

**GLENCOE CORRELATION**  
**GEOGRAPHY: THE WORLD AND ITS PEOPLE**  
**COLORADO**  
**Content Standards**  
**Geography Grades 5-8**

STANDARDS	PAGE REFERENCES
<b>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.</b>	
<b>1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.</b>	
<ul style="list-style-type: none"> <li>explaining the characteristics and purposes of and explaining differences among maps, globes, aerial photographs*, geographic models, and satellite images;</li> </ul>	SE: 4, 7, 12-13, 25-26, 174 <i>Exploring Our World</i> 23 <i>Geography Skill</i> 83, 416 TWE: E 13 GR 23 M 26 MSN 12
<ul style="list-style-type: none"> <li>identifying several basic types of map projections* (<i>for example, Mercator* and Robinson Projections*</i>); and</li> </ul>	SE: 7-9 TWE: C 9 CTA 8 GR 4 R 9
<ul style="list-style-type: none"> <li>interpreting and constructing maps, globes, models, charts, and geographic databases*.</li> </ul>	SE: 4-5, 10-11, 14-17 <i>Geography Skill</i> 305 <i>Making Connections</i> 28 TWE: CLA 11 CTA 7 GHA 1 IC 19 MSN 5, 145 R 11
<b>1.2 Students develop knowledge of Earth to locate people, places, and environments.</b>	
<ul style="list-style-type: none"> <li>identifying and locating each of the fifty states in the United States;</li> </ul>	SE: 109, 112-113, 116 TWE: DM 132 F 108
<ul style="list-style-type: none"> <li>drawing an accurate map from memory to answer questions about the location of physical and human features* (<i>for example, given an incomplete map of Europe and Africa, sketch in the borders of the countries around the Mediterranean Sea</i>);</li> </ul>	SE: <i>Mental Mapping Activity</i> 73, 139, 163, 319 TWE: C 70, 107, 179 MSN 262 R 113, 179, 287 RAA 402

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<ul style="list-style-type: none"> <li>identifying and locating physical and human features in their own and nearby communities, in the United States, and in regions of the world; and</li> </ul>	SE: 108, 125-127 <i>Applying Map Skills</i> 133 <i>Map Study</i> 109 <i>National Geographic</i> 33 TWE: 2MLL 22 BSK 2, 19 CLA 18 CTA 19 MI 24 RAA 109
<ul style="list-style-type: none"> <li>locating places using latitude* and longitude*.</li> </ul>	SE: 6 <i>Applying Geography Skills</i> 13 #8, 496 #8 <i>Geography Skill</i> 62 <i>Map Study</i> 401 TWE: CLA 6 DYK 459 GA 18 M 400 RAA 741 T 277 TT 22D, 180D
<b>1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.</b>	
<ul style="list-style-type: none"> <li>explaining fundamental geographic vocabulary such as the concepts of distance, latitude, longitude, interdependence, accessibility*, and connections;</li> </ul>	SE: 5-7, 11, 81-82, 301, 309, 337, 349 TWE: BSK 8 GA 3 M 278 T 11 TT 22D
<ul style="list-style-type: none"> <li>analyzing the factors affecting the location of human activities (<i>for example, the location of a planned development or dam</i>);</li> </ul>	SE: 61, 81, 86-87, 90, 92, 185, 462, 723 <i>Making Connections</i> 674 TWE: MSN 459 RAA 111, 286 TTA 119
<ul style="list-style-type: none"> <li>explaining different land use* patterns in urban, suburban, and rural areas;</li> </ul>	SE: 87, 134, 193, 215, 304, 328, 432-433, 462, 683 <i>National Geographic</i> 124, 315, 434 TWE: T 553
<ul style="list-style-type: none"> <li>describing patterns and processes of diffusion* (<i>for example, information networks around the world</i>); and</li> </ul>	SE: 81, 82, 87-88, 722 <i>Exploring Our World</i> 515 <i>Geography &amp; History</i> 224 <i>Making Connections</i> 514 TWE: 2MLL 288 CTA 80 RAA 174

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<ul style="list-style-type: none"> <li>solving locational questions requiring the integration of information from two or more sources.</li> </ul>	SE: 26-27 <i>Applying Geography Skills</i> 128 #8 <i>Critical Thinking Skill</i> 708 <i>Making Connections</i> 28 TWE: CCL 58 CTA 19 T 11
<b>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.</b>	
<b>2.1 Students know the physical and human characteristics of places.</b>	
<ul style="list-style-type: none"> <li>describing human and physical characteristics of places; and</li> </ul>	SE: 24, 104, 106, 182-184, 262, 304, 378 <i>Making Connections</i> 265 TWE: CCA 317 CK 106 CTA 26 GA 103
<ul style="list-style-type: none"> <li>explaining how places change due to human activity (<i>for example, center-pivot technology* produces a distinctive pattern of irrigation on the High Plains</i>).</li> </ul>	SE: 60-61, 92, 97, 208, 315, 460-461, 483, 518, 677-678 <i>Making Connections</i> 265 TWE: 2MLL 226 IC 634
<b>2.2 Students know how and why people define regions.</b>	
<ul style="list-style-type: none"> <li>identifying a region by defining its distinguishing characteristics;</li> </ul>	SE: 25, 116-119, 168, 170, 276, 278 <i>National Geographic</i> 66 TWE: BSK 2 CB 2 RAA 176, 282 UO 166
<ul style="list-style-type: none"> <li>explaining how and why regions change;</li> </ul>	SE: 92, 125, 185, 195, 258, 426-428, 509, 528, 699, 769 TWE: M 195
<ul style="list-style-type: none"> <li>describing the relationships and interactions among regions; and</li> </ul>	SE: 93, 154, 196, 348, 427-428, 686 TWE: CB 104 E 259 MI 144 MSN 25, 243 ULA 443
<ul style="list-style-type: none"> <li>analyzing the influences and effects of regional labels and images (<i>for example, the Sun Belt states attract tourists, retirees, and new businesses</i>).</li> </ul>	SE: 134 TWE: CTA 133
<b>2.3 Students know how culture* and experience influence people's perceptions of places and regions.</b>	
<ul style="list-style-type: none"> <li>describing various perspectives associated with places and regions;</li> </ul>	SE: 94, 125, 230 <i>Exploring Our World</i> 457 TWE: 2MLL 76, 114, 204, 540 5M 276 CLA 67 GR 296, 330

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<ul style="list-style-type: none"> <li>explaining how culture and technology affect perception* of places and regions (<i>for example, U.S. television programs and movies present images of the U.S. to billions of people around the world</i>); and</li> </ul>	SE: 81, 554, 648, 650, 699 <i>Critical Thinking Skill</i> 679 <i>GeoJournal Activity</i> 419 #23 <i>Teen Scene</i> 718 TWE: 2MLL 204 BSK 554 CB 20D MSN 291
<ul style="list-style-type: none"> <li>explaining how places and regions serve as cultural symbols (<i>for example, Jerusalem as a sacred place* for Christians, Jews, and Muslims</i>).</li> </ul>	SE: 304, 332, 334, 461, 494-495 <i>Exploring Our World</i> 336 <i>Geography &amp; History</i> 504-505 <i>GeoJournal Activity</i> 503 #24 <i>Making Connections</i> 651 TWE: M 495 T 504 TL 505
<b>STANDARD 3: Students understand how physical processes shape Earth's surface patterns and systems.</b>	
<b>3.1 Students know the physical processes that shape Earth's surface patterns.</b>	
<ul style="list-style-type: none"> <li>describing how physical processes shape environmental patterns of air, land, water, plants, and animals;</li> </ul>	SE: 35-36, 37-38, 39-40, 58-59, 291, 573 <i>Critical Thinking</i> 45 #22 <i>Making Connections</i> 305 <i>National Geographic</i> 59 TWE: CCA 43 T 305 TT 48D
<ul style="list-style-type: none"> <li>explaining how physical processes influence the formation and location of resources;</li> </ul>	SE: 50-51, 92, 126, 144, 205-206, 213, 332, 458, 726, 756 <i>Exploring Our World</i> 353 TWE: MSN 756
<ul style="list-style-type: none"> <li>describing the consequences of physical processes on Earth's surface (<i>for example, tropical ocean heating supplies energy for hurricanes</i>); and</li> </ul>	SE: 36-37, 56-57, 144, 291, 345, 356, 599, 638 <i>GeoLab Activity</i> 46 TWE: F 46 M 208
<ul style="list-style-type: none"> <li>explaining how Earth-Sun relationships produce day and night, time zones, seasons, and major climatic variations.</li> </ul>	SE: 29-32, 54-55, 64-70 <i>Geography Skill</i> 487 <i>Making Connections</i> 352 <i>National Geographic</i> 31 TWE: AD 31 C 32 MSN 31, 609 T 487 TTA 30

STANDARDS	PAGE REFERENCES
<b>3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.</b>	
<ul style="list-style-type: none"> <li>identifying the local and world patterns of ecosystems*; and</li> </ul>	SE: 208 <i>Making Connections</i> 265 <i>National Geographic</i> 66 <i>Standardized Test Practice</i> 251, 577 TWE: CLA 96, 231 IC 742 MSN 466 TTA 116, 564
<ul style="list-style-type: none"> <li>describing how ecosystems work.</li> </ul>	SE: 96 <i>Technology Skills Activity</i> 473 #25 TWE: AP 524 CLA 409 TTA 40, 116, 206, 267
<b>STANDARD 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</b>	
<b>4.1 Students know the characteristics, location, distribution, and migration of human populations.</b>	
<ul style="list-style-type: none"> <li>describing the demographic* structure of a population (<i>for example, the age-sex structure as shown in a population pyramid*</i>);</li> </ul>	SE: 111, 175, 283, 451, 533, 723 <i>Graphic Study</i> 451 TWE: CTA 648 IC 453 RAA 400, 403
<ul style="list-style-type: none"> <li>explaining reasons for variation in population distribution; and</li> </ul>	SE: 13, 85-87, 146, 232, 307, 334, 446, 616, 634 <i>National Geographic</i> 13 TWE: CTA 118 RAA 448
<ul style="list-style-type: none"> <li>analyzing the causes and types of human migration and its effect on places.</li> </ul>	SE: 81, 87-88, 133-134, 196, 231, 297 <i>Exploring Our World</i> 122 TWE: CI 133 CK 349 IC 133 M 87 RAA 175
<b>4.2 Students know the nature and spatial distribution* of cultural patterns.</b>	
<ul style="list-style-type: none"> <li>explaining the spatial distribution of cultures, both locally and in other parts of the world;</li> </ul>	SE: 293, 309, 462, 639, 716, 728 <i>National Geographic</i> 81, 83 TWE: CB 218, 444 GI 667 GS 639
<ul style="list-style-type: none"> <li>describing how cultures and cultural landscapes* change; and</li> </ul>	SE: 158, 299, 309, 326-327, 332, 465, 493, 495, 544 TWE: CB 20D, 534, 643

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>comparing and contrasting elements of different cultural landscapes.</li> </ul>	SE: 77-80, 218-219, 282, 328 <i>Standardized Test Practice</i> 361 TWE: 2MLL 422 CTA 339, 518 GA 286 MC 78, 156 TTA 301
<b>4.3 Students know the patterns and networks of economic interdependence.</b>	
<ul style="list-style-type: none"> <li>identifying the factors that influence the location and distribution of economic activities;</li> </ul>	SE: 25, 91, 92, 94, 125-127, 301-303, 307, 339 <i>National Geographic</i> 92 TWE: CTA 230 M 118 MSN 459
<ul style="list-style-type: none"> <li>explaining why and how countries trade goods and services;</li> </ul>	SE: 92-93, 128, 218, 267, 292, 339, 450, 553, 756 <i>Geography &amp; History</i> 560 TWE: CPA 454 F 560
<ul style="list-style-type: none"> <li>explaining reasons for patterns of economic activities on Earth's surface; and</li> </ul>	SE: 92, 231, 302, 446, 495, 723 <i>National Geographic</i> 92 TWE: TTA 124, 571
<ul style="list-style-type: none"> <li>explaining how changes in technology, transportation, communication, and resources affect the location of economic activities.</li> </ul>	SE: 25, 90, 94, 126, 153, 185, 315, 415 <i>Exploring Our World</i> 313 TWE: CTA 230 M 153 RAA 284
<b>4.4 Students know the processes, patterns, and functions of human settlement.</b>	
<ul style="list-style-type: none"> <li>explaining the causes and effects of urbanization* (<i>for example, rural-to-urban migration leads to urbanization</i>); and</li> </ul>	SE: 88, 134, 198, 462, 528, 600, 650, 700, 718 TWE: RAA 175
<ul style="list-style-type: none"> <li>describing, locating, and comparing different settlement patterns throughout the world.</li> </ul>	SE: 81, 131-132, 158, 174, 446, 462, 616 <i>National Geographic</i> 83, 467 TWE: CB 396 M 574 RAA 286, 740
<b>4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface.</b>	
<ul style="list-style-type: none"> <li>describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface; and</li> </ul>	SE: 154, 278, 293-294, 298-299, 308, 368-369, 383-384, 432, 485-486 <i>Exploring Our World</i> 306 TWE: CB 102D TTA 372
<ul style="list-style-type: none"> <li>describing the forces and processes of cooperation that unite people across Earth's surface (<i>for example, the nations of Western Europe have joined together in the European Union</i>).</li> </ul>	SE: 93, 128, 154, 196, 278, 493 <i>Standardized Test Practice</i> 393 TWE: CB 274D E 128 M 446

STANDARDS	PAGE REFERENCES
<b>STANDARD 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.</b>	
<b>5.1 Students know how human actions modify the physical environment.</b>	
<ul style="list-style-type: none"> <li>describing how human modifications of physical environments in one place often lead to changes in other places;</li> </ul>	SE: 96-98, 154, 208, 339, 460-461, 518 <i>Eye on the Environment</i> 362 TWE: CB 102D, 727 IC 310 M 97 T 362
<ul style="list-style-type: none"> <li>explaining the role of technology in the human modification of the physical environment (<i>for example, damming of the Colorado River, greening of the Negev Desert in Israel</i>); and</li> </ul>	SE: 153, 315, 431, 460-461 <i>Making Connections</i> 212, 295 <i>National Geographic</i> 152, 484 TWE: CB 442D IC 212, 278 MSN 152
<ul style="list-style-type: none"> <li>describing ways that humans depend upon, adapt to, and affect the physical environment.</li> </ul>	SE: 41, 91, 96-98, 339, 349 <i>Cultural Close-Up</i> 37 <i>Eye on the Environment</i> 252, 420 TWE: 2MLL 322 5M 168 GR 95 TTA 271
<b>5.2 Students know how physical systems affect human systems.</b>	
<ul style="list-style-type: none"> <li>explaining how the characteristics of different physical environments provide opportunities for or place constraints on human activities; and</li> </ul>	SE: 91, 95, 127, 146, 208, 213, 548 <i>Technology Skills Activity</i> 101 #25 TWE: MSN 41 RAA 401 TTA 119, 271
<ul style="list-style-type: none"> <li>describing how natural hazards* affect human activities.</li> </ul>	SE: 36-37, 183, 205, 510, 597-598 <i>Cultural Close-Up</i> 37 <i>Teen Scene</i> 700 TWE: AML 203 CB 120, 661 CTA 37 IC 28 T 696 TTA 478
<b>5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.</b>	
<ul style="list-style-type: none"> <li>describing the role of resources in daily life (<i>for example, discussing the recycling of materials</i>);</li> </ul>	SE: 90-91, 95, 96, 140, 269, 431, 511 <i>Believe It or Not!</i> 474 TWE: DYK 493 E 415 M 431 TTA 127
<ul style="list-style-type: none"> <li>describing the worldwide distribution and use of resources;</li> </ul>	SE: 90, 91-93, 195, 349, 450, 493, 532 <i>National Geographic</i> 92, 413, 494 <i>Standardized Test Practice</i> 503 TWE: M 278

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<ul style="list-style-type: none"> <li>identifying how technology affects the definition of, access to, and use of resources;</li> </ul>	SE: 82, 91, 95, 315, 519, 566, 685-686, 698 <i>Exploring Our World</i> 90 <i>Making Connections</i> 613 <i>National Geographic</i> 93 TWE: M 126
<ul style="list-style-type: none"> <li>describing why people have different viewpoints with respect to resource use;</li> </ul>	SE: 91, 97-98 <i>GeoJournal Activity</i> 163 #24 TWE: CB 20D TTA 91, 387, 516
<ul style="list-style-type: none"> <li>explaining the fundamental role of energy resources; and</li> </ul>	SE: 90-91, 242, 292, 461, 493, 550 TWE: 2MLL 476 BSK 450 DYK 493 GR 241 TTA 493
<ul style="list-style-type: none"> <li>describing ways that resources can be recycled.</li> </ul>	SE: 91, 96, 128 <i>Eye on the Environment</i> 140, 506-507 <i>What Can You Do?</i> 141 TWE: AP 20 C 141
<b>STANDARD 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.</b>	
<b>6.1 Students know how to apply geography to understand the past.</b>	
<ul style="list-style-type: none"> <li>describing changes in the spatial organization of a society over time;</li> </ul>	SE: 130-132, 297, 311, 326-327, 494 <i>Geography &amp; History</i> 320 <i>GeoJournal Activity</i> 473 #23 TWE: E 294 RAA 281, 285 TTA 119
<ul style="list-style-type: none"> <li>describing how places and environments have influenced events and conditions in the past; and</li> </ul>	SE: 81-82, 130, 131, 292-293, 297, 307, 333 <i>Geography &amp; History</i> 164 TWE: 2MLL 288 CCA 161 CLA 293 RAA 281 TTA 406
<ul style="list-style-type: none"> <li>explaining how differing perceptions of places, people, and resources have affected events and conditions in the past.</li> </ul>	SE: 90, 190, 210, 308, 432, 545, 585, 610 <i>Standardized Test Practice</i> 273 <i>Teen Scene</i> 432 <i>Who in the World?</i> 425 TWE: M 252
<b>6.2 Students know how to apply geography to understand the present and plan for the future.</b>	
<ul style="list-style-type: none"> <li>explaining issues in communities from a spatial perspective; and</li> </ul>	SE: 208 TWE: CLA 96 MSN 432 T 416 TTA 748

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining a contemporary issue using geographic knowledge, skill, and perspectives.</li> </ul>	SE: <i>Eye on the Environment</i> 252 <i>GeoJournal Activity</i> 439 #23 <i>Standardized Test Practice</i> 419 <i>Technology Skills Activity</i> 503 #26 TWE: 2MLL 562 C 299 CTA 37, 158, 544 TT 254D TTA 387 ULA 525

### Codes Used for TWE Pages

2MLL	Two-Minute Lesson Launcher	GA	GeoJournal Activity
5M	5-Minute Precheck	GHA	Geography Handbook Activity
AD	Analyzing the Diagram	GI	Global Issues
AML	Alternate Mini Lab	GR	Guide to Reading
AP	About the Photos	GS	Graphic Study
BSK	Building Skills	IC	Interdisciplinary Connections
C	Close	M	More About . . .
CB	Content Background	MC	Making Comparisons
CCA	Chapter Culminating Activity	MI	Making Inferences
CCL	Comparing Climographs	MSN	Meeting Special Needs
CI	Conducting Interviews	R	Reteach
CK	Cultural Kaleidoscope	RAA	Regional Atlas Activity
CLA	Cooperative Learning Activity	T	Teach
CPA	Country Profiles Activity	TL	Time Line
CTA	Critical Thinking Activity	TT	Teacher to Teacher
DM	Drawing a Map	TTA	Team-Teaching Activity
DYK	Did You Know?	ULA	Unit Launch Activity
E	Enrich	UO	Unit Overview
F	Focus		