

GLENCOE CORRELATION
WORLD GEOGRAPHY
COLORADO
Content Standards Geography Grades 9-12

STANDARDS	PAGE REFERENCES
STANDARD 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.	
1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.	
<ul style="list-style-type: none"> selecting appropriate maps, map projections, and other graphic representations to analyze geographic problems; 	SE: RA2-RA40, 4-5, 6-7, 10-11, 12-13 <i>National Geographic</i> 21 TWE: GSH 1 CTA 4, 11 MSN 10 NG 21
<ul style="list-style-type: none"> constructing maps using fundamental cartographic* principles including translating narratives about places and events into graphic representations; 	SE: 8-9 TWE: CTA 4 TTA 324 CLA 8, 93, 117, 315, 507, 589
<ul style="list-style-type: none"> interpreting maps and other geographic tools, through the analysis of case studies and using data; and 	SE: <i>National Geographic</i> 135, 200, 212, 279, 589 TWE: NG 135, 200, 212, 279, 589
<ul style="list-style-type: none"> using geographic tools to represent and interpret Earth's physical and human systems. 	SE: <i>National Geographic</i> 135, 200, 212, 279, 589 TWE: NG 135, 200, 212, 279, 589
1.2 Students develop knowledge of Earth to locate people, places, and environments.	
<ul style="list-style-type: none"> drawing a complex and accurate map from memory to answer questions about the location of human and physical features; 	The following pages contain information that can be used to help students draw and analyze maps from memory. SE: 19-22, 24 (Cartography is defined.) <i>Geography Skills Handbook</i> 3-11
<ul style="list-style-type: none"> identifying and locating physical and human features in their own and nearby communities, in the United States, and in regions of the world (<i>for example, rivers, mountains, regions, and countries</i>); and 	SE: <i>Map Study</i> 183 <i>National Geographic</i> 117, 122, 174 TWE: NG 117, 122, 174 CLA 93, 117, 123 T 122 MS 183
<ul style="list-style-type: none"> analyzing maps people make from memory of the same place to determine similarities and differences. 	The following pages contain information that can be used to help students draw and analyze maps from memory. SE: 19-22, 24 (Cartography is defined.) <i>Geography Skills Handbook</i> 3-11

STANDARDS	PAGE REFERENCES
1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.	
<ul style="list-style-type: none"> analyzing geographic information using a variety of scales--local, national, international (for example, growth issues in Limon, New York City, and Southeast Asia); 	SE: <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 624-625, 842-843 <i>Map Study</i> 183 <i>National Geographic</i> 117, 122, 174 TWE: NG 117, 122, 174 CLA 93, 117, 123 T 122 MS 183
<ul style="list-style-type: none"> analyzing patterns of distribution and arrangement of settlements; and 	SE: RA38-RA39, 13, 75-79 <i>Map Study</i> 78 TWE: CLA 77 CTA 12 MS 78 ETC 13 L1 134 NG 13 E 79
<ul style="list-style-type: none"> analyzing patterns and processes of the diffusion of human activities. 	SE: 80-85, 86-90, 91-95 <i>Map Study</i> 83 TWE: TTA 84 CLA 88, 93 MS 83 L2 93 R 85
STANDARD 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.	
2.1 Students know the physical and human characteristics of places.	
<ul style="list-style-type: none"> analyzing the human and physical characteristics that give a place meaning and significance; and 	SE: 80-85, 86-90, 91-95 <i>Map Study</i> 83, 183 <i>National Geographic</i> 117, 122, 174 TWE: TTA 84 CLA 88, 93 MS 83 L2 93 R 85
<ul style="list-style-type: none"> describing the changing human and physical characteristics of places. 	SE: 40-43, 75-79, 94-95 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 842-843 TWE: L1 38 CTA 40 ETC 42 LF 248

STANDARDS	PAGE REFERENCES
2.2 Students know how and why people define regions.	
<ul style="list-style-type: none"> applying the concept of region to organize the study of a geographic issue using multiple criteria; and 	SE: 21, 65-69, 102-103, 104-105, 121-125 <i>Map Study</i> 66 TWE: CLA 21, 67, 123 E 69 C 69 R 69 MS 66
<ul style="list-style-type: none"> analyzing changes in regions and recognizing the patterns of those changes (<i>for example, the Caribbean Basin's transition from a major sugarcane producer to a center for tourism</i>). 	SE: 133-137, 157-164 <i>Eye on the Environment</i> 170-171, 248-249, 548-549, 772-773, 842-843 TWE: E 137 CLA 159 T 248 LF 248
2.3 Students know how culture* and experience influence people's perceptions of places and regions.	
<ul style="list-style-type: none"> analyzing why places and regions are important to human identity; 	SE: 80-85, 86-90, 146-151, 226-231 <i>Map Study</i> 82 TWE: MSN 81 MS 82 CLA 82 L1 83 TTA 84 T 147
<ul style="list-style-type: none"> comparing and contrasting how and why different groups in society view places and regions differently; and 	SE: 80-85, 86-90, 91-95 TWE: CTA 94 L1 87 E 90 MSN 92 CLA 93 L2 93
<ul style="list-style-type: none"> analyzing the ways places and regions reflect cultural change (<i>for example, old mining towns become tourist centers</i>). 	SE: 133-137, 157-164, 237-241, 242-247, 313-319 <i>Geography & History</i> 138-139 TWE: CLA 135, 159 BI 138
STANDARD 3: Students understand how physical processes shape Earth's surface patterns and systems.	
3.1 Students know the physical processes that shape Earth's surface patterns.	
<ul style="list-style-type: none"> identifying the dynamics of the four basic components of Earth's physical systems: the atmosphere*, biosphere, lithosphere*, and hydrosphere*; 	SE: 35, 58 <i>SkillBuilder</i> 70 TWE: CLA 35 E 36
<ul style="list-style-type: none"> explaining the interaction of Earth's physical systems (<i>for example, the interaction of climate and ocean water as exemplified by El Niño</i>); and 	SE: 35-36, 37-42, 46-49, 55-58, 59-64 TWE: MSN 38 L1 38 ETC 42 CLA 48, 57 R 49 C 43

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<ul style="list-style-type: none"> explaining the variation in the effects of physical processes across Earth's surface (<i>for example, the effects of wind variations in shaping landforms</i>). 	SE: 35-36, 37-42, 46-49, 55-58, 59-64 TWE: MSN 38 L1 38 ETC 42 CLA 48, 57 R 49 C 43
3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.	
<ul style="list-style-type: none"> explaining the factors that affect the distribution and characteristics of ecosystems; 	SE: 22, 95 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 772-773, 842-843 TWE: LF 44, 170 F 170 T 170
<ul style="list-style-type: none"> explaining the importance of ecosystems in understanding the environment; and 	SE: 22, 95 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 772-773, 842-843 TWE: LF 44, 170 F 170 T 170
<ul style="list-style-type: none"> analyzing the diversity and productivity of ecosystems. 	SE: 22, 95 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 772-773, 842-843 TWE: LF 44, 170 F 170 T 170
STANDARD 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.	
4.1 Students know the characteristics, location, distribution, and migration of human populations.	
<ul style="list-style-type: none"> evaluating trends and effects of world population numbers and patterns; and 	SE: RA38-RA39, 13, 75-79 <i>Map Study</i> 78 TWE: CLA 77 CTA 12 MS 78 ETC 13 L1 134 NG 13 E 79
<ul style="list-style-type: none"> analyzing the physical and cultural impact of human migration. 	SE: 79, 134-137, 215-217, 246 <i>Map Study</i> 216 <i>National Geographic</i> 215 TWE: TTA 215 NG 215 MS 216 C 217

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4.2 Students know the nature and spatial distribution* of cultural patterns.	
<ul style="list-style-type: none"> analyzing how cultures shape the character of a region; 	SE: 80-85, 86-90, 146-151, 226-231, 376-381 <i>Map Study 82</i> TWE: MSN 81 MS 82 CLA 82 L1 83 TTA 84 T 147
<ul style="list-style-type: none"> describing the processes of cultural diffusion*; and 	SE: 84-85 TWE: E 85 RAA 107
<ul style="list-style-type: none"> describing the effect of technology on the development and change of cultures. 	SE: 84-85, 93, 161-162, 238-241, 318-319 TWE: TTA 84 C 151 CLA 159
4.3 Students know the patterns and networks of economic interdependence.	
<ul style="list-style-type: none"> comparing and contrasting the characteristics and distribution of economic systems; 	SE: 27, 89-90, 93, 157-164, 237-240, 313-318 TWE: CTA 89 CLA 93, 239 L1 158 L2 317
<ul style="list-style-type: none"> explaining how places of various size function as centers of economic activity; 	SE: 27, 89-90, 93, 157-164, 237-240, 313-318 TWE: CTA 89 CLA 93, 239 L1 158 L2 317
<ul style="list-style-type: none"> analyzing factors influencing economic interdependence of countries, including world trade; 	SE: 93-94, 162-163, 240, 313-314, 393, 468 <i>National Geographic 94</i> TWE: L2 93 NG 94 T 314 ETC 392
<ul style="list-style-type: none"> analyzing connections among local, regional, and world economies (<i>for example, transportation routes, movement patterns, and market areas</i>); and 	SE: 93-94, 162-163, 240, 313-314, 391-393, 466-468 <i>National Geographic 94</i> TWE: L2 93 NG 94 T 314 ETC 392
<ul style="list-style-type: none"> analyzing how and why levels of economic development vary among places. 	SE: 27, 89-90, 93, 157-164, 237-240, 313-318 TWE: CTA 89 CLA 93, 239 L1 158 L2 317

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4.4 Students know the processes, patterns, and functions of human settlement.	
<ul style="list-style-type: none"> analyzing the size, arrangement, structure, and function of urban areas; 	SE: 79, 134-137, 215-217, 246 <i>Map Study</i> 216 <i>National Geographic</i> 215 TWE: TTA 215 NG 215 MS 216 C 217
<ul style="list-style-type: none"> comparing and contrasting the differing characteristics of settlement in developing and developed countries; and 	SE: 79, 134-137, 215-217, 246 <i>Map Study</i> 216 <i>National Geographic</i> 215 TWE: TTA 215 NG 215 MS 216 C 217
<ul style="list-style-type: none"> examining how and why large cities grow together. 	SE: 79, 134-137, 215-217, 246 <i>Map Study</i> 216 <i>National Geographic</i> 215 TWE: TTA 215 NG 215 MS 216 C 217
4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface.	
<ul style="list-style-type: none"> analyzing why and how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales – local, national, and international; and 	SE: 93-94, 162-163, 240, 313-314, 393, 468 <i>National Geographic</i> 94 TWE: L2 93 NG 94 T 314 ETC 392
<ul style="list-style-type: none"> analyzing how differing points of view and self-interests play a role in conflict over territory and resources. 	SE: 140-143, 220-225, 294-300, 446-452, 519-524 <i>Map Study</i> 523 TWE: MSN 221 L2 295 MS 523
STANDARD 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.	
5.1 Students know how human actions modify the physical environment.	
<ul style="list-style-type: none"> analyzing ways the humans depend upon, adapt to, and affect the physical environment; 	SE: 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: F 165, 170 T 166 LF 44 CLA 167

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<ul style="list-style-type: none"> evaluating ways in which technology has expanded human capacity to modify the physical environment; and 	SE: 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: F 165, 170 T 166 LF 44 CLA 167
<ul style="list-style-type: none"> explaining the possible global effects of human modification of the physical environment. 	SE: 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: F 165, 170 T 166 LF 44 CLA 167
5.2 Students know how physical systems affect human systems.	
<ul style="list-style-type: none"> comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity; 	SE: 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: F 165, 170 T 166 LF 44 CLA 167
<ul style="list-style-type: none"> identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (<i>for example, the use of irrigation in arid environments</i>); and 	SE: 38-43, 48-49, 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 474-475, 772-773, 842-843 TWE: F 165, 170 T 166 LF 44 CLA 167 CTA 40 NG 48
<ul style="list-style-type: none"> analyzing how humans perceive and react to natural hazards. 	SE: 39-41, 646-647 <i>National Geographic</i> 646 TWE: L2 39 CTA 40 FYI 41 NG 646
5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.	
<ul style="list-style-type: none"> analyzing how the changing distribution of resources affects the patterns of settlement; 	SE: 91-93, 214-217 TWE: TTA 215 ETC 216
<ul style="list-style-type: none"> evaluating policies and programs for resource use and management; and 	SE: 91-93, 838-841 TWE: CTA 94 E 95 W 171, 249 L2 248, 772 C 249

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<ul style="list-style-type: none"> analyzing the effects of economic activity in modifying and transforming resources. 	SE: 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: F 165, 170 T 166 CLA 167
STANDARD 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.	
6.1 Students know how to apply geography to understand the past.	
<ul style="list-style-type: none"> analyzing how changing perceptions of places and environments affect the behavior of people; and 	SE: 140-143, 220-225, 294-300, 446-452, 519-524 <i>Map Study</i> 523 TWE: MSN 221 L2 295 MS 523 CTA 94 CLA 142
<ul style="list-style-type: none"> analyzing the fundamental role that places and environments have played in history (<i>for example, the Russian winter played an important part in the defeat of Napoleon's army</i>). 	SE: 140-143, 220-225, 294-300, 446-452, 519-524 <i>Map Study</i> 523 TWE: MSN 221 L2 295 MS 523 CTA 94 CLA 142
6.2 Students know how to apply geography to understand the present and plan for the future.	
<ul style="list-style-type: none"> evaluating a contemporary issue using geography knowledge, skills, and perspectives; and 	SE: 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: F 165, 170 T 166 LF 44 CLA 167
<ul style="list-style-type: none"> comparing and contrasting how different viewpoints influence the development of policies designed to use and manage Earth's resources. 	SE: 165-169, 838-841 <i>Eye on the Environment</i> 44-45, 170-171, 248-249, 326-327, 772-773, 842-843 TWE: F 165, 170 T 166 LF 44 CLA 167

Codes Used for TWE Pages

BI	Background Information
C	Close
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
E	Enrich
ETC	Extending the Content
F	Focus
FYI	FYI
GSH	Geography Skills Handbook Activity
L1	L1
L2	L2
LF	Looking to the Future
MS	Map Study
MSN	Meeting Special Needs
NG	National Geographic
R	Reteach
RAA	Regional Atlas Activity
T	Teach
TTA	Team-Teaching Activity
W	What Can You Do?