/TE: 81, 211–213, 730–731 Digital Resources: Focus on the Essential Question Podcast, Today’s Issues: Southeast Asia, Oceania, and Antarctica
WG.4.4	Evaluate the impact of human migration on physical and human systems. (economic, government, environment, individuals, society, and culture)	SE/TE: 72–77, 81, 97, 127–130, 135–139, 142–144, 145–149, 153, 161, 180–181, 211–212, 219–221, 224–225, 231–232, 237–238, 306, 314, 317, 370–371, 438–439, 448–449, 568, 643–644, 708–709, 713–714, 722, 730–732 TE Only: 243d, 571
WG.4.5	Assess the consequences of population growth or decline in various parts of the United States and determine whether the local community is shrinking or growing.	SE/TE: 81, 128, 143–144, 145–149, 180
Human Systems: Characteristics, Distribution, and Complexity of Cultural Mosaics		
WG.4.6	Map the distribution patterns of the world’s major religions and identify cultural features associated with each.	Opportunities to address this objective may be found on the following pages: SE/TE: 75–77, 231, 237, 370–371, 449, 571–572, 644, 708, 714, 722 Digital Resources:

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		HMH Field Trip Lesson Plans, World Religions Focus on the Essential Question Podcast, Human Geography of Southwest Asia: Religion, Politics, and Oil
WG.4.7	Map the distribution pattern of the world’s major languages. Map and explain the concept of a lingua franca in various parts of the world.	Opportunities to address this objective may be found on the following pages: SE/TE: 73–74, 231, 237, 317, 571, 714, 722 Digital Resources: Focus on the Essential Question Podcast, Human Geography of Russia and the Republics: A Land of Extremes
WG.4.8	Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence and divergence.	SE/TE: 72, 129–130, 135–137, 146, 439
Human Systems: Economic Interdependence (Globalization)		
WG.4.9	Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time.	Opportunities to address this objective may be found on the following pages: SE/TE: 92, 95, 138, 140–142, 159–160, 219–220, 233–234, 238, 276, 292, 298–299, 305, 313, 364, 372–373, 419, 433–434, 439–440, 443–444, 455, 461–463, 505, 518, 637–638, 639, 645, 646, 653, 659, 666, 707, 731–732 Digital Resources: Focus on the Essential Question Podcast, Today’s Issues: East Asia
WG.4.10	Describe and locate on maps the worldwide occurrence of the three major economic systems (traditional, planned and market) and describe the characteristics of each.	Opportunities to address this objective may be found on the following pages: SE/TE: 91, 364 TE Only: 92
WG.4.11	Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results.	Opportunities to address this objective may be found on the following pages: SE/TE: 94–96, 108–109, 110–111, 112–113, 114–115, 196–197, 198–199, 268–269, 270–271, 342–343, 408–409, 410–411, 412–413, 484–485, 548–549, 616–617, 684–685, 686–687 TE Only: 92, 215d
WG.4.12	Explain the meaning of the word infrastructure and analyze its relationship to a country’s level of development.	SE/TE: 94, 96, 177, 184, 212, 300, 400, 411, 417, 418, 426, 428, 450, 458, 461, 462, 513, 530, 531, 536, 587 TE Only: 95, 445, 463, 519, 522, 590

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WG.4.13	Identify contemporary spatial patterns in the movement of goods and services throughout the world.	SE/TE: 85, 88, 94, 148, 149, 167, 169, 226–227, 242, 275, 355, 530, 620, 665, 718 TE Only: 225, 501c, 613
WG.4.14	Use global political, economic, cultural, or social flows to describe and illustrate interdependence between places, countries and regions.	Opportunities to address this objective may be found on the following pages: SE/TE: 121, 122, 124, 140–142, 226, 299, 348, 349, 417, 418, 425, 443, 475, 490, 497, 500, 529, 554, 555, 586–587, 645, 650, 652–653, 692, 707 TE Only: 160, 708, 725c
Human Systems: Human Settlement		
WG.4.15	Describe and explain the worldwide trend toward urbanization and be able to graph the trend.	SE/TE: 88, 96, 137, 195, 211–212, 238, 525, 537, 706, 730, 732, TE Only: 87, 243d Digital Resources: Focus on the Essential Question Podcast, Today’s Issues: Southeast Asia, Oceania, and Antarctica
WG.4.16	Explain and provide examples for how the internal structures of cities vary in different regions of the world.	Opportunities to address this objective may be found on the following pages: SE/TE: 87–90, 464, 630–631
WG.4.17	Analyze the changing functions of cities over time.	Opportunities to address this objective may be found on the following pages: SE/TE: 90
Human Systems: Cooperation and Conflict		
WG.4.18	Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. Create scenarios under which these cultural factors would no longer trigger conflict.	SE/TE: 136, 174, 260, 293, 298, 304, 305, 311, 314–315, 320–321, 371–372, 385–387, 433, 454–455, 468–469, 511–513, 519, 526–527, 532–533, 534–535, 536, 574, 600–601, 602–603, 707, 719 TE Only: 377, 523d, 591c, 591d Digital Resources: Multimedia Connections, The American Revolution Focus on the Essential Question Podcast, Human Geography of Russia and the Republics: A Land of Extremes Focus on the Essential Question Podcast, Human Geography of Southwest Asia: Religion, Politics, and Oil

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WG.4.19	Identify and report on the impact of international political, economic, and social networks and organizations of global power and influence of places, countries, and regions (Facebook, Doctors without Borders, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN)	SE/TE: 86, 160, 220, 292, 305, 320, 321, 324, 325, 328–329, 330, 331, 505, 512, 513, 534–535, 707, 709 TE Only: 219, 317c, 327
Standard 5: Students acquire a framework for thinking geographically about the environment and society. They analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.		
Environment and Society		
WG.5.1	Identify and describe the effect of human interaction on the world’s environment.	SE/TE: 8, 67, 69, 93, 128–130, 177–178, 185, 210–211, 245–246, 257, 261, 282–287, 323–325, 349, 358, 397, 424–429, 473, 495–501, 555, 558, 560–565, 570, 581–582, 628–633, 695, 698–703, 714, 723, 731–732, 734–735, 736–739 TE Only: 44, 88, 189, 331, 378, 521, 554, 605d, 659c, 676–677, 715 Digital Resources: HMH Field Trip Lesson Plans, Global Environmental Issues Focus on the Essential Question Podcast, Today’s Issues: Europe
WG.5.2	Identify solutions to problems caused by environmental changes brought on by human activity.	SE/TE: 178, 247, 325, 631, 700, 723 TE Only: 101, 171d, 413, 659c Digital Resources: HMH Field Trip Lesson Plans, Global Environmental Issues Focus on the Essential Question Podcast, Today’s Issues: Europe
WG.5.3	Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them.	Opportunities to address this objective may be found on the following pages: SE/TE: 39–41, 47, 49, 51–53, 57, 62, 106–107, 126, 228–229, 578–579, 597–598–599, 640–641, 661–663, 689–690 Digital Resources: History Video, Earthquakes History Video, Tornado Alley Twister Focus on the Essential Question Podcast, Today’s Issues: East Asia
WG.5.4	Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.	Opportunities to address this objective may be found on the following pages: SE/TE: 81, 150–151, 228–229, 436–437, 520–521, 578–579, 640–641, 663, 689–690, 710–711

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		Digital Resources: History Video, Earthquakes History Video, Tornado Alley Twister Focus on the Essential Question Podcast, Today’s Issues: East Asia
WG.5.5	Describe how and why the ability of people to use Earth’s resources to feed themselves has changed over time.	Opportunities to address this objective may be found on the following pages: SE/TE: 141, 147, 436–437, 456, 570, 575, 598, 621, 637, 639, 658, 668
WG.5.6	Identify patterns of world resource distribution and utilization, and explain the consequences of the use of renewable and nonrenewable resources.	SE/TE: 93, 95, 120–122, 204–205, 238, 276–277, 462, 483, 489–490, 505, 554–555, 622–623, 652–653 TE Only: 119, 373, 456, 473d, 619, 673d
WG.5.7	Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies relating to the use of these resources.	SE/TE: 121–122, 204–205, 276–277, 349, 489–490, 505, 529–531, 554–555, 622–623, 652–653 Digital Resources: Focus on the Essential Question Podcast, Human Geography of Southwest Asia: Religion, Politics, and Oil
WG.5.8	Create basic policies designed to guide the use and management of Earth’s resources and that reflect multiple points of view.	Opportunities to address this objective may be found on the following pages: SE/TE: 121–122, 178, 204–205, 247, 276–277, 325, 349, 489–490, 505, 529–531, 554–555, 622–623, 652–653, 723 TE Only: 101, 171d, 659c Digital Resources: HMH Field Trip Lesson Plans, Global Environmental Issues
Grades 9–10: Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
9-10.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 9-10 independently and proficiently by the end of grade 10.	SE/TE: 9, 13, 25, 29, 36, 41, 45, 47, 53, 58, 63, 67, 69, 77, 82, 86, 90, 95, 97, 122, 130, 133, 139, 144, 149, 153, 158, 163, 169, 171, 175, 178, 185, 205, 209, 213, 215, 221, 227, 235, 239, 247, 251, 257, 277, 280, 285, 287, 293, 301, 315, 317, 329, 331, 349, 352, 359, 374, 383, 387, 397, 423, 427, 429, 441, 452, 457, 459, 467, 473, 490, 499, 501, 515, 523, 537, 555, 563, 565, 572, 583, 591, 603, 605, 627, 631, 633, 646, 650, 659, 673, 692, 697, 701, 703, 723, 725, 729, 739

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9-10.LH.1.2	Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: 19, 20, 23, 25, 29, 45, 47, 53, 69, 82, 97, 133, 153, 167, 175, 177, 182, 185, 215, 257, 285, 287, 295, 317, 325, 331, 359, 374, 383, 397, 427, 429, 437, 459, 463, 473, 501, 515, 523, 537, 555, 565, 583, 591, 599, 602–603, 605, 633, 641, 659, 673, 703, 711, 717, 725, 729, 732, 739 TE Only: 1c, 1d, 21, 47d, 60, 67, 85, 86, 122, 124, 130, 185d, 189, 193, 203, 209, 219, 220, 223, 225, 239, 250, 253, 255, 261, 277, 287d, 293, 305, 312, 329, 331d, 347, 359c, 363, 366, 369, 383d, 390, 401, 405, 422, 423, 426, 451, 455, 459d, 473d, 481, 485, 499, 501c, 505, 509, 530, 537c, 539, 547, 554, 562, 569, 574, 579, 582, 586, 589, 591d, 607, 609, 615, 617, 621, 633c, 637, 644, 648, 659d, 663, 673d, 677, 685, 696, 700, 703c, 703d, 709, 720, 731
Key Ideas and Textual Support (Reading)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
9-10.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	SE/TE: 182, 183, 249, 254, 255, 261, 328, 329, 335, 366, 395, 449, 470, 471, 477, 534, 535, 541, 602, 603, 670, 671, 736, 737
9-10.LH.2.2	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.	SE/TE: 9, 13, 24, 29, 36, 41, 45, 46, 53, 58, 63, 67, 68, 77, 82, 86, 90, 95, 96, 122, 130, 132, 139, 144, 149, 152, 158, 163, 169, 170, 175, 178, 182, 183, 184, 205, 209, 213, 214, 221, 227, 235, 239, 242, 247, 249, 251, 254, 255, 256, 261, 277, 280, 285, 286, 293, 301, 315, 316, 328, 329, 330, 335, 349, 352, 358, 366, 374, 382, 387, 395, 396, 423, 427, 428, 441, 449, 452, 457, 467, 470, 471, 472, 490, 477, 499, 500, 515, 522, 534, 535, 536, 541, 555, 563, 564, 572, 583, 602, 603, 627, 631, 632, 646, 650, 658, 670, 671, 672, 697, 701, 702, 723, 724, 729, 736, 737, 738
9-10.LH.2.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	SE/TE: 30–31, 150–151, 228–229, 294–295, 368–369, 436–437, 520–521, 578–579, 640–641, 710–711
Structural Elements and Organization (Reading)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
9-10.LH.3.1	Determine the meaning of words and phrases as they are used	SE/TE: 5, 10, 24, 27, 32, 37, 42, 46, 49, 54, 59, 65, 68, 71, 78, 83, 87, 91,

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	in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	96, 117, 123, 127, 132, 135, 140, 145, 152, 155, 159, 166, 170, 173, 176, 184, 201, 207, 210, 214, 217, 222, 230, 236, 242, 245, 249, 256, 273, 278, 282, 286, 289, 296, 302, 310, 316, 319, 323, 330, 345, 350, 353, 358, 361, 370, 375, 382, 385, 388, 396, 415, 420, 424, 428, 431, 438, 442, 448, 453, 458, 461, 465, 472, 487, 491, 495, 500, 508, 510, 516, 522, 525, 529, 536, 551, 556, 560, 564, 567, 573, 580, 584, 590, 593, 597, 604, 619, 625, 628, 632, 635, 642, 658, 647, 651, 661, 665, 672, 689, 694, 698, 702, 705, 712, 718, 724, 727, 730, 738
9-10.LH.3.2	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	SE/TE: 9, 13, 24, 29, 36, 41, 45, 46, 53, 58, 63, 67, 68, 77, 82, 86, 90, 95, 96, 122, 130, 132, 139, 144, 149, 152, 158, 163, 169, 170, 175, 178, 184, 205, 209, 213, 214, 221, 227, 235, 239, 242, 247, 251, 256, 277, 280, 285, 286, 293, 301, 315, 316, 329, 330, 349, 352, 358, 374, 382, 387, 396, 423, 427, 428, 441, 452, 457, 467, 472, 490, 499, 500, 515, 522, 536, 555, 563, 564, 572, 583, 603, 627, 631, 632, 646, 650, 658, 672, 697, 701, 702, 723, 724, 729, 738
9-10.LH.3.3	Compare the perspectives 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.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
Synthesis and Connection of Ideas (Reading)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
9-10.LH.4.1	Integrate quantitative or technical analysis (Examples: charts, research data) with qualitative analysis in print or digital text.	SE/TE: 6, 47, 65, 69, 76, 78, 79, 82, 140, 147, 159, 166, 176, 181, 185, 194, 212, 220, 224, 234, 250, 254, 257, 266, 278, 292, 313, 331, 340, 348, 377, 397, 406, 443, 459, 482, 526, 529, 537, 546, 561, 575, 586, 594, 596, 605, 614, 616, 629, 659, 666, 669, 670, 673, 682, 686, 687, 737, 739
9-10.LH.4.2	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	SE/TE: 182, 183, 249, 254, 261, 329, 335, 366, 395, 449, 471, 477, 535, 541, 602, 603, 670, 671, 736, 737
9-10.LH.4.3	Analyze the relationships among primary and secondary sources on the same topic.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
Writing Genres (Writing)		
LH.5: Write for different purposes and to specific audiences or people.		
9-10.LH.5.1	Write arguments focused on discipline-specific content.	SE/TE: 257, 331, 537

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9-10.LH.5.2	Write informative texts, including analyses of historical events.	SE/TE: 25, 47, 69, 133, 153, 171, 185, 215, 257, 287, 331, 359, 397, 429, 473, 591, 605, 633, 673, 703, 725
The Writing Process (Writing)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
9-10.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	SE/TE: 185, 215, 287, 331, 359, 473, 591, 703, 725
9-10.LH.6.2	Use technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	SE/TE: 25, 47, 69, 133, 153, 171, 185, 215, 257, 287, 331, 359, 397, 429, 473, 591, 605, 633, 673, 703, 725
The Research Process (Writing)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
9-10.LH.7.1	Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
9-10.LH.7.2	Gather relevant information from multiple authoritative sources, using advanced searches effectively; annotate sources; assess the usefulness of each source in answering the research question; synthesize and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago).	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
9-10.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739

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Standard	Descriptor	Citations
Grades 11–12: Learning Outcome for Literacy in History/Social Studies Learning		
LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.		
11-12.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	SE/TE: 9, 13, 25, 29, 36, 41, 45, 47, 53, 58, 63, 67, 69, 77, 82, 86, 90, 95, 97, 122, 130, 133, 139, 144, 149, 153, 158, 163, 169, 171, 175, 178, 185, 205, 209, 213, 215, 221, 227, 235, 239, 247, 251, 257, 277, 280, 285, 287, 293, 301, 315, 317, 329, 331, 349, 352, 359, 374, 383, 387, 397, 423, 427, 429, 441, 452, 457, 459, 467, 473, 490, 499, 501, 515, 523, 537, 555, 563, 565, 572, 583, 591, 603, 605, 627, 631, 633, 646, 650, 659, 673, 692, 697, 701, 703, 723, 725, 729, 739
11-12.LH.1.2	Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	SE/TE: 19, 20, 23, 25, 29, 45, 47, 53, 69, 82, 97, 133, 153, 167, 175, 177, 182, 185, 215, 257, 285, 287, 295, 317, 325, 331, 359, 374, 383, 397, 427, 429, 437, 459, 463, 473, 501, 515, 523, 537, 555, 565, 583, 591, 599, 602–603, 605, 633, 641, 659, 673, 703, 711, 717, 725, 729, 732, 739 TE Only: 1c, 1d, 21, 47d, 60, 67, 85, 86, 122, 124, 130, 185d, 189, 193, 203, 209, 219, 220, 223, 225, 239, 250, 253, 255, 261, 277, 287d, 293, 305, 312, 329, 331d, 347, 359c, 363, 366, 369, 383d, 390, 401, 405, 422, 423, 426, 451, 455, 459d, 473d, 481, 485, 499, 501c, 505, 509, 530, 537c, 539, 547, 554, 562, 569, 574, 579, 582, 586, 589, 591d, 607, 609, 615, 617, 621, 633c, 637, 644, 648, 659d, 663, 673d, 677, 685, 696, 700, 703c, 703d, 709, 720, 731
Key Ideas and Textual Support (Reading)		
LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.		
11-12.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	SE/TE: 182, 183, 249, 254, 255, 261, 328, 329, 335, 366, 395, 449, 470, 471, 477, 534, 535, 541, 602, 603, 670, 671, 736, 737
11-12.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	SE/TE: 9, 13, 24, 29, 36, 41, 45, 46, 53, 58, 63, 67, 68, 77, 82, 86, 90, 95, 96, 122, 130, 132, 139, 144, 149, 152, 158, 163, 169, 170, 175, 178, 182, 183, 184, 205, 209, 213, 214, 221, 227, 235, 239, 242, 247, 249, 251, 254, 255, 256, 261, 277, 280, 285, 286, 293, 301, 315, 316, 328, 329, 330, 335, 349, 352, 358, 366, 374, 382, 387, 395, 396, 423, 427, 428, 441, 449, 452, 457, 467, 470, 471, 472, 490, 477, 499, 500, 515, 522, 534, 535, 536, 541, 555, 563, 564,

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		572, 583, 602, 603, 627, 631, 632, 646, 650, 658, 670, 671, 672, 697, 701, 702, 723, 724, 729, 736, 737, 738
11-12.LH.2.3	Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
Structural Elements and Organization (Reading)		
LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.		
11-12.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (Examples: how Madison defines faction in Federalist No. 10).	SE/TE: 5, 10, 24, 27, 32, 37, 42, 46, 49, 54, 59, 65, 68, 71, 78, 83, 87, 91, 96, 117, 123, 127, 132, 135, 140, 145, 152, 155, 159, 166, 170, 173, 176, 184, 201, 207, 210, 214, 217, 222, 230, 236, 242, 245, 249, 256, 273, 278, 282, 286, 289, 296, 302, 310, 316, 319, 323, 330, 345, 350, 353, 358, 361, 370, 375, 382, 385, 388, 396, 415, 420, 424, 428, 431, 438, 442, 448, 453, 458, 461, 465, 472, 487, 491, 495, 500, 508, 510, 516, 522, 525, 529, 536, 551, 556, 560, 564, 567, 573, 580, 584, 590, 593, 597, 604, 619, 625, 628, 632, 635, 642, 647, 651, 658, 661, 665, 672, 689, 694, 698, 702, 705, 712, 718, 724, 727, 730, 738
11-12.LH.3.2	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	SE/TE: 182, 183, 249, 254, 255, 261, 328, 329, 335, 366, 395, 449, 470, 471, 477, 534, 535, 541, 602, 603, 670, 671, 736, 737
11-12.LH.3.3	Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
Synthesis and Connection of Ideas (Reading)		
LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.		
11-12.LH.4.1	Integrate and evaluate multiple sources of information presented in diverse formats and media (Examples: visually, quantitatively, as well as in words) in order to address a question or solve a problem.	SE/TE: 6, 47, 65, 69, 76, 78, 79, 82, 140, 147, 159, 166, 176, 181, 185, 194, 212, 220, 224, 234, 250, 254, 257, 266, 278, 292, 313, 331, 340, 348, 377, 397, 406, 443, 459, 482, 526, 529, 537, 546, 561, 575, 586, 594, 596, 605, 614, 616, 629, 659, 666, 669, 670, 673, 682, 686, 687, 737, 739

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11-12.LH.4.2	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	SE/TE: 182, 183, 249, 254, 261, 329, 335, 366, 395, 449, 471, 477, 535, 541, 602, 603, 670, 671, 736, 737
11-12.LH.4.3	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
Writing Genres (Writing)		
LH.5: Write for different purposes and to specific audiences or people.		
11-12.LH.5.1	Write arguments focused on discipline-specific content.	SE/TE: 257, 331, 537
11-12.LH.5.2	Write informative texts, including analyses of historical events.	SE/TE: 25, 47, 69, 133, 153, 171, 185, 215, 257, 287, 331, 359, 397, 429, 473, 591, 605, 633, 673, 703, 725
The Writing Process (Writing)		
LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.		
11-12.LH.6.1	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	SE/TE: 185, 215, 287, 331, 359, 473, 591, 703, 725
11-12.LH.6.2	Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	SE/TE: 25, 47, 69, 133, 153, 171, 185, 215, 257, 287, 331, 359, 397, 429, 473, 591, 605, 633, 673, 703, 725
The Research Process (Writing)		
LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.		
11-12.LH.7.1	Conduct short as well as more sustained research assignments and tasks to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739
11-12.LH.7.2	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively; annotate sources; assess the strengths and limitations of each	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739

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Standard	Descriptor	Citations
	source in terms of the specific task, purpose, and audience; synthesize and integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (Examples: APA or Chicago).	
11-12.LH.7.3	Draw evidence from informational texts to support analysis, reflection, and research.	SE/TE: 25, 47, 69, 97, 133, 153, 171, 185, 215, 257, 287, 317, 331, 359, 383, 397, 429, 459, 473, 501, 523, 537, 565, 591, 605, 633, 659, 673, 703, 725, 739