HUMAN GEOGRAPHY

Alignment Guide August 2019

The Alignment Guides are to assist educators in aligning inquiry and skills based instruction with the *2020 South Carolina Social Studies College- and Career- Ready Standard*s. The development of the Alignment Guides is the work of educators with the intent of continuous revisions based on classroom application. The documents are accessible for educators to make decisions regarding the suggested inquiry questions and/or content lists based on the needs of students.

Deconstructed Skills for Human Geography

Indicator	Expression
M: Mapping- Identify, use, interpret, and construct local through global scale maps.	To demonstrate their ability to use the skill of **mapping** in the study of geography, students should: - identify and describe the properties and functions of maps. - use a variety of paper and digital technologies to display and analyze geospatial data. - interpret maps for understanding and problem-solving. - construct maps using available technology for understanding and problem-solving.
MR: Models and Representation- Identify, use, interpret, and construct geographic models and other visual representations from local to global scales.	To demonstrate their ability to use the skill of **models and representation** in the study of geography, students should: - identify and describe alternative methods of displaying geospatial data. - use a variety of models and representations to display and analyze geospatial data. - interpret models and representations for understanding and problem-solving. - construct models and representations for understanding and problem-solving.
GE: **Gather Evidence and Communicate Findings-** Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales.	To demonstrate their ability to **gather evidence and communicate findings** in the study of geography, students should: - identify, collect, and analyze geospatial data. - develop problem statements and hypotheses to explain observable phenomena. - evaluate geospatial data and other data sources for accuracy, perspective, quality, and value. - synthesize and communicate findings using verbal, written, visual, or other appropriate forms.
CC: Conditions, Connections, and Regions- Identify, compare, and evaluate the development of complex conditions, connections, and regions.	To demonstrate their ability to recognize **conditions, connections**, and **regions** in the study of geography, students should: - identify the physical and human conditions of places and the connections between places. - compare the physical and human conditions of places and the connections among places.

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Indicator	Expression
	- evaluate the influence of places on other places. - evaluate the development of regions as they vary over time and space. - construct regions based on similar physical and human conditions.
S: Scale- Identify, compare, and interpret spatial hierarchies.	To demonstrate their ability to understand **scale** in the study of geography, students should: - identify spatial hierarchies from local to global scale. - analyze spatial hierarchies from local to global scale. - evaluate outcomes as they vary by scale.
DP: Distribution and Patterns- Identify, analyze, and explain spatial distributions, patterns, and associations.	To demonstrate their ability to understand **distribution and patterns** in the study of geography, students should: - identify spatial distributions, patterns, and associations. - analyze changes over time in spatial distributions, patterns, and associations. - explain changes over time in extent for spatial phenomena.

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POPULATION AND MIGRATION

Standard 1: Demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Enduring Understanding:
Human populations and migration patterns vary across Earth's surface and change through time. The interaction between human and environmental conditions helps to explain the characteristics, spatial distributions, and movements of human populations.

Expository Narrative and Inquiry
This standard was developed to encourage inquiry into population and migration.

Humans live in varying concentrations in locations around the world based on social and environmental factors. People tend to live close to water, in mild climates, and in greater concentrations where land is arable or livestock can thrive. These are trends in the spatial distribution and patterns of human population. Inquiry into this topic involves exploring population distribution at different scales, from local to global. The different methods of calculating population density provide ways to compare relationships between human populations and the environment. Implications of these findings can be considered from a variety of angles, including the concept of carrying capacity and various resource issues surrounding water, urban growth, sanitation, and many others. Population pyramids provide a useful graphical representation of population composition in specific places and can be constructed and studied at various scales.

People encounter conditions in one location that encourage migration and they also choose new destinations based on complementary conditions in other locations. The connections created by this movement create global patterns of citizens moving within their own countries, for example from rural to urban areas, and between countries. Once these push and pull factors have been identified, inquiries into migration patterns at different scales, including local and global, can be explored. People encounter conditions in one location that encourage migration and they also choose new destinations based on complementary conditions in other locations. The connections created by this movement create global patterns of citizens moving within their own countries, for example from rural to urban areas, and between countries, for example from Mexico to the United States of America, and between regions, such as movements from periphery to core regions. Within particular regions, more detailed case studies, such as movement from Mexico to the United States of America, create opportunities for exploration into how conditions in two states create a migration flow.

Additional inquiries could explore different types of migration, including international and internal, and involuntary (forced) and voluntary. While international migration investigates migration from one state to another, internal migration explores human movement within a country (e.g. rural to urban, urban to suburban). Although voluntary migration remains the dominant pattern, involuntary migration lead to the creation of refugees and internally displaced people. This encourages inquiry into both contemporary and historical examples (e.g. the forced migration of enslaved Africans, the Trail of Tears, World War II, the Syrian civil war).

Historical models of population growth and an analysis of population trends over time can help predict population patterns of the future. Case studies of historical patterns and trends in different places and various scales offer ways to explore these trends. Changes in fertility and mortality can be observed through study of the Demographic Transition Model as it applies to different states and regions. Analysis of the model includes comparing the experience of both core countries, on which the model is based, and periphery countries. The effect of changing social values and gender roles also provide excellent points of inquiry to understand underlying factors of fertility pattern changes.

Additional inquiries could explore migration trends. The Migration Transition Model provides a useful basis for analysis at the global and regional scales. Patterns and trends can be examined through the study of both international and internal migrations, as well as both forced and voluntary migrations. Special attention may be given to U.S. migration patterns. Internal migration as seen through westward expansion, or the Great Migration, provide excellent inquiry opportunities. International migration patterns offer a basis to explore how and why U.S. immigration patterns have changed over time. Additionally, patterns of diaspora and return can be examined.

Migration impacts populations in communities and therefore impacts governmental policies. The implications of population growth can be considered through study of Malthusian and anti-Malthusian ideas. Examining the more recent development of issues stemming from both aging and declining populations provides inquiry opportunities into issues that more states may continue to face. Governments employ various population policies to address demographic changes, such as pro-natalist policies in Russia and anti-natalist policies in China.

Inquiry into issues and policies dealing with migration, both internally and internationally, as well as forced and voluntary can be explored. The Migration Transition Model provides opportunity for inquiry into larger scale voluntary migration patterns, and exploration of the economic, social, political, and environmental conditions that may lead to policies governing migration and pathways to citizenship, including quotas and guest worker systems. These issues exist at a variety of scales and in a variety of places.

Increases in populations require corresponding increases in resources and access to those resources. There are a broad range of impacts that human migration has on places that generate migrants, as well as receive migrants. Inquiry can examine several categories of consequence. Political impacts can be considered in a variety of ways, including, but not limited to, reference to the ways increases or decreases in migration influence political sentiment, or how immigration may shift voting patterns in states that allow pathways to citizenship as opposed to states that restrict permanent residence. Economic impacts can be considered by examining the relationship between labor supply and demand and migration between specific regions. Remittances can also be explained in terms of impacts on both source and destination regions for migrants. The impact of brain drain can serve as a bridge between economic and cultural impacts. These issues exist at a variety of scales and in a variety of places.

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the topics in Standard 1 and the themes of the course.

1. Where do people live and why?
2. Where do they move and why?
3. How does migration shape good and effective government policy?
4. How does migration impact settlements and surrounding environments?

POPULATION AND MIGRATION

Standard 1: Demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.

Enduring Understanding: Human populations and migration patterns vary across Earth's surface and change through time. The interaction between human and environmental conditions helps to explain the characteristics, spatial distributions, and movements of human populations

Indicator HG.1.1.HS: Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.

This indicator was developed to encourage inquiry into population distribution at different scales. This indicator also promotes inquiry into how population data is analyzed, created, and presented.

> **Depth of Knowledge:**
> Level 2 – Basic Reasoning
>
> Level 3 – Complex Reasoning
>
> **Target Skills:**
> **M: Mapping** -Identify, use, interpret, and construct maps
>
> **MR: Models and Representations** – Identify, use, interpret, and construct geographic models and other visual representations
>
> **DP: Distribution and Patterns –** Identify, analyze, and explain spatial distributions, patterns, and associations.

Possible Content associated with HG.1.1.HS

This is an example of content that can be explored with this theme of Human Systems that speaks to the entirety of Standard 1.

- Students will compare maps to analyze the distribution and patterns of population clusters in North America (Mexico City, New York, Los Angeles, Toronto) to Asia (Tokyo, Shanghai, Jakarta, Delhi).

POLULATION AND MIGRATION

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Aging populations:

- Examples: U.S., Japan, Germany, China
- Costs/issues related to elderly populations
- Dependency ratio

Carrying Capacity

Census data information:

- United Nations
- US Census Bureau
- World Bank

Declining populations:

- Labor supply issues (i.e. Germany, Japan)

Demographic Concepts:

- crude birth rate
- crude death rate
- fertility and mortality rates
- natural increase rate
- doubling time

Overpopulation

Population Densities:

- Arithmetic
- Physiological
- Agricultural

Population Pyramid examples from:

- Core
- Periphery
- Semi-Periphery

POPULATION AND MIGRATION

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Indicator HG.1.2.PR: Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.

This indicator was designed to promote inquiry to understand the various push and pull factors that contribute to migration patterns at different scales. Case studies could create inquiry into patterns from rural to urban movements within countries, major and minor international movements, and both historical and contemporary examples. This indicator also promotes inquiry into describing different types of migration, including international and internal, involuntary (i.e., forced) and voluntary.

> **Depth of Knowledge:**
> Level 2: Basic Reasoning
>
> **Target Skills:**
> **CC: Conditions, Connections, and Regions** – Identify, compare, and evaluate the development of conditions, connections, and regions.
>
> **DP: Distribution and Patterns** – Identify, analyze, and explain spatial distributions, patterns, and associations.

Possible Content associated with HG.1.2.PR
This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 1.

- Identify and analyze local examples of push and pull factors such as good schools bring people into a community and the closure of a factory can push people away from a community.

POPULATION AND MIGRATION

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Chain migration
Emigration
Immigration
Internally Displaced People
Intervening obstacles
Migration

Push and Pull factors:

- Economic
- Cultural
- Political
- environmental

Ravenstein's Migration Laws

Refugees
Step migration
Types of migration:

- voluntary
- forced
- international
- internal

POPULATION AND MIGRATION

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Indicator HG.1.3.HS: Analyze historical population and migration maps and models through time to predict future trends and patterns.

This indicator is designed to promote inquiry into changes in fertility and mortality as observed through study of the Demographic Transition Model as it applies to different countries and regions. The Migration Transition Model also provides a framework to explore historical migration patterns and predict future ones.

> **Depth of Knowledge:**.
> Level 2: Basic Reasoning
>
> Level 3: Complex Reasoning

> **Target Skills:**
> **M: Mapping** - Identify, use, interpret, and construct maps.
>
> **DP: Distribution and Patterns –** Identify, analyze, and explain spatial distributions, patterns, and associations.

Possible Content associated with HG.1.3.HS:
This is an example of content that can be explored with this theme of Human Systems that speaks to the entirety of Standard 1.

- Collect demographic data and existing population pyramids from a source (e. g. the CIA World Factbook) for different countries to identify exemplar countries at each stage of demographic transition.

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POPULATION AND MIGRATION

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Demographic Transition Model:
- Core vs Periphery experiences
- Outliers that don't fit model (e.g. China)

Diaspora

Major global migrations patterns

Migration Transition Model:
- Core vs Periphery experiences
- Outliers that don't fit model (e.g. Persian Gulf states)

Sources and Destinations: historical and contemporary patterns

U.S. immigration trends:
- change in source regions over time: NW Europe, S/E Europe, Asia, Latin America

U.S. internal migration trends
- rural to urban
- urban to suburban

POPULATION AND MIGRATION

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Indicator HG.1.4.HS: Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations.

This indicator is designed to promote inquiry into the issues stemming from both aging and declining populations and policies that attempt to control population growth and decline. This indicator also promotes inquiry into large-scale voluntary migration patterns, and exploration of the economic, environmental, political, and social, conditions that then may lead to policies governing migration and pathways to citizenship, including quotas and guest worker systems.

> **Depth of Knowledge:**.
> Level 3 – Complex Reasoning
>
> Level 4 - Extended Reasoning

> **Target Skills:**
> **MR: Models and Representations** – Identify, use, interpret, and construct geographic models and other visual representations.
>
> **S: Scale** – Identify and interpret spatial hierarchies.

Possible Content associated with HG.1.4.HS:
This is an example of content that can be explored with this theme of Human Systems that speaks to the entirety of Standard 1.

- Analyze the impacts at various scales of China's One Child Policy and its evolution to the current Two Child Policy.

POPULATION AND MIGRATION

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Aging populations:

- Examples: U.S., Japan, Germany, China
- Costs/issues related to elderly populations
- Dependency ratio

Authorized immigration

Declining populations:

- Labor supply issues (i.e. Germany, Japan)

Unauthorized immigration

Gender gaps

Malthusian theory

Migration policies:

- Quotas (i.e. United States)
- Guest worker systems (i.e. Europe, Persian Gulf states)

Population policies:

- Pro-natalist
- Anti-natalist

POPULATION AND MIGRATION

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Enduring Understanding: Human populations and migration patterns vary across Earth's surface and change through time. The interaction between human and environmental conditions helps to explain the characteristics, spatial distributions, and movements of human populations

Indicator HG.1.5.HS: Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.

This indicator is designed to promote inquiry into a broad range of impacts, both positive and negative, that human migration has on places that generate migrants, as well as those that receive migrants. This indicator is also designed to promote inquiry into how these impacts result from different types of migration including internal, international, involuntary, and voluntary, as well as how these impacts vary from place to place and at different scales.

Depth of Knowledge:

Level 4 – Extended Reasoning

Target Skill:
CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions

Possible Content associated with HG.1.5.HS:

This is an example of content that can be explored with this theme of Human Systems that speaks to the entirety of Standard 1.

- Use United Nations Population Division data to map current and historical major migration flows in the world and identify potential cultural, economic, environmental, or political impacts.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Brain drain
Citizenship

Cultural impacts

- source impact
- destination impact
Economic impacts

- source impact
- destination impact
Environmental impacts

- source impact
- destination impact

Nativism

Naturalization
Permanent residence
Political impacts
- source impact
- destination impact
Remittances

Xenophobia

POPULATION AND MIGRATION

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Indicator HG.1.6.AG: Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings.

> **Depth of Knowledge:**
>
> > Level 4: Extended Reasoning
>
> **Target Skills:**
>
> > **M: Mapping** - Identify, use, interpret, and construct maps
> >
> > **AG: Gather Evidence and Communicate Findings –** Identify, use, and interpret different forms of evidence (including primary and secondary sources).

Possible Avenues of Inquiry Include:
- Gather evidence on places where either pro-natalist or anti-natalist policies are in order
- Gather evidence on demographic issues in places with rising or shrinking populations
- Gather evidence on a migration flow between two places or regions, including push and pull factors
- Gather evidence on migration impacts or policies in different regions
- Gather evidence on demographic change in one place over time and explain causes and impacts of the change

ECONOMIC DEVELOPMENT

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

Enduring Understanding:
Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.

Expository Narrative and Inquiry:
The global economic pattern fundamentally shows the division of the world into relatively more developed regions (MDC's) and the relatively less developed ones (LDC's). Study begins with identifying where the basic divisions of the globe are located on a map: core (more developed countries), periphery (less developed countries), and semi-periphery regions. Examining the concept of the Global North and Global South helps to further this exploration. Inquiry into world systems theory explains why the spatial variation in development exists at various scales, from global to local. While states like Brazil, China, and Mexico are classified as less developed countries, they exhibit major variation in development (i.e. urban and rural, coastal and inland).

States and international organizations measure development by analyzing economic, social, and demographic factors. These factors can be expanded to show the change within a region over time. For example, the United Nations developed the Human Development Index (HDI) as a way to measure and track development levels.

Progress in development takes place at different rates in different places. While core countries have historically been viewed as leaders in development, periphery countries have made rapid progress since World War II. Tracking measures like HDI help identify and compare this progress (i.e. comparing U.S. and Nigeria since 1950). Additionally, other measures including the Gross National Happiness Index and the Big Mac Index provide alternative ways to measure and compare development. Equally important is inquiry into gender disparities. Again, the United Nations developed an index to measure these disparities, the Gender Inequality Index. Investigating patterns and trends of economic development based on these models of development and dependency theories will clarify the reasons why economic disparities occur. The essential element here is that development is measurable, dynamic, widely varied, and constantly changing. Development indexes should be reviewed critically to be aware of biases towards certain countries, cultural views, or economic systems.

Economic activities operate at three sectors: primary, secondary, and tertiary. Primary sectors involve those workers who directly draw materials from land through agriculture, mining, fishing, and forestry. Secondary sectors involve workers that manufacture, process, and assemble raw materials usually extracted by the primary sectors into consumer goods or commodities (i.e. automotive manufacturing). Finally, tertiary sectors engage workers who provide goods, business and services in exchange for payment (i.e. retail, banking, medicine, law, education). The percentage of a country's labor force involved in each of these three sectors can help indicate the level of development.

The three economic sectors and activities of production and consumption are distributed at various levels of scales on the map and through models and representations. Additionally, the changing roles of women throughout all sectors of the economy will be explored.

The world is increasingly interconnected through trade, transportation, communication, and environmental issues. Different locations feature specific advantages in economics, transportation, and communication, and how these have changed over time. These three systems not only change over time, but also vary across place and region. Understanding these patterns and trends helps explain contemporary international trade, as well as how it has evolved into global interdependence. As an example, core countries have been hubs of both manufacturing and consumption since the beginning of the Industrial Revolution. However, since World War 2, countries in the periphery have used specific advantages to first develop manufacturing capacity, and then middle-class consumers (i.e. South Korea, China, Mexico). As a result many goods are now manufactured outside of the core regions for global consumption.

Economic development comes with costs and barriers. Various economic trade organizations have often been developed to decrease barriers to international trade (i.e. North American Free Trade Agreement, European Union, African Union, Association of Southeast Asian Nations). Other international organizations such as the World Bank work to finance economic development in less developed countries. Transnational corporations often provide foreign direct investment for projects across the globe (i.e. BMW and Volvo building plants in South Carolina, Mexico, and China).

This increasingly interconnected global community has created complex distributions of energy production and consumption by countries at different levels of development and over time. The world's energy is being consumed primarily by developed countries. In contrast, while developing regions currently consume much lower amounts of energy, they represent places of rapid population and economic growth that will consume increasingly more energy.

Different energy sources impact places of production and consumption differently. The global economy relies on fossil fuels as a primary energy source. Issues of sustainability of these energy sources, including those of supply and pollution, have led to development of alternative energy sources such as nuclear energy, hydroelectric power, wind energy, and solar energy. As with fossil fuels, these alternative energy sources present both possibilities and challenges as the world prepares for future problems surrounding energy production and consumption.

ECONOMIC DEVELOPMENT

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the topics in Standard 2 and the themes of the course.

1. Why does economic development vary in world regions?
2. How do we measure development? How do we know how developed a country is?
3. Why are certain types of jobs more likely to be present in different regions?
4. Why are certain systems are needed in an interconnected world?
5. How is a global economy fueled?

ECONOMIC DEVELOPMENT

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

Enduring Understanding: Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.

Indicator HG.2.1.PR: Identify regions of varying degrees of economic development and explain the factors that influence the location and spatial distribution of these regions at the local and global scales using maps and geographic models and representations.

This indicator was designed to encourage inquiry into the spatial distribution and measurement of development levels across the Earth.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations

CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions

S: Scale– Identify and interpret spatial hierarchies.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.2.1.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 2.

- Using UN human development index scores, create choropleth maps of regions of varying economic development.

ECONOMIC DEVELOPMENT

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Core	Periphery
Global North	Semiperiphery
Global South	World Systems Theory
Less developed country (LDC)	
More developed country (MDC)	

ECONOMIC DEVELOPMENT

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

Enduring Understanding: Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.

Indicator HG.2.2.HS: Compare and evaluate different measures of development, and analyze patterns and trends in various regions of economic development.

This indicator was developed to encourage inquiry into how a state measures development by analyzing economic, social, and demographic factors. This indicator also promotes inquiry into development trends. Equally important is inquiry into gender disparities.

   Depth of Knowledge:

      Level 2 – Basic Reasoning

      Level 4 - Extended Reasoning

   Target Skills:

      CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions.

      DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.2.2.HS:

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 2.

   - Compare world rankings based on different human development index criteria, creating separate lists based on life expectancy, years of education, or gross national income. Compare those lists to evaluate the human development index overall.

ECONOMIC DEVELOPMENT

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Demographic indicators of development
- life expectancy
- infant mortality

Economic indicators of development -
- Gross Domestic Product (GDP) per capita
- Gross National Income (GNI)

Gender Inequality Index

Human Development Index (HDI)

Social indicators of development -
- literacy rate
- mean years of education

U.N. Millenium Development Goals

U.N. Sustainable Development Goals

ECONOMIC DEVELOPMENT

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

Enduring Understanding: Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.

Indicator HG.2.3.HS: Identify and analyze the spatial distributions and patterns of primary, secondary, and tertiary sectors and activities of production and consumption using maps and geographic models and representations.

This indicator was developed to encourage inquiry into how different economic activities operate, how labor force involvement in each sector can help indicate development levels, and how the three economic sectors and activities of production and consumption are distributed at various scales. This indicator also promotes inquiry into changing gender roles throughout all sectors of the economy.

> **Depth of Knowledge:**.
>
>> Level 2: Basic Reasoning
>
> **Target Skills:**
>
>> **M: Mapping** - Identify, Use, Interpret, and Construct Maps.
>>
>> **MR: Models and Representation** – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations.
>>
>> **DP: Distribution and Patterns –** Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.2.3.HS:

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 2.

- Using data from the CIA World Factbook or World Bank, create world maps or other visual representation that communicates the dominant sector of a country's economy by employment percentage or percentage of GDP. Identify regional patterns.

ECONOMIC DEVELOPMENT

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Changing roles of women in economic activities

Three sectors of economic activities:
- primary
- secondary
- tertiary

Types and patterns of commercial agriculture

Types and patterns of subsistence agriculture

Types and patterns of manufacturing

Types and patterns of services

ECONOMIC DEVELOPMENT

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

Enduring Understanding: Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.

Indicator HG.2.4.PR: Explain the conditions and connections that contribute to global interdependence of communications, economic, and transportation systems.

This indicator was developed to encourage inquiry into the location-specific advantages in economics, communication, and transportation, and how these have changed over time. This indicator also promotes inquiry into the costs and barriers of economic development.

    Depth of Knowledge:.

        Level 2: Basic Reasoning

        Level 3: Complex Reasoning

        Level 4: Extended Reasoning

    Target Skills:

        CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions

Possible Content associated with HG.2.4.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 2.

- Make an argument based on evidence for a specific country (e.g. Singapore, the United States, Brazil, etc.) being in the best location of earth in terms of its access to global systems of communication, trade, and/or transportation.

ECONOMIC DEVELOPMENT

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Barriers to economic development
- location
- social conditions
- foreign debt
- disease
- political instability

Communication advantages:
- print, radio, television
- internet
- social media

Dependency Theory

Economic advantages:
- labor supply
- natural resources
- coastal location

Foreign direct investment

Transnational corporations

Transportation advantages:
- road
- rail
- shipping/ports
- airports

World Bank

ECONOMIC DEVELOPMENT

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

Enduring Understanding: Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.

Indicator HG.2.5.ER: Analyze the distribution and patterns of energy production and consumption over time, and evaluate the impacts and sustainability of different energy sources at varying scales.

This indicator was developed to encourage inquiry into the distribution of patterns that illustrate energy production and consumption by countries at different levels of development and over time. This indicator also promotes inquiry into how the development of alternative energy sources impact places of production and consumption over time.

        Depth of Knowledge:

            Level 2: Basic Reasoning

            Level 4: Extended Reasoning

        Target Skills:

            S: Scale– Identify and interpret spatial hierarchies.

            DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.2.5.ER

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 2.

- Compare the economic, political, and environmental sustainability of wind, solar, nuclear, and fossil fuels as sources of energy. Justify the usefulness of one of these forms of energy in a particular region or country.

ECONOMIC DEVELOPMENT

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Environmental challenges of production and consumption
- fossil fuels
- alternative energy

Infrastructure challenges of production and

- fossil fuels
- alternative energy

Locations of energy consumption (demand)

Locations of energy production (supply)

Types of energy production
- fossil fuels
- alternative energy

consumption

ECONOMIC DEVELOPMENT

Standard 2: Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

Enduring Understanding: Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.

Indicator HG.2.6.AG: Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.

> **Depth of Knowledge:**
>
> > Level 4: Extended Reasoning
>
> **Target Skills:**
>
> > **M: Mapping** - Identify, use, interpret, and construct maps
> >
> > **AG: Gather Evidence and Communicate Findings –** Identify, use, and interpret different forms of evidence (including primary and secondary sources).

 Possible Avenues for Inquiry Include:

- Gather evidence of uneven development within one country or one region
- Gather evidence of varying development levels between two countries or two regions
- Gather evidence of global interdependence and international trade
- Gather evidence of energy resource issues

CULTURAL PATTERNS AND PROCESSES

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

Enduring Understanding:
There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth's surface.

Expository Narrative and Inquiry:
Popular and folk cultures exist around the world are characteristically different. Inquiry into this topic involves investigating the size of and level of homogeneity or heterogeneity within societies, whether or not the society exists in a rural or urban setting, and the spatial extent of its existence. The way in which these types of cultures change across the globe can also be examined, for example folk cultures generally vary from place to place and remain similar over time, while popular cultures are similar throughout places but vary from time to time.

Factors influence the location and spatial distribution of these types of cultures as well. For example, why the Amish communities migrated from Europe to the northeastern United States and later into the central regions of the United States. Both contemporary and historical examples should be explored at the local and global scales. Cultural impacts can be considered in reference to how different groups may experience assimilation, acculturation, and transculturation through the spread of culture traits.

Culture can be defined by religion, culture, and ethnicity and can differ depending upon location. Inquiry into this topic involves identifying patterns of existence in different regions of the world, for example, there is a noticeable dominance of Judaism in the modern state of Israel and of Hinduism in India. These patterns can be identified on global thematic maps. Beyond distribution, the underlying characteristics of any cultural trait can be explained (i.e. language families, religious branches).

Culture traits diffuse through migration and technologies such as the media. The processes of cultural diffusion and change are accelerated with improvements in transportation and communication. For example, English has diffused from the British Isles to become the global lingua franca through migration, colonial conquest, and its prevalence in all forms of modern media. Cultural impacts can be considered in reference to how different groups may experience assimilation, acculturation, and transculturation through the spread of language, religion, food-ways, and other cultural elements.

Society including conditions and connections create religious, linguistic, and ethnic patterns at varying scales**.** Language, religion, and ethnic patterns in any given place are determined by a number of factors including any indigenous populations, patterns of conquest and migration, legal restrictions, local customs, and exposure to popular culture. These patterns can vary greatly at different scales. For example, English is commonly spoken throughout India and in cities, but other languages like Hindi, Tamil, and Telugu dominate at regional levels or in rural areas.

Cultural conditions in different regions play a role in cooperation and conflict over time. As the world becomes increasingly interdependent, different cultural groups have greater contact with each other. Inquiry into this topic involves identifying cultural factors that have promoted political conflict such as religious differences in Sudan and South Sudan, linguistic differences in Belgium, and ethnic differences in Rwanda.

Diverse cultural groups can also exhibit signs of cooperation. Global interdependence again plays a role as groups continually migrate, states interact, and cultures mix. This kind of cooperation can be seen in the designation of 22 official languages in India, political coalitions of multiple religions in Lebanon, and the peaceful coexistence of four ethnic groups in Switzerland.

Cultural landscapes can be similar and different in various regions of the world. Traditional culture has long developed distinct landscapes as seen through settlement patterns, architecture, and symbols. Popular culture, in contrast, has continually eroded this diversity through the creation of uniform landscapes as seen in common suburban development, look-alike shopping malls, and common architecture. A true sense of place determined by a unique cultural landscape has often been replaced by a sense of placelessness where any one place looks and feels very similar to another place.

The human imprint is evident in different landscapes. A specific common symbol on houses of worship, combined with a particular architectural style indicates the presence of a religion. Public and private signage signals dominant language. Cleared forests and agricultural fields clearly show the presence of farming. Almost every aspect of human activity is imprinted on the landscape and can be interpreted through observation.

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the topics in Standard 3 and the themes of the course.

1. How do popular and folk cultures develop differently?
2. How are various cultural characteristics distributed?
3. How can society influence the development of cultural characteristics?
4. How can culture impact landscapes?

CULTURAL PATTERNS AND PROCESSES

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

Enduring Understanding: There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth's surface.

Indicator HG.3.1.HS: Identify the characteristics of popular and folk culture, and explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.

This indicator was developed to encourage inquiry into how popular and folk cultures are characteristically different and how they vary from place to and from time to time. This indicator also promotes inquiry into how factors influence the location and spatial distribution of these types of cultures.

> **Depth of Knowledge:**
>
> > Level 2: Basic Reasoning
>
> **Target Skills:**
>
> > **M: Mapping** - Identify, Use, Interpret, and Construct Maps
> >
> > **MR: Models and Representation** – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations
> >
> > **S: Scale**– Identify and interpret spatial hierarchies.
> >
> > **DP: Distribution and Patterns** – Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.3.1.HS

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 3..

- Compare examples of folk and popular culture elements. For folk culture elements such as kimonos from Japan and sweetgrass baskets from Charleston. For popular culture elements such as blue jeans and Ikea furniture.

CULTURAL PATTERNS AND PROCESSES

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Acculturation	cultural extinction	culture traits
Assimilation	cultural landscape	folk culture
Culture	cultural imperialism	popular culture
		Transculturation

CULTURAL PATTERNS AND PROCESSES

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

Enduring Understanding: There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth's surface.

Indicator HG.3.2.HS: Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.

This indicator was developed to encourage inquiry into cultural characteristics and patterns in different regions and at different scales across the world. This indicator also promotes inquiry into the processes driving cultural diffusion and how it impacts places at different scales.

> **Depth of Knowledge:**
>
>> Level 2: Basic Reasoning
>
> **Target Skills:**
>
>> **M: Mapping** - Identify, Use, Interpret, and Construct Maps
>>
>> **DP: Distribution and Patterns –** Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.3.2.HS

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 3.

- Map the distribution of dialects in North America noting regional distinctions.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.
.

ethnic diffusion	religion classification
ethnic identity	religious diffusion patterns
ethnicity	types of diffusion
impacts of cultural diffusion	● relocation diffusion
language classification	● contagious diffusion
language diffusion patterns	● hierarchical diffusion

CULTURAL PATTERNS AND PROCESSES

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

Enduring Understanding: There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth's surface.

Indicator HG.3.3.PR: Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.

This indicator was developed to encourage inquiry into how cultural characteristics are determined by a broad range of factors and interactions specific to a place.

> **Depth of Knowledge:**
>
> Level 2: Basic Reasoning.

> **Target Skills:**
>
> **CC: Conditions, Connections, and Regions** – Identify, compare, and evaluate the development of conditions, connections, and regions**.**
>
> **S: Scale**– Identify and interpret spatial hierarchies.

Possible Content associated with HG.3.3.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 3..

- Analyze the role of movement and migration in the evolution of the English language from a Germanic language to present differences between dialects in former British colonies.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.
.

Blockbusting
discriminatory ethnic
distribution patterns
ethnic distribution patterns
ethnic neighborhoods
language
- Conquest
- colonialism

- legal restrictions
- endangered languages
- extinct languages
- language mixing (e.g. pidgin, creole languages)

Redlining
religion
- persecution
- political restrictions
- customs

CULTURAL PATTERNS AND PROCESSES

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

Enduring Understanding: There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth's surface.

Indicator HG.3.4.HS: Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.

This indicator was developed to encourage inquiry into how increasing interdependence has brought different cultural groups greater contact with each other and the ways in which this contact shapes interactions.

> **Depth of Knowledge:**
>
> > Level 3: Complex Reasoning
> >
> > Level 4: Extended Reasoning
>
> **Target Skill:**
>
> > **CC: Conditions, Connections, and Regions** – Identify, compare, and evaluate the development of conditions, connections, and regions

Possible Content associated with HG.3.4.HS

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 3.

- Investigate the extent to which technology has allowed for faster movements and communication between regions has connected or divided cultural groups in different locations (e.g. using social media to connect with a global community of faith, nativism as a reaction to immigration).

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

conflict	cooperation	ethnic cleansing
● religion	● religion	genocide
● language	● language	language preservation
● ethnicity	● ethnicity	official language

CULTURAL PATTERNS AND PROCESSES

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

Enduring Understanding: There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth's surface.

Indicator HG.3.5.PR: Compare and contrast cultural landscapes in various regions, and analyze the human imprint on different landscapes.

This indicator was developed to encourage inquiry into how popular and traditional culture shaped landscapes differently. This indicator also promotes inquiry into the ways in which cultural landscapes can be interpreted.

        Depth of Knowledge:

            Level 2: Basic Reasoning

        Target Skill:

            CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions

Possible Content associated with HG.3.5.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 3.

- Compare the role of religion in shaping the architecture of different regions (e.g. pagodas in east Asia, minarets in southwest Asia, basilicas in Europe, church steeples in North America) and how those styles have changed and moved over time.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

architecture/building materials	Signage
farming practices	Symbols
infrastructure	uniform landscapes
Placelessness	

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CULTURAL PATTERNS AND PROCESSES

Standard 3: Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

Enduring Understanding: There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth's surface.

Indicator HG.3.6.AG: Gather evidence of cultural patterns and processes, construct a map to explain current or future development issues at different scales, and communicate findings.

Depth of Knowledge:. Level 4: Extended Thinking - synthesize information across multiple sources

Target Skill: Mapping - Identify, Use, Interpret, and Construct Maps**.** Gather Evidence and Communicate Findings **–** Identify, use, and interpret different forms of evidence (including primary and secondary sources).

Possible Avenues for Inquiry Include:

- Gather evidence on folk and popular culture traits in various regions
- Gather evidence on patterns of distribution and diffusion of cultural traits
- Gather evidence on examples of cultural cooperation or conflict over time
- Gather evidence on ways humans have created cultural landscapes

POLITICAL ORGANIZATION OF SPACE

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding:
Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth's territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.

Expository Narrative and Inquiry:

Land, historically, has been divided into a variety of differently defined spaces. These spaces are politically organized and controlled with governments and borders. Through time, city-states have combined into large empires which have divided into smaller kingdoms that later consolidated into more modern state-like divisions. These patterns of territoriality and the relationships of power and spatial organization exist at various scales throughout the globe. The evolution of the modern state system has led to the creation of new concepts such as state, nation, nation-state, multinational states, multi-state nations, and stateless nations. Within the modern-state system the idea of national identity has emerged, serving at times as a source of unity and others as a source of division.

In order to define the spatial extent of control, countries have established boundaries. Types of boundaries include both physical and cultural boundaries. Physical boundaries include physical features such as mountains, deserts, and bodies of water. Cultural boundaries are drawn according to human characteristics such as ethnicity, religion, or language. Cultural boundaries may also include geometric boundaries, which are drawn using reference points such as latitude and longitude.

These boundaries have moved over time through the clarification of past treaties, the need for new resources, and the establishment of a national identity through territory. States claim both nearby territories with the shifting of boundaries and claim distant lands through colonialism. Colonialism and imperialism created webs of influence that changed the organization of power not only within the colonized regions themselves but also on the global scale (i.e. shift in power from the Spanish Empire to the British Empire). Colonialism gave way to a new global economic order where economic and political power centered on the hands of the colonizing states as they changed power structures and reduced or eliminated local sovereignty in the territories they colonized. Decolonization movements paired with devolutionary forces shift power from strong, central governments to local or regional governments, at times creating new countries.

The process of boundary creation between two states begins as boundaries are ~~be~~ defined through negotiation, delineation (drawn) on a map, and demarcation on the ground (i.e. with posts, markers, walls). The administration of boundaries varies across space as some boundaries are heavily enforced while others are more relaxed. For example, the boundary between the U.S. and Mexico is heavily enforced with regards to the movement of people, but not the movement of goods. In contrast, state boundaries throughout much of the European Union allows for the free movement of both people and goods. Furthermore, the process of boundary creation is

sometimes undertaken by sovereign governments (i.e., European states), but is often superimposed by outside powers (i.e., African states). On a political map, countries are defined by these boundaries and differentiated by their shapes and sizes. A state's shape and size can impact the governance of a state, as well as its interaction with neighboring states. For example, Indonesia is a large, fragmented archipelago with a coastline that allows for easy trade. However, its size and fragmentation has led to a diverse and dispersed population which has created governance issues both internally and externally.

Within a country, regional and local governments exist to provide services for citizens and unify the country. To foster state unification, governments choose between two primary governing structures: unitary and federal systems. A unitary system has most power held in a centralized government (i.e., China), while a federal system maintains central power it also distributes it to local regions within the state (i.e., United States of America). Increasingly states are looking to federal style systems to accommodate outlying regions or diverse populations that seek greater autonomy (i.e., United Kingdom). This process, known as devolution, moves political power from the centralized government out to local regions.

As the world is increasingly interconnected through trade, communication, and travel, there arise new opportunities for both conflict and cooperation. Globalization itself can foster cooperation as states become more interconnected. However, it can also create conflict as national and cultural groups push back against the homogenization of popular culture and the erosion of traditional culture and values. Furthermore, the history of colonialism and imperialism also function to promote global links, both positive and negative. For example, a formerly colonized state may experience economic benefits from its colonizer while also experiencing difficulty in freeing itself from legacy of colonial control. Shifts in global trade patterns can lead to cooperation where there was once conflict, such as the US trading with special economic zones in China despite the policy of avoiding trade with communist countries. Conflict itself can change as traditional warfare between countries can shift to terrorism or other proxy groups or non-traditional warfare such as cyberattacks or trade wars. As countries respond to

POLITICAL ORGANIZATION OF SPACE

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the topics in Standard 4 and the themes of the course.

1. How and why did the modern state system develop?
2. Why are governments organized the ways they are?
3. How does globalization affect the world today?
4. Why do countries fight? Why do countries work together?
5. Why do states spatially organize their governance systems the way they do?
6. What is the process for creating boundaries between political units?
7. Why are territories divided the ways they are?

POLITICAL ORGANIZATION OF SPACE

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding: Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth's territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.

Indicator HG.4.1.HS: Identify and analyze patterns of territoriality and the relationships of power and spatial organization at various scales using maps and other geographic representations.

This indicator was developed to encourage inquiry into how space is politically organized and controlled. This indicator also promotes inquiry into how countries spatially extend their power over other regions outside of their sovereignty.

> **Depth of Knowledge:**
>
> > Level 2: Basic Reasoning
>
> **Target Skills:**
>
> > **M: Mapping** - Identify, Use, Interpret, and Construct Maps.
> >
> > **S: Scale**– Identify and interpret spatial hierarchies.
> >
> > **DP: Distribution and Patterns –** Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.4.1.HS

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 4.

- Compare maps of Africa from the 1884 Berlin Conference to a modern political map, noting changes in colonial rule/sovereignty and boundaries.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

modern-state system	state
multistate nations	stateless nations
multinational states	sovereignty
nation	territoriality
nation-state	

POLITICAL ORGANIZATION OF SPACE

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding: Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth's territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.

Indicator HG.4.2.PR: Explain the conditions and connections that contribute to the creation of boundaries and states, and analyze how Earth's surface is organized on a contemporary political map.

This indicator was developed to encourage inquiry into the different types of boundaries that exist between countries and how these boundaries are created and administered. This indicator also promotes inquiry into how the contemporary political map is organized and how it has changed over time.

> **Depth of Knowledge:**
>
> > Level 2: Basic Reasoning
>
> **Target Skills:**
>
> > **M: Mapping** - Identify, Use, Interpret, and Construct Maps**.**
> >
> > **CC: Conditions, Connections, and Regions** – Identify, compare, and evaluate the development of conditions, connections, and regions.

Possible Content associated with HG.4.2.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 4.

- Study maps of Europe from multiple time periods, identifying and explaining shifts in boundaries over time.

POLITICAL ORGANIZATION OF SPACE

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Cultural Boundaries:
- ethnic
- linguistic
- religious
- geometric

Physical Boundaries:
- mountains
- deserts
- bodies of water

State shape
- compact
- elongated
- prorupted
- perforated
- fragmented

Steps in establishing a boundary:
- define
- delimit
- demarcate
- administer

Superimposed boundaries

POLITICAL ORGANIZATION OF SPACE

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding: Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth's territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.

Indicator HG.4.3.PR: Analyze and evaluate the conditions and connections that have contributed to the development of the modern state system and the rise of supranationalism in various regions.

This indicator was developed to encourage inquiry into how the modern state (i.e., country) system developed. This indicator also encourages inquiry into how ideas of autonomy, sovereignty, and self-determination can affect geopolitical developments.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 4: Extended Reasoning

Target Skills:

CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions

Possible Content associated with HG.4.3.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 4: Political Organization of Space.

- Summarize the history of the European Union and use multiple types of evidence to propose ideas for its future.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

autonomy   Political Supranational Groups
Economic Supranational Groups   self-determination
History of the modern state system   Supranationalism
nationalism

POLITICAL ORGANIZATION OF SPACE

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding: Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth's territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.

Indicator HG.4.4.PR: Analyze how states spatially organize governance systems, and explain the distribution and patterns of these political systems in various regions.

This indicator was developed to encourage inquiry into the range of ways that countries spatially organize their governments. This indicator also encourage inquiry into how the United States has organized its federal system to provide for democratic representation.

> **Depth of Knowledge:**
>
> > Level 2: Basic Reasoning

> **Target Skills:**
>
> > **DP: Distribution and Patterns –** Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.4.4.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 4: Political Organization of Space.

- Using examples, compare and contrast countries with unitary systems with those with federal systems.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

centrifugal forces   gerrymandering
centripetal forces   unitary system
devolution
federal system

POLITICAL ORGANIZATION OF SPACE

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding: Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth's territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.

Indicator HG.4.5.HS: Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth's surface.

This indicator was designed to encourage inquiry into how globalization and resource competition results in changes to the political map. This indicator also promotes inquiry into how globalization can create both cooperation and conflict.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations

CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions

Possible Content associated with HG.4.5.HS

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 4: Political Organization of Space.

- Describe the role of resources as a source of cooperation or conflict (e.g. the US and Japan in WWII, oil/water in conflict in Southwest Asia).

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Globalization   Resource as source of cooperation
Resource as source of conflict   Supranationalism as response to conflict
                                                              Supranationalism as source of conflict

POLITICAL ORGANIZATION OF SPACE

Standard 4: Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface.

Enduring Understanding: Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth's territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.

Indicator HG.4.6.AG: Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.

> **Depth of Knowledge:**
> Level 4: Extended Reasoning
>
> **Target Skills:**
> **M: Mapping** - Identify, Use, Interpret, and Construct Maps.
>
> **GE: Gather Evidence and Communicate Findings** – Identify, use, and interpret different forms of evidence (including primary and secondary sources).

Possible Avenues for Inquiry Include:

- Gather evidence on historical or contemporary boundary changes at the state or sub-state level
- Gather evidence on issues related to the expansion of supranational groups and decrease in importance of international boundaries
    - Ex: relaxing border controls for people or goods
    - Ex: joint military deployments
- Gather evidence on issues related to nationalism and the increase in importance of international boundaries
    - Ex: strengthening border controls for migration
    - Ex: strengthening border controls for goods
- Gather evidence on issues related to U.S. Congressional redistricting
- Gather evidence on issues related to globalization

URBAN LAND USE

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's surface.

Enduring Understanding:
Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

Expository Narrative and Inquiry:

This encourages inquiry into the spatial distribution of cities, as well as the conditions and connections that influence city characteristics, form, and function. Site and situation factors help explain characteristics like location, growth, and function. Various factors have influenced urbanization over time, including evolution in the transportation and communication sectors. These same factors also influenced newer urban forms like suburbanization. Other characteristics influence city function. Economic development at the local and regional scale helps determine the function of a city. For example, some cities may focus on providing services related to agricultural production, while others may focus on manufacturing, education, or technology. Government policy also plays a role in both form and function of any given city. Population growth, especially the rate at which it occurs, also plays a major role in influencing a city's form.

This was designed to promote inquiry into how the spatial distribution of cities can be linked to models and examined through the use of maps and other visual representations. Central Place theory represents the primary model through which the arrangement of settlements can be analyzed. Exploration into how the theory works can take place across many different examples both locally and globally. Evaluation of how the model works at the local scale illustrates relationships between cities and the services they provide.

This was also designed to promote inquiry into how the internal structure of cities has changed over time. Exploration of urban structure is facilitated through analyzing the concentric zone, sector, multiple-nuclei, and galactic models. Again, cities both locally and globally can provide rich examples for inquiry. Models of urban structure can also be explored in a comparative manner through analysis of foreign models, including those from Latin America, Africa, Europe, and other regions. Along with the urban models and theories, sources such as census data, satellite imagery, and population density maps provide excellent tools for exploration.

This was designed to promote inquiry into the challenges faced by settlements in both urban and rural areas. The processes of economic, social, political, and environmental change affect cities at different times and in different places. A city can be affected by the addition of a single company (e.g. BMW in Greer, S.C.), and a region can be affected by the retreat of an entire industry (e.g. manufacturing in the Northeast U.S.). Demographic changes can create both opportunity and challenge. An influx of rural migrants might create a new labor supply for a city, or it might occur in such numbers as to overwhelm available services. An increase in the youth population brings requirements for education and a larger workforce in the near future. A

rise in the elderly population means more costs for government at various levels and new job opportunities for the existing workforce. Urban and suburban expansion brings new challenges is transit infrastructure, waste disposal, and pollution mitigation. Urban renewal processes such as gentrification create development opportunities as well as potential social justice issues as residents at one end of the socio-economic scale are displaced by residents at the other end.

This was also designed to promote inquiry into sustainability challenges cities face. Issues surrounding food, water, and housing availability are critical to a city's future vitality. Increasing land use pressures create challenges surrounding suburban expansion, farmland protection, and brownfield redevelopment. Energy usage, air and water quality, and sanitation also create major challenges as settlements across the Earth continue to grow.

This was designed to promote inquiry into the ways in which distribution and pattern of urban size and hierarchy shape the structure of other settlements. Examples of world cities and megacities create opportunities for exploration of how these multi-function urban systems influence others. Both world cities and megacities face specific economic, social, political, and environmental opportunities and challenges. Underneath world cities, lower tier hierarchies exist that include cities with specific functions. The size of a given settlement, and how it fits into a regional hierarchy, influences infrastructure development and local government fragmentation. Transit, communication, water, sanitation, and energy all represent pieces of infrastructure whose development is influenced by settlement size. Services provided by municipalities can be impacted in different ways as larger settlements expand and split into separate urban, suburban, and exurban areas. Planning for future growth represents an additional important issue.

This was also designed to promote inquiry into the ways in which central place theory and the gravity model shape the structure, design, and planning of settlements both large and small. Revisiting central place theory helps understand linkages between settlements of different sizes and functions within regions at different scales. The gravity model allows inquiry into the nature of spatial relationships between places within cities, as well as between cities themselves.

This was designed to promote inquiry into the relationships between rural and urban areas. Core and periphery regions have clear differences in terms of the percentage of population living in either urban or rural areas, with core regions typically having a majority urban population and periphery regions having majority rural populations. Underlying this regional pattern is the global trend towards urban settlement and the fact that the world reached majority urban status in the early 21st century. While urban and rural areas represent distinct land use and cultural patterns, they remain interconnected. The increasing urban population means that rural to urban migration represents a major flow at the global level, particularly so in periphery regions.

This was also designed to promote inquiry into the specific relationship between urban and rural areas concerning food production and consumption. Different regions have long been interconnected this way, and modern transportation innovations have only increased this reality. The global supply chains that exist mean that core regions rely on periphery region imports of foods like coffee, bananas, and cacao, or out-of-season fruits and vegetables. While these may be categorized as non-essential food items, periphery regions may at times rely on core region imports of more essential staple foods like grain and meat. The global food distribution system has influenced political systems, infrastructure development, world trade, and the development

of human settlements both rural and urban. The changing patterns of contemporary agriculture also influences urban and rural relationships. While commercial farming has increased in scale to maximize efficiency, movements in affluent urban areas have created support for agricultural features like organic farming, fair-trade crops, and local-food movements.

As separate spaces, possible issues will differ between urban and rural places. The relationship between both types of settlements also provides many inquiry possibilities.

URBAN LAND USE

Possible Questions for Inquiry:
Educators have the flexibility and latitude to use these and other questions that could lead students to engage in inquiry-based learning around the topics in Standard 5 and the themes of the course.

1. What are the typical characteristics and functions of cities around the world?
2. How does land usage differ in cities around the world?
3. What are the various challenges faced by urban and rural settlements?
4. How does size impact opportunities in a city?
5. How does the development of a region impact relationships in an increasingly interconnected world?

URBAN LAND USE

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's surface.

Enduring Understanding: Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

Indicator HG.5.1.PR: Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.

This indicator was designed to encourage inquiry into the location of cities, including a city's site and its situation relative to other places. This indicator also prompts inquiry into geographic factors that define a city's built characteristics and its functions, as well as its connections to other cities.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions**.**

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.5.1.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 5.

- Identify and analyze the purposes and functions of human settlements over time.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Census Bureau terms
  ● metropolitan statistical area
  ● micropolitan statistical area
  ● combined statistical area
central business district
central city

rural area
site factors
situation factors
suburban area
transportation innovations
urban area

URBAN LAND USE

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Enduring Understanding: Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

Indicator HG.5.2.PR: Analyze and compare the arrangement of land used in human settlements in different regions using maps, models, and representations.

This indicator was designed to promote inquiry into how the spatial distribution of cities can be explored through geographic models and a broad range of visual representations. This indicator also promotes inquiry into how the internal structure of cities, such as its transportation systems and particular land uses, has changed over time.

> **Depth of Knowledge:**
>
> > Level 2: Basic Reasoning
>
> **Target Skills:**
>
> > **M: Mapping** - Identify, use, interpret, and construct maps**.**
> >
> > **MR: Models and Representations** – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations**.**
> >
> > **CC: Conditions, Connections, and Regions –** Identify, compare, and evaluate the development of conditions, connections, and regions.

Possible Content associated with HG.5.2.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 5.

- Compare urban land use models in the US with international urban patterns, noting strengths and weaknesses of each.

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Central Place theory

International urban patterns

U.S. urban models:
- concentric zone
- sector
- multiple nuclei
- galactic

URBAN LAND USE

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's surface.

Enduring Understanding: Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

Indicator HG.5.3.ER: Identify and evaluate how the conditions and connections of settlements in various regions can create economic, environmental, political, social, and sustainability challenges at various scales.

This indicator was designed to promote inquiry into the challenges faced by settlements in both urban and rural areas such as employment opportunities, effective governance, and appropriate infrastructure. This indicator also promotes inquiry into sustainability challenges cities face related to energy use, resource availability, and waste/pollution.

      Depth of Knowledge:

            Level 2: Basic Reasoning

            Level 4: Extended Reasoning

      Target Skills:

            CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions**.**

            S: Scale– Identify and interpret spatial hierarchies.

Possible Content associated with HG.5.3.ER

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 5.

- Compare issues facing rural areas with those of urban areas and propose mutually beneficial solutions.

Alignment Guide August 2019

URBAN LAND USE

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Economic and Social issues presented by growth/decline cycles
- housing availability
- housing affordability
- food access
- public services
- zones of abandonment, blight
- gentrification

Land use and environmental issues presented by growth/decline cycles
- suburban sprawl
- transit
- sanitation
- air and water quality
- brownfield remediation and development
- farmland protection
- energy consumption

Sustainable urban practices

Urban renewal/revitalization

URBAN LAND USE

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's surface.

Enduring Understanding: Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

Indicator HG.5.4.HS: Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.

This indicator was designed to promote inquiry into how city size relates to the opportunities, goods, and services available there, and how those same features impact similar offerings in cities larger and smaller. This indicator also promotes inquiry into the ways in which geographic models can be used to analyze the structure, design, and planning of settlements.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 3: Complex Reasoning

Target Skill:

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations.

Possible Content associated with HG.5.4.HS

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 5.

- Compare opportunities (e.g. education, employment) from a lower tier regional city, a world city, and a megacity (e.g. identify specific locations that would be better for a software engineer than a manufacturer, or vice versa).

URBAN LAND USE

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

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local government fragmentation
- divided municipal services
- communication and planning issues

lower tier city hierarchy
- regional
- sub-regional
- government
- manufacturing

megacities

megalopolis

metacities

urban infrastructure

world cities
- dominant
- major
- secondary

URBAN LAND USE

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's surface.

Enduring Understanding: Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

Indicator HG.5.5.PR: Analyze and evaluate the connections between rural and urban regions and their impact on globalization at different scales.

This indicator was designed to promote inquiry into how core and periphery regions differ in urban population and how these differences create distinct land use and cultural patterns. This indicator was also designed to promote inquiry into the specific relationship between urban and rural areas concerning food production and consumption.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 3: Complex Reasoning

Target Skills:

CC: Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions**.**

S: Scale– Identify and interpret spatial hierarchies.

Possible Content associated with HG.5.5.PR

This is an example of content that can be explored with this theme of Places and Regions that speaks to the entirety of Standard 5.

- Explain the economic, social, political, and environmental relationships between urban and rural areas.

HUMAN GEOGRAPHY

Alignment Guide August 2019

URBAN LAND USE

Educators have the flexibility and latitude to use the following content list and/or additional related content that provides students with opportunities to employ the target skills or theme.

Changing contemporary agricultural patterns
- organic farming
- fair trade products
- local-food/farm to table

Counter urbanization (urban to rural)

Global food supply chains
- Periphery to core
- Core to periphery

Global food supply chain influences

Rural settlement patterns

Rural to urban migration
- core patterns
- periphery patterns

HUMAN GEOGRAPHY

Alignment Guide August 2019

URBAN LAND USE

Standard 5: Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth's surface.

Enduring Understanding: Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.

Indicator HG.5.6.AG: Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings.

> **Depth of Knowledge:**
>
> > Level 4: Extended Reasoning
>
> **Target Skills:**
>
> > **M: Mapping** - Identify, use, interpret, and construct maps**.**
> >
> > **GE: Gather Evidence and Communicate Findings –** Identify, use, and interpret different forms of evidence (including primary and secondary sources).

Possible Avenues of Inquiry Include:

- Gather evidence on conflict or cooperation in providing different types of services in a local area and how those types of services are divided up between state, urban, suburban, and rural municipal governments;
    - Ex: how an urban area provides services and plans for future growth.
- Gather evidence on patterns of neighborhood change, and how such change both positively and negatively impacts different groups.
    - Ex: housing project removal
    - Ex: revitalization of downtown areas
- Gather evidence on different site and situation factors settlement formation and compare different cities.
- Gather evidence on two different approaches to infrastructure
    - Ex: personal cars vs. public transit
- Gather evidence on different approaches to sustainable urban energy consumption
    - Ex: Efforts to increase urban walkability and decrease vehicle reliance