



**WASHINGTON**  
**Geography Essential Academic Learning Requirements**  
**Benchmark 2 – Grade 8**

*The World and Its People* © 2005

*The World and Its People: Eastern Hemisphere* © 2005

*The World and Its People: Western Hemisphere, Europe, and Russia* © 2005

OBJECTIVES	PAGE REFERENCES		
	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<b>Geography</b>			
<b>1. The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth’s surface.</b>			
<b>1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information</b>			
1.1.2a Use globes, a variety of map projections, satellite imagery, and Geographic Information System (GIS) data to interpret information from a spatial perspective (Location, Place)	SE: RA1-RA30, 4-5, 6-7, 8-9 <i>National Geographic</i> 36, 41 TWE: T 4, 6, 8 AD 36 AMS 41	SE: RA1-RA30, 4-5, 6-7, 8-9 <i>National Geographic</i> 36, 41 TWE: T 4, 6, 8 AD 36 AMS 41	SE: RA1-RA30, 4-5, 6-7, 8-9 <i>National Geographic</i> 36, 41 TWE: T 4, 6, 8 AD 36 AMS 41

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
1.1.2b Use data and a variety of symbols and colors to create thematic maps, mental maps, and graphs depicting geographic information (e.g., patterns of population, economic features, rainfall, and vegetation) (Location, Place, Region)	SE: 8-10 <i>Skills</i> 33, 86, 144, 334 TWE: CLA 8 T 11 DI 11 D 13 C 15, 32, 38	SE: 8-10 <i>Skills</i> 33, 86, 132, 168 TWE: CLA 8 T 11 DI 11 D 13 C 15, 32, 38	SE: 8-10 <i>Skills</i> 33, 86, 144 TWE: CLA 8 T 11 DI 11 D 13 C 15, 32, 38
<b>1.2 Recognize spatial patterns on Earth's surface and understand the processes that create these patterns</b>			
1.2.2a Locate physical and human features and events on maps and globes (e.g., location of cultural regions, large urban areas now and in the past, and major landforms and climate regions) (Location, Place, Region)	SE: <i>National Geographic</i> 54, 56, 57, 63, 64 TWE: AD 56 AMS 54, 57, 63, 64	SE: <i>National Geographic</i> 54, 56, 57, 63, 64 TWE: AD 56 AMS 54, 57, 63, 64	SE: <i>National Geographic</i> 54, 56, 57, 63, 64 TWE: AD 56 AMS 54, 57, 63, 64

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
1.2.2b Analyze how human spatial patterns emerge from natural processes and human activities (e.g., tectonic forces, climate, fires, farming, air pollution, transportation, population and urban development) (Place, Human/Environment Interaction, Movement)	SE: 35-38, 41, 52-59, 61-68 <i>Exploring Culture 37</i> TWE: CTA 37, 55 TTA 56 EC 37 RS 53	SE: 35-38, 41, 52-59, 61-68 <i>Exploring Culture 37</i> TWE: CTA 37, 55 TTA 56 EC 37 RS 53	SE: 35-38, 41, 52-59, 61-68 <i>Exploring Culture 37</i> TWE: CTA 37, 55 TTA 56 EC 37 RS 53
<b>2. The student understands the complex physical and human characteristics of places and regions.</b>			
<b>2.1 Describe the natural characteristics of places and regions and explain the causes of their characteristics</b>			
2.1.2 Use observation, maps, and other tools to identify, compare, and contrast the physical characteristics of places and regions (e.g., wildlife, vegetation, climate, natural hazards, and waterways) (Location, Region, Place)	SE: 52-59, 61-68 <i>National Geographic 54, 57, 62, 64</i> TWE: RS 53 CTA 55 TTA 56 M 62 DI 63 AMS 54, 57, 64	SE: 52-59, 61-68 <i>National Geographic 54, 57, 62, 64</i> TWE: RS 53 CTA 55 TTA 56 M 62 DI 63 AMS 54, 57, 64	SE: 52-59, 61-68 <i>National Geographic 54, 57, 62, 64</i> TWE: RS 53 CTA 55 TTA 56 M 62 DI 63 AMS 54, 57, 64

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<b>2.2 Describe the patterns humans make on places and regions</b>			
2.2.2 Use observation, maps, and other tools to identify and to compare and contrast the patterns humans make on places and regions (e.g., cultural characteristics, population characteristics, and levels of economic development) (Location, Region, Place, Human/Environment Interaction)	SE: 80-85, 87-91, 92-96 <i>National Geographic</i> 81, 82, 83, 86, 88, 89, 95 TWE: AMS 81, 89 AC 82, 83, 88 CTA 83 DI 89	SE: 80-85, 87-91, 92-96 <i>National Geographic</i> 81, 82, 83, 86, 88, 89, 95 TWE: AMS 81, 89 AC 82, 83, 88 CTA 83 DI 89	SE: 80-85, 87-91, 92-96 <i>National Geographic</i> 81, 82, 83, 86, 88, 89, 95 TWE: AMS 81, 89 AC 82, 83, 88 CTA 83 DI 89
<b>2.3 Identify the characteristics that define the Pacific Northwest and the Pacific Rim as regions</b>			
2.3.2 Examine the Pacific Northwest as part of the Pacific Rim region and describe similarities and differences among Pacific Rim countries with regard to oceans, landforms, trade, and culture (Five Themes)	SE: 672-677, 678-681, 690-696, 698-701 <i>Skills</i> 702 TWE: DI 680 CB 695 A 689 C 696 CD 692 TTA 693	SE: 506-511, 512-516, 524-530, 532-535 <i>Skills</i> 536 TWE: DI 514 A 523 CD 526 TTA 527 CB 529 C 530	SE: <i>National Geographic</i> 127, 132, 134-135 TWE: T 127 AMS 132 RS 133

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<b>3. The student observes and analyzes the interaction between people, the environment, and culture.</b>			
<b>3.1 Identify and examine people's interaction with and impact on the environment</b>			
3.1.2a Analyze the different ways people use the environment, identify the consequences of use, and consider possible alternatives (Human/Environment Interaction, Region)	SE: 69-72, 92-93 <i>Eye on the Environment</i> 76-77, 250-251, 498-499, 772-773 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72	SE: 69-72, 92-93 <i>Eye on the Environment</i> 76-77, 332-333, 606-607 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72	SE: 69-72, 92-93 <i>Eye on the Environment</i> 76-77, 250-251 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72
3.1.2b Explain how the actions and interactions of human societies affect and are affected by the environment with regard to air, water, and land issues (Human/Environment Interaction, Region)	SE: 69-72, 92-93 <i>Eye on the Environment</i> 76-77, 250-251, 498-499, 772-773 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72	SE: 69-72, 92-93 <i>Eye on the Environment</i> 76-77, 332-333, 606-607 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72	SE: 69-72, 92-93 <i>Eye on the Environment</i> 76-77, 250-251 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<b>3.2 Analyze how the environment and environmental changes affect people</b>			
3.2.2a Explain how the physical environment impacts how and where people live and work (Human/Environment Interaction, Region, Place, Movement)	SE: 52-59, 61-68 <i>National Geographic</i> 56, 63, 64 TWE: RS 53, 62 CTA 55 AD 56 T 62 CLA 67 TTA 56, 64	SE: 52-59, 61-68 <i>National Geographic</i> 56, 63, 64 TWE: RS 53, 62 CTA 55 AD 56 T 62 CLA 67 TTA 56, 64	SE: 52-59, 61-68 <i>National Geographic</i> 56, 63, 64 TWE: RS 53, 62 CTA 55 AD 56 T 62 CLA 67 TTA 56, 64
3.2.2b Examine how technology can affect people's interaction with the environment (Human/Environment Interaction, Region, Movement)	SE: 69-72, 92-93, 97-98 <i>Eye on the Environment</i> 76-77, 250-251, 498-499, 772-773 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72 T 98	SE: 69-72, 92-93, 97-98 <i>Eye on the Environment</i> 76-77, 332-333, 606-607 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72 T 98	SE: 69-72, 92-93, 97-98 <i>Eye on the Environment</i> 76-77, 250-251 <i>National Geographic</i> 70, 71 TWE: M 70, 71 DI 71 CB 58 C 72 T 98

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	<i>The World and Its People</i>	<i>The World and Its People Eastern Hemisphere</i>	<i>The World and Its People Western Hemisphere, Europe, and Russia</i>
<b>3.3 Examine cultural characteristics, transmission, diffusion, and interaction</b>			
3.3.2a Identify the many groups and subcultures that exist within large societies and the ways they interact (Location, Region, Place, Movement)	SE: 80-85, 150-151 <i>Making Connections</i> 152 <i>National Geographic</i> 81, 82 TWE: F 80 AMS 81 AC 82 CLA 84 CTA 83 RS 153 M 150	SE: 80-85, 151 <i>National Geographic</i> 81, 82 TWE: F 80 AMS 81 CLA 84 AC 82 CTA 83	SE: 80-85, 150-151 <i>Making Connections</i> 152 <i>National Geographic</i> 81, 82 TWE: F 80 AMS 81 AC 82 CLA 84 CTA 83 RS 153 M 150
3.3.2b Explain how some forms of cultural communication contribute to societal cohesion and/or division (e.g., television, books, and movies) (Five Themes)	SE: 98-100, 102-107 TWE: E 104 T 103 DI 99, 103	SE: 98-100, 102-107 TWE: E 104 T 103 DI 99, 103	SE: 98-100, 102-107 TWE: E 104 T 103 DI 99, 103
3.3.2c Identify how people develop their understandings of culture through the exchange of ideas, art, music, natural resources, and goods and services (Five Themes)	SE: 80-85, 98-100, 102-107, 150-151 <i>Making Connections</i> 152 <i>National Geographic</i> 81, 82 TWE: F 80 AMS 81 AC 82 CLA 84 CTA 83 RS 153 M 150	SE: 80-85, 98-100, 102-107, 150-151 <i>National Geographic</i> 81, 82 TWE: F 80 AMS 81 CLA 84 AC 82 CTA 83	SE: 80-85, 98-100, 102-107, 150-151 <i>Making Connections</i> 152 <i>National Geographic</i> 81, 82 TWE: F 80 AMS 81 AC 82 CLA 84 CTA 83 RS 153 M 150

## Codes Used for TWE Codes

A	About
AC	Analyzing the Chart
AD	Analyzing the Diagram
AMS	Applying Map Skills
C	Close
CB	Content Background
CD	Creating a Display
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
D	Displaying Information
DI	Differentiated Instruction
E	Exploring the Issue
EC	Exploring Culture
F	Focus
M	More About...
RS	Reading Strategy
T	Teach
TTA	Team-Teaching Activity