



COLORADO
Model Content Standards
Geography Grades 5-8
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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"> explaining the characteristics and purposes of and explaining differences among maps, globes, aerial photographs*, geographic models, and satellite images; 	SE: 4-10, 24-25 <i>Exploring Our World</i> 22 <i>Social Studies Skill</i> 86, 196, 334, 349, 713 TWE: DI 9 MA 25 RP 22 T 9, 10, 86, 196, 334, 349, 713
<ul style="list-style-type: none"> identifying several basic types of map projections* (<i>for example, Mercator* and Robinson Projections*</i>); and 	SE: 6-7 TWE: DYK 6 T 7
<ul style="list-style-type: none"> interpreting and constructing maps, globes, models, charts, and geographic databases*. 	SE: 9-10, 11-15 <i>Making Connections</i> 28 <i>Social Studies Skill</i> 86, 196, 334, 349, 713 <i>Technology Skill</i> 494 TWE: AG 12 C 15 CLA 8 DI 5, 160, 356, 385 DIS 13 T 11, 494
1.2 Students develop knowledge of Earth to locate people, places, and environments.	
<ul style="list-style-type: none"> identifying and locating each of the fifty states in the United States; 	SE: 8, 119, 122-123 TWE: F 118 T 8, 146
<ul style="list-style-type: none"> 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>); 	SE: <i>Mental Mapping Activity</i> 75, 155, 173, 209 <i>Social Studies Skill</i> 144 TWE: C 68, 117, 187 R 123 T 144

STANDARDS	PAGE REFERENCES
<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; and 	SE: 118, 126-130 <i>Applying Map Skills</i> 149 <i>Map Study</i> 119 <i>National Geographic</i> 33 TWE: CLA 14 CTA 25 RAA 118, 119 T 23, 127
<ul style="list-style-type: none"> locating places using latitude* and longitude*. 	SE: 4-5 <i>Social Studies Skill</i> 60 TWE: DI 5 MA 396 RAA 628, 729 T 60, 281 TT 20D, 188D
1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.	
<ul style="list-style-type: none"> explaining fundamental geographic vocabulary such as the concepts of distance, latitude, longitude, interdependence, accessibility*, and connections; 	SE: 2-5, 8, 22-24, 84-85, 100, 345, 361 <i>Social Studies Skill</i> 60 TWE: MA 282 PV 1 T 8, 60
<ul style="list-style-type: none"> analyzing the factors affecting the location of human activities (<i>for example, the location of a planned development or dam</i>); 	SE: 41, 59, 84, 88-89, 92, 94, 193, 466-467, 469, 557 <i>Exploring Economics</i> 468 <i>Making Connections</i> 665 TWE: CTA 129 DI 486 RAA 121, 290 RS 15
<ul style="list-style-type: none"> explaining different land use* patterns in urban, suburban, and rural areas; 	SE: 90-91, 150, 202, 346, 348, 359, 431-432, 559, 669 <i>National Geographic</i> 132 TWE: AI 147 E 179 RAA 182, 183
<ul style="list-style-type: none"> describing patterns and processes of diffusion* (<i>for example, information networks around the world</i>); and 	SE: 90-91, 97-98, 100, 295, 297, 716, 762 <i>Exploring Our World</i> 436 <i>Geography & History</i> 228-229 <i>Making Connections</i> 507 <i>TIME Reports</i> 101-106 TWE: CTA 83 DYK 102 F 102 MC 101 RAA 182 RP 97 RS 98 TTA 104

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> solving locational questions requiring the integration of information from two or more sources. 	SE: 26-27 <i>Applying Social Studies Skills</i> 130 <i>Critical Thinking Skill</i> 702 <i>Making Connections</i> 28 TWE: CTA 25 PS 99 RAA 118, 628 RS 348, 629 T 14 TT 124D
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"> describing human and physical characteristics of places; and 	SE: 23-24, 126-130, 191-195, 340-343, 550-553, 660-662 TWE: CEJ 113 CTA 25 R 117 RP 29
<ul style="list-style-type: none"> 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>). 	SE: 58-59, 69-72, 94-95, 100, 347, 486, 509 <i>Believe It or Not!</i> 439 <i>Making Connections</i> 270, 665 TWE: CBN 112D, 278D IC 626 RAA 459 RS 363 T 23
2.2 Students know how and why people define regions.	
<ul style="list-style-type: none"> identifying a region by defining its distinguishing characteristics; 	SE: 114, 116-117, 176, 178-179, 280, 282-283 TWE: CB 3 F 228 UO 112, 174, 278
<ul style="list-style-type: none"> explaining how and why regions change; 	SE: 94, 133, 193-194, 305, 321-323, 436, 693-694 <i>Geography & History</i> 228-229 TWE: DYK 194 T 228 TB 327 TL 229
<ul style="list-style-type: none"> describing the relationships and interactions among regions; and 	SE: 94-96, 163, 195, 518, 650, 679 TWE: AP 189 CB 114 DI 24, 244 ULA 453
<ul style="list-style-type: none"> analyzing the influences and effects of regional labels and images (<i>for example, the Sun Belt states attract tourists, retirees, and new businesses</i>). 	SE: 24, 133, 134, 150, 384, 406, 651 TWE: AP 367 CK 116 RP 473

STANDARDS	PAGE REFERENCES
2.3 Students know how culture* and experience influence people's perceptions of places and regions.	
<ul style="list-style-type: none"> describing various perspectives associated with places and regions; 	SE: 99-100, 133-135 <i>Exploring Economics</i> 96 <i>Exploring Our World</i> 466 TWE: 5MP 280 CA 107 DI 103 RS 351 WIM 125
<ul style="list-style-type: none"> 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 	SE: 84-85, 100, 104, 106, 560 <i>Critical Thinking Skill</i> 682 <i>Data Bits</i> 457 <i>Exploring Our World</i> 80 <i>National Geographic</i> 553 <i>Teen Scene</i> 710 TWE: F 102 MC 101 RS 105
<ul style="list-style-type: none"> explaining how places and regions serve as cultural symbols (<i>for example, Jerusalem as a sacred place* for Christians, Jews, and Muslims</i>). 	SE: 338, 346-347, 360-361, 476, 478 <i>Exploring Culture</i> 361, 711 <i>Exploring Our World</i> 294, 473 <i>Making Connections</i> 472, 643 TWE: CB 454
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"> describing how physical processes shape environmental patterns of air, land, water, plants, and animals; 	SE: 34-38, 39-40, 56-58, 69-72, 280, 354 <i>Critical Thinking</i> 45 #22 <i>National Geographic</i> 58 <i>Social Studies Skill</i> 349 TWE: RP 29 RS 43 T 349
<ul style="list-style-type: none"> explaining how physical processes influence the formation and location of resources; 	SE: 49-50, 94, 134-135, 159, 192-193, 212, 219, 357, 469, 484-485, 743 <i>National Geographic</i> 95 TWE: DI 743 T 459
<ul style="list-style-type: none"> describing the consequences of physical processes on Earth's surface (<i>for example, tropical ocean heating supplies energy for hurricanes</i>); and 	SE: 36-38, 54-56, 58, 159, 213, 354, 357, 589, 630, 646-647 TWE: BSK 630 IC 630 MA 215

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> explaining how Earth-Sun relationships produce day and night, time zones, seasons, and major climatic variations. 	SE: 29-32, 53-54, 62-68, 354 <i>National Geographic</i> 31 <i>Social Studies Skill</i> 613 TWE: AD 31 C 32 DI 31, 606 T 613
3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.	
<ul style="list-style-type: none"> identifying the local and world patterns of ecosystems*; and 	SE: 72, 214 <i>Eye on the Environment</i> 250-257 <i>Making Connections</i> 270 <i>National Geographic</i> 64 <i>Social Studies Skill</i> 349 <i>Standardized Test Practice</i> 249 TWE: CBN 18D CLA 235 DYK 64 IC 730
<ul style="list-style-type: none"> describing how ecosystems work. 	SE: 72 <i>Technology Skills Activity</i> 497 TWE: CB 66 CLA 67, 235 DI 273 TTA 215
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"> describing the demographic* structure of a population (<i>for example, the age-sex structure as shown in a population pyramid*</i>); 	SE: 121, 182, 183, 287, 461, 541 <i>Data Bits</i> 117, 179, 283, 395, 457 TWE: DI 584 RAA 396, 399
<ul style="list-style-type: none"> explaining reasons for variation in population distribution; and 	SE: 10, 88-90, 160, 234, 236, 406, 426-427, 456, 616, 627 TWE: RAA 458 RS 127 UI 18
<ul style="list-style-type: none"> analyzing the causes and types of human migration and its effect on places. 	SE: 84, 90-91, 145-146, 150, 205, 351, 360, 379, 381, 553-554 <i>Exploring Our World</i> 131 <i>TIME Reports</i> 591-596 TWE: CEJ 596 CLA 65 IA 595 IC 148 RAA 182

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4.2 Students know the nature and spatial distribution* of cultural patterns.	
<ul style="list-style-type: none"> explaining the spatial distribution of cultures, both locally and in other parts of the world; 	SE: 236, 466-471, 488, 491 <i>National Geographic</i> 84, 89 TWE: CB 454 RAA 123, 458 WIM 79
<ul style="list-style-type: none"> describing how cultures and cultural landscapes* change; and 	SE: 165-168, 236, 304-305, 315, 342, 351, 469, 471, 514, 515, 553 TWE: CB 542 DI 316 MA 342
<ul style="list-style-type: none"> comparing and contrasting elements of different cultural landscapes. 	SE: 80-83, 286, 359-360 <i>Comparing Regions Activity</i> 173 <i>Standardized Test Practice</i> 365 TWE: 5MP 114 CTA 476 DI 82 RP 340 RS 346 T 81, 159 UI 18 ULA 19, 113
4.3 Students know the patterns and networks of economic interdependence.	
<ul style="list-style-type: none"> identifying the factors that influence the location and distribution of economic activities; 	SE: 24, 92-93, 131-135, 314-315, 345-346, 351, 362 TWE: 5MP 454 MA 128, 282 RAA 290 RS 127 UI 452
<ul style="list-style-type: none"> explaining why and how countries trade goods and services; 	SE: 94-96, 136, 234, 557 <i>Geography & History</i> 566-567 TWE: CPA 463 E 136 GHA 567 T 566 WIM 339, 483
<ul style="list-style-type: none"> explaining reasons for patterns of economic activities on Earth's surface; and 	SE: 92-93, 234, 460, 515, 559, 716 <i>Exploring Economics</i> 558, 626 TWE: 5MP 454 DI 558 RS 133
<ul style="list-style-type: none"> explaining how changes in technology, transportation, communication, and resources affect the location of economic activities. 	SE: 24, 96, 97-98, 314-315, 347, 639 <i>Exploring Our World</i> 436 TWE: AP 189 C 136 MA 128 RAA 288 RS 98

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4.4 Students know the processes, patterns, and functions of human settlement.	
<ul style="list-style-type: none"> explaining the causes and effects of urbanization* (<i>for example, rural-to-urban migration leads to urbanization</i>); and 	SE: 90-91, 204-205, 234, 236, 488, 642, 669, 710 TWE: RAA 182, 183
<ul style="list-style-type: none"> describing, locating, and comparing different settlement patterns throughout the world. 	SE: 84, 145-147, 456, 647, 694 <i>National Geographic</i> 86, 149, 574 TWE: AMS 149 MA 574 RAA 458
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"> describing how cooperation and conflict among people contribute to political, economic, and social divisions of Earth's surface; and 	SE: 148, 316-317, 319-323, 342-343, 351, 359 TWE: CTA 476 DI 244 RS 320 ULA 453 WIM 339
<ul style="list-style-type: none"> 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>). 	SE: 96, 99-100, 325-326 <i>Exploring Our World</i> 319 <i>TIME Reports</i> 327-332 TWE: CTA 330 F 328 T 325 WIM 211, 339
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"> describing how human modifications of physical environments in one place often lead to changes in other places; 	SE: 69-72, 214, 486, 646, 650 <i>Eye on the Environment</i> 76, 250, 498, 772 <i>Making Connections</i> 665 TWE: CBN 112D IC 352 MA 70 TTA 617
<ul style="list-style-type: none"> 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 	SE: 347, 486 <i>Eye on the Environment</i> 498-499 <i>Making Connections</i> 218, 472, 665 <i>National Geographic</i> 159 TWE: CBN 452D IC 218, 282 MA 498 TTA 617
<ul style="list-style-type: none"> describing ways that humans depend upon, adapt to, and affect the physical environment. 	SE: 69-72, 662 <i>Exploring Culture</i> 37, 166, 557 TWE: 5MP 176 AP 757 RP 69 RS 619 T 23 ULA 279

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5.2 Students know how physical systems affect human systems.	
<ul style="list-style-type: none"> explaining how the characteristics of different physical environments provide opportunities for or place constraints on human activities; and 	SE: 212, 406-407, 556-557, 646-647 <i>Exploring Our World</i> 52, 354 TWE: AMS 161 DI 41 RS 15, 127
<ul style="list-style-type: none"> describing how natural hazards* affect human activities. 	SE: 37, 192, 213, 646-647, 662 <i>Exploring Culture</i> 37 <i>National Geographic</i> 215 <i>Teen Scene</i> 694 TWE: CBN 112D CTA 37 IC 282 MA 215 RP 212 SLP 112C
5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.	
<ul style="list-style-type: none"> describing the role of resources in daily life (<i>for example, discussing the recycling of materials</i>); 	SE: 70-71, 92-93, 136 <i>Believe It or Not!</i> 93 <i>Why It Matters</i> 501 TWE: TTA 135
<ul style="list-style-type: none"> describing the worldwide distribution and use of resources; 	SE: 460, 514, 540, 571, 574 <i>National Geographic</i> 95, 514 <i>Standardized Test Practice</i> 531 TWE: MS 460 UI 452 WIM 483
<ul style="list-style-type: none"> identifying how technology affects the definition of, access to, and use of resources; 	SE: 92-93, 315, 509, 678-679, 692-693 <i>Making Connections</i> 608
<ul style="list-style-type: none"> describing why people have different viewpoints with respect to resource use; 	SE: 95-96, 235 TWE: TTA 95
<ul style="list-style-type: none"> explaining the fundamental role of energy resources; and 	SE: 93, 456 <i>Exploring Our World</i> 92 <i>Why It Matters</i> 501 TWE: BSK 460 T 566
<ul style="list-style-type: none"> describing ways that resources can be recycled. 	SE: 92, 136 TWE: DI 71 TTA 135
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"> describing changes in the spatial organization of a society over time; 	SE: 267, 295-297, 301, 305, 466-468, 470-471, 515, 650 <i>National Geographic</i> 301, 518
<ul style="list-style-type: none"> describing how places and environments have influenced events and conditions in the past; and 	SE: 97, 296, 314-315, 466-467, 469, 557 <i>National Geographic</i> 86 TWE: UI 112

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<ul style="list-style-type: none"> explaining how differing perceptions of places, people, and resources have affected events and conditions in the past. 	SE: 303-304, 306-307, 316, 473-477, 640-641 <i>Building Citizenship</i> 463 <i>Exploring Economics</i> 96 TWE: BC 463 CB 306 RS 551 TTA 573
6.2 Students know how to apply geography to understand the present and plan for the future.	
<ul style="list-style-type: none"> explaining issues in communities from a spatial perspective; and 	SE: 204-206, 234, 488, 642 <i>Technology Skills Activity</i> 155 <i>What Can You Do?</i> 77, 251, 499 TWE: CLA 149 DI 71
<ul style="list-style-type: none"> explaining a contemporary issue using geographic knowledge, skill, and perspectives. 	SE: <i>Building Citizenship</i> 463 <i>Eye on the Environment</i> 498-499 <i>TIME Reports</i> 101-106, 137-142, 259-264, 591-596, 671-676 TWE: RS 105, 683 TTA 104

Codes Used for TWE Pages

5MP	5-Minute Precheck	GHA	Geography and History Activity
AD	Analyzing the Diagram	IA	Interdisciplinary Activity
AG	Analyzing Graphs	IC	Interdisciplinary Connections
AI	Analyzing Information	MA	More About the Photo
AMS	Applying Map Skills	MC	Making Connections
AP	About the Photo	MS	Map Study
BC	Building Citizenship	PS	Primary Source
BSK	Building Skills	PV	Preteaching Vocabulary
C	Close	R	Reteach
CA	Culminating Activity	RAA	Regional Atlas Activity
CB	Content Background	RP	Reading Preview
CBN	Content Background Notes	RS	Reading Strategy
CEJ	Current Events Journal	SLP	Service Learning Project
CK	Cultural Kaleidoscope	T	Teach
CLA	Cooperative Learning Activity	TB	Teacher Background
CPA	Country Profiles Activity	TL	Time Line
CTA	Critical Thinking Activity	TT	Teacher to Teacher
DI	Differentiated Instruction	TTA	Team-Teaching Activity
DIS	Displaying Information	UI	Using the Illustration
DYK	Did You Know?	ULA	Unit Launch Activity
E	Enrich	UO	Unit Overview
F	Focus	WIM	Why It Matters