

Grade 7: GEOGRAPHY OF WORLD REGIONS

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 Standards*. 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 Geography of World Regions

The foundation of the Deconstructed Skills for Geography of World Regions was laid in Grade 3.

Disciplinary Skill	Expression
M:Mapping – Identify, use, interpret, and construct regional-scale maps	To demonstrate their ability to use the skill of mapping in the study of geography, students should: <ul style="list-style-type: none"> • 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 Representations – Identify, use, interpret, and construct geographic models and other visual representations at the regional-scale	To demonstrate their ability to use the skill of models and representations in the study of geography, students should: <ul style="list-style-type: none"> • 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, at the regional-scale.	To demonstrate their ability to gather evidence and communicate findings in the study of geography, students should: <ul style="list-style-type: none"> • identify, collect, and analyze geospatial data. • develop problem statements and hypotheses to explain observable phenomena. • evaluate geospatial data and other data sources for accuracy, quality, perspective, and value. • synthesize and communicate findings using verbal, written, visual, or other appropriate forms.
CC: Conditions, Connections, and	To demonstrate their ability to recognize conditions, connections, and regions in the study of geography, students

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Disciplinary Skill	Expression
Regions – Identify, compare, and evaluate the development of conditions, connections, and regions.	should: <ul style="list-style-type: none"> • identify the physical and human conditions of places and the connections among places. • compare the physical and human conditions of places and the connections among places. • evaluate the influence of places on other places. • evaluate the development of regions as they vary over time and space.
S: Scale – Identify and compare spatial hierarchies.	To demonstrate their ability to understand scale in the study of geography, students should: <ul style="list-style-type: none"> • identify spatial hierarchies from local to global scale. • analyze spatial hierarchies from local to global scale.
DP: Distribution and Patterns – Identify and analyze spatial distributions, patterns, and associations.	To demonstrate their ability to understand distribution and patterns in the study of geography, students should: <ul style="list-style-type: none"> • identify spatial distributions, patterns, and associations. • analyze changes over time in spatial distributions, patterns, and associations.

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Inquiry-Based Themes for Geography of World Regions

These themes stem from the primary theme of Geography.

Theme Name	Theme Description
Places and Regions	The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions. This theme most closely aligns with Indicator 1 within each Standard.
Environment and Resources	The ER theme encourages the study of Earth's physical systems (climate, landforms, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships. This theme most closely aligns with Indicator 2 within each Standard.
Human Systems	The HS theme encourages the study of various human activities and characteristics across Earth's surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially. This theme most closely aligns with Indicators 3, 4, and 5 within each Standard.
Applied Geography	The AG theme encourages the study of how geographic literacy and geographic skills such as mapping are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future. This theme most closely aligns with Indicator 6 within each Standard.

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AFRICA

Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.

Enduring Understanding:

Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

Expository Narrative:

This standard was developed to encourage inquiry into the variety of physical and human conditions present on the continent of Africa. Educators are encouraged to consider teaching strategies that connect this content to that in other standards. Indicators are not to be taught in isolation, and labelling and coloring maps does not suffice for the skill of mapping.

Condition refers to a characteristic or feature in a given location. These conditions may be physical features like mountains or rivers, or human constructs like countries or cities. Places become meaningful when we understand the features of a region and the processes that create those conditions. Identifying places and their conditions is an introductory step towards making connections between those places and others as well as the conditions in other parts of the world. History shows the importance of the relative location of the Nile River adjacent to the Mediterranean Sea as facilitating interaction among Ancient Egypt and Greece. Visitors to Mount Kilimanjaro place Tanzania within the contemporary global tourism industry, affecting local social, political, and economic concerns. Some of the world's deepest gold mines keep Johannesburg connected to wider economic markets.

Region refers to an area with similar conditions or internal connections that tie it together. These conditions may be physical such as the amount of precipitation and range of temperature creating a humid subtropical region, the presence of a particular species of plant creating a grassland, or the presence of particular resources like diamonds that can impact the local economy. Regions spatially simplify the complexity of Earth. Identifying regions and their specific qualities allows us to compare and contrast them with other areas across the globe. Regions can overlap, stand-alone, or nest within each other. For example, African regions with high precipitation and warm temperatures also have a higher incidence of malaria, highlighting a spatial association between physical conditions and human outcomes.

All Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. One pattern is the concentration of large mammals in the African savanna and regions of seasonal water availability. A second pattern is the presence of deserts like the Sahara or Kalahari, under broad regions of high atmospheric pressure. A third and historical pattern is the pattern and relative location of salt deposits to Western African kingdoms. Nigeria's recent production of petroleum, and central Africa's additional mining of minerals such as cobalt and uranium that are important to the production of technology,

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highlights how large cities such as Lagos develop around natural resource regions. Resource exploration also contributes to greater economic ties with other world regions. Those ties can be marked by conflict, cooperation, or a mix of both.

As noted, all Earth phenomena have a distribution. This distribution may be concentrated, dispersed, or even form a pattern. This is especially true for people. They are concentrated in cities, dispersed in rural areas, and form patterns such as being located along water bodies like rivers or oceans, or in low elevations. Population centers such as Cairo, Lagos, or Kinshasa demonstrate the pull of natural resources, job opportunities, and the need to concentrate law-making and government functions. The level of infrastructure necessary will vary accordingly.

Human population concentrations are more than just the number of people in a place - they have demographic characteristics that also vary spatially, or change from place to place. These include gender, ethnicity, and age. Population pyramids are used to explore this population variation for specific places. Nigeria has a median age lower than Algeria, and Tanzania has a higher percentage of females than Egypt. Tools like the Demographic Transition Model are used to understand the effects of birth and death rates on a population's size.

People also move. Migration is driven by economic, social, political, and environmental factors. It can be voluntary or forced. Pull factors such as job availability in Angola's capital, Luanda or nearness to family in Kenya can draw migrants and push factors such as warfare in Rwanda or a flood on the Niger River can force out-migration. Migration is a key part of how ideas, diseases, and culture traits spread. This process, known as relocation diffusion, explains the movement of cultural traits such as language, religion, government, and economic models as people make homes in new places.

Africa contains many differing culture groups. Hutu, Zulu, Yoruba, Oromo, Berber - these are just a few of the approximately 3,000 ethnic groups populating Africa. Each of these groups has a way of life that often results in landscapes and regions with distinctive features. Culture consists of many intricate and dynamic elements that include, but are not limited to, religion, language, ethnicity, and gender roles. However, in an increasingly interconnected world, culture is constantly changing due to local and global interactions.

Religion, language, and gender roles are important culture traits. Regarding religion, historical examples include the spread of Islam via the trade routes of Northern and Western Africa through the semi-arid Sahel region and the Sahara Desert. Similarly, universities in Western African kingdoms drew Islamic scholars. Christianity was spread throughout Africa due to its nearby West Asian origin, European imperialism, and Western missionaries. Indigenous religions continue to thrive as well. Africa is home to thousands of indigenous languages, however, non-indigenous languages like Swahili, Arabic, French, and English have the largest number of speakers today. Many Africans are multilingual, fluent in several indigenous and non-indigenous languages. Language distribution is determined by original culture hearths, migration such as that associated with former European imperialism, and physical barriers such as mountains that

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limit language spread. Gender roles also vary among ethnic groups with women and men at times performing certain economic, political, or social tasks unique to their location and history. These traditions continue to change with greater contact with people from other world regions.

The Arts - literature, music, theater, and dance - are other important aspects of culture that express people's relationships with place. Popular culture and folk culture reflect many of these cultural traits and demonstrate the process of diffusion - hierarchical, contagious, and relocation.

African places vary in terms of both cooperation and conflict within and among countries. Control over territory can vary by a country's land size, population size, and even shape. Current country borders in much of Africa reflect the legacy of European intervention in the continent. Others, like that of Namibia, signal access to a resource like the Zambezi River. Identifying the processes behind current political borders via maps is an introductory step towards making connections between African places as well as other world locations.

African independence movements gained steam post-World War II. These created collaboration, or Pan-Africanism among different African groups fighting for independence from European colonial control. This was also a time of fomenting conflict between ethnic groups either separated from or combined into countries not of their own choosing, yet gaining independence created new opportunities not completely divorced from the lasting influence of European colonialism and imperialism. Some contemporary conflict is based around these ethnic differences, as well as stark income inequality and different political visions. New economic relationships with other world regions, such as Chinese-funded energy projects across the continent, are reshaping African ties to Europe and the Americas. Greater attention to Pan-African concerns (e.g. economic and political sovereignty, religious extremism) are creating intra-continental alliances that continue to remake the continent in the present day.

As students gain more African content knowledge and develop geographic thinking skills, they should be encouraged to explore a significant contemporary cultural, economic, or political issue facing Africa at the local or global scale. Geographical inquiry includes generating a geographic question, gathering appropriate sources of information, analyzing information via maps, texts, models, and other forms of representation, forming conclusions, and communicating findings. The question may be specific to Africa or may form a theme that extends the length of the course. For example, students may investigate international food aid programs in Ethiopia (a very specific, place-based project) or they could explore water shortages broadly and look at the same water issue over the entire course as it relates to each continent.

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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 content of Standard 1 and the themes of the course.

- What physical and human features define Africa and where are they located?
- What climate, vegetation, and resource regions define Africa?
- How are human populations distributed across Africa?
- What features comprise Africa's culture regions?
- How are African places organized politically?
- How can geographic thinking lead to deeper knowledge about African opportunities and challenges?

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AFRICA

Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.

Enduring Understanding:

Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

7.1.1.PR Identify select African physical systems and human characteristics of places.

This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the African continent, such as landforms, water bodies, countries, and cities.

****Indicator 7.1.1.PR** should not be taught in isolation. If teaching this course regionally, the physical systems and human characteristics of places in Africa should be taught alongside the content, concepts, and themes in indicators 2, 3, 4, and 5 for this standard.

Depth of Knowledge: Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

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

Possible Content associated with the theme of Places and Regions:

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

- Compare and contrast how people live in the Sahara Desert and the Great Rift Valley. Consider including research of the Tuareg people as one part of this.

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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 and theme.

- Algeria
- Atlantic Ocean
- Atlas Mountains
- Cairo
- Congo
- Congo River Basin
- Egypt
- Ethiopia
- Ethiopian Highlands
- Great Rift Valley
- Indian Ocean
- Johannesburg
- Kalahari Desert
- Kenya
- Kinshasa
- Lagos
- Lake Victoria
- Luanda
- Mediterranean Sea
- Mount Kilimanjaro
- Niger River
- Nigeria
- Nile River
- Red Sea
- Rwanda
- Sahara Desert
- South Africa
- Sudan
- Tanzania
- Uganda
- Zambezi River

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Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.

7.1.2.ER Identify climate and vegetation regions of Africa and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.

This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the African continent and how the locations and characteristics of these systems influence livelihood choices available to people.

Depth of Knowledge: Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

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Possible Content associated with the theme of Environment and Resources:

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

- Analyze the impact that gold has had on the people of South Africa. Compare the value and use of gold by indigenous groups like the Xhosa versus immigrant groups like the Boers.

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 and theme.

CLIMATE	RESOURCE	BIOME
<ul style="list-style-type: none">• arid• humid subtropical• Mediterranean• semiarid• tropical	<ul style="list-style-type: none">• barley• cassava• coal• cobalt• cotton• dates• diamonds• gold• iron• millet• petroleum• rice• sugar cane• uranium	<ul style="list-style-type: none">• desert• grassland• Mediterranean• montane• temperate forest• tropical forest

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Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.

Enduring Understanding:

Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

7.1.3.HS Explain Africa's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.

This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the African continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.

Depth of Knowledge: Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Analyze the push and pull factors that fuel African migration today. This can include movement within the continent, to the continent, and outside of the continent.

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 and theme.

- | | | |
|--------------------------------|--------------------------|------------------------|
| ● birth rate | ● emigration | ● population pyramid |
| ● carrying capacity | ● hierarchical diffusion | ● pull factor |
| ● choropleth map | ● immigration | ● push factor |
| ● contagious diffusion | ● infant mortality rate | ● migration |
| ● death rate | ● megacity | ● relocation diffusion |
| ● demographic transition model | ● population density | ● rural |
| | | ● urban |

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AFRICA

Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.

Enduring Understanding:

Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

7.1.4.HS Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of African societies.

This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the African continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.

Depth of Knowledge:

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Explain how indigenous religions impact the way people live in different parts of Africa.

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 and theme.

- | | | |
|------------------------|-----------------------------|--------------------------|
| ● acculturation | ● culture trait | ● gender roles |
| ● assimilation | ● environmental determinism | ● hierarchical diffusion |
| ● contagious diffusion | ● ethnicity | ● indigenous religion |
| ● culture | ● ethnocentrism | ● popular culture |
| ● culture hearth | ● folk culture | ● relocation diffusion |

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AFRICA

Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.

Enduring Understanding:

Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

7.1.5.HS Identify and analyze the current political borders using maps, and explain the connections between African places and other continents based upon factors such as colonialism, imperialism, independence movements, and regional alliances.

This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the African continent by different culture groups throughout history.

Depth of Knowledge:

Level 3: Complex Reasoning: use reasoning, planning, and evidence to support to create global and historical connections

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Explain the impact that colonialism and imperialism has had on the borders of African nations today.

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 and theme.

- | | | |
|-------------------|----------------------|----------------------|
| ● alliance | ● developed country | ● imperialism |
| ● boundary | ● developing country | ● landlocked country |
| ● colonialism | ● elongated country | ● nation-state |
| ● compact country | ● fragmented country | ● perforated country |

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- sovereignty
- state (country)

AFRICA

Standard 1: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa.

Enduring Understanding:

Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

7.1.6.AG Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Africa at the local, regional, or global scale.

Depth of Knowledge: Level 4: Extended Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

GE: Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence (including primary and secondary sources) on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible avenues of inquiry on issues may include:

- Explore how the increasing demand for water to aid agriculture in the Sahel region will affect the physical environment and suggest ways to replenish and conserve water resources
- Explore how rural to urban migration toward Africa's megacities will affect the provision of resources, patterns of human settlement, and local governance
- Explore how international aid programs for a less developed country influence the politics and economy of the receiving country
- Explore how a Niger River community prone to flooding could mitigate damages in the face of a changing climate and population growth.

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ASIA

Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.

Enduring Understanding:

Asia is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique Asian landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

Expository Narrative:

This standard was developed to encourage inquiry into the variety of physical and human conditions present on the continent of Asia. Educators are encouraged to consider teaching strategies that connect this content to that in other standards (i.e., how do Asian economies relate to those in North America?). Indicators are not to be taught in isolation, and labelling and coloring maps does not suffice for the skill of mapping.

Condition refers to physical features like mountains or rivers, or human constructs like countries or cities. Examples of physical features include the Gobi Desert and the Himalaya Mountains. Human features would include countries like Russia or cities like Tokyo. Places become meaningful when we understand the features of a region and the processes that create those conditions. Identifying places and their conditions is an introductory step towards making connections between those places and others as well as the conditions in other parts of the world. History shows the importance of the location of river valleys (Indus, Tigris/Euphrates, and Huang He) to ancient civilizations. Changes in travel and transportation create different relationships regarding traditional physical barriers like the Himalayas and Pacific Ocean. The relative location of countries like Singapore near the Strait of Malacca greatly increases its importance for trade far beyond what its land area would suggest.

There are different types of physical regions within Asia; examples include climate (e.g., arid), vegetation (e.g., boreal forest), and resource (e.g., tin). Region refers to an area with similar conditions or internal connections that tie it together. These conditions may be physical such as the amount of precipitation (i.e., rainfall), the range of temperatures, or the presence of a particular species of plant. Regions spatially simplify the complexity of Earth. Identifying regions and their specific qualities enables us to compare and contrast them with other areas across the globe. Regions can overlap, stand-alone, or nest within each other. Areas with highly productive mollisols, a soil type, match other areas with high levels of wheat and other grain production, highlighting a spatial connection between physical conditions and human outcomes.

All Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. Regular weather patterns like seasonal monsoons in India and Southeast Asia allow the production of certain crops like rice and tea without large scale irrigation systems. The concentration of certain resources like large deposits of petroleum in the Middle East have geopolitical implications. As such, organizations like the fourteen-member

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Organization of Petroleum Exporting Countries (OPEC) form to protect members' mutual interests. India has a semi-arid grassland vegetation region due to the rain-blocking effect of the Western Ghats Mountains.

As noted, all Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. This is especially true for people: they are concentrated in cities, dispersed in rural areas, and form patterns such as being located along water bodies like rivers or oceans or in low elevations. Population centers such as Delhi, Seoul, or Shanghai demonstrate the pull of natural resources, job opportunities, and the need to concentrate law-making and government functions. The level of infrastructure (transportation, communication, services) necessary will vary accordingly.

Human population concentrations are more than just the number of people in a place - they have demographic characteristics that also vary spatially (i.e., change from place to place). These include gender, ethnicity, and age. Asia is the world's most populous continent and contains the two largest countries by population - China and India. Population pyramids are used to explore population variations for specific places. Israel has a median age lower than Japan, and Russia has a higher percentage of females than Pakistan. Tools like the Demographic Transition Model are used to understand the effects of birth and death rates on a population's size.

People also move. Migration is driven by economic, social, political, and environmental factors. It can be voluntary or forced. Pull factors such as job availability in Tokyo or nearness to family in India can draw migrants and push factors such as warfare in Syria or Iraq or a tsunami on the shores of Indonesia can force out-migration. Migration is a key part of how ideas, diseases, and culture traits spread. This process, known as relocation diffusion, explains the movement of cultural traits such as language, religion, government, and economic models as people make homes in new places.

Asia contains hundreds of different cultural groups. Among these are the Uighur (China), Rohingya (Myanmar), and Kurds (Turkey, Iraq, Syria). The vastness of Asia encompasses culture groups from Israel and Turkey in the west and all the way to Japan in the east. Russia anchors the continent's north, and India and a host of Southeast Asian countries comprise the southern portion. Each of these groups has a way of life (culture) that often results in landscapes and regions with distinctive features. Culture consists of many intricate and dynamic elements that include, but are not limited to, religion, language, ethnicity, and gender roles. However, in an increasingly interconnected world, culture is constantly changing due to local and global interactions.

Religion, language, and gender roles are important culture traits. Regarding religion, the culture hearths of Judaism, Christianity, and Islam are rooted in Southwest Asia, and Buddhism and Hinduism originated in India. Sikhism (India) and Shinto (Japan) also are prominent. These are just a few examples. The distribution of these faiths is owed to these culture hearths and the proselytizing nature of certain religions (Christianity and Islam, in particular). Asia is home to approximately 2,300 languages, but Hindi, Russian, Chinese, Arabic, and Malay have some of the largest number of speakers. Language distribution is determined by original culture hearths,

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migration, and physical barriers such as mountains that limit language spread. Gender roles also vary among ethnic groups with women and men at times performing certain economic, political, or social tasks unique to their location and history. These traditions continue to change with greater contact with people from other world regions.

The Arts - literature, music, theater, and dance - are other important aspects of culture that express people's relationships with place. Popular culture and folk culture reflect many of these cultural traits and demonstrate the process of diffusion - hierarchical, contagious, and relocation.

Asian places vary in terms of both cooperation and conflict within and among countries. Control over territory can vary by a country's land size, population size, and even shape (compact, elongated, perforated, and fragmented). Russia has the advantage of many potential resources given its size, but also has considerable territory to defend. Current country borders in much of Asia reflect the legacy of European intervention in the continent. Others, like the maritime borders of countries ringing the South China Sea, introduce conflict as they overlap in an area with considerable energy resources. Identifying the processes behind current political borders via maps is an introductory step towards making connections between Asian places as well as other world locations.

Asian independence movements gained steam post-World War II (Israel, India, Indonesia, Philippines, others). New economic powerhouses such as South Korea, Japan, Taiwan, and China remade the world's manufacturing landscape, fueled in part by their large populations, a transition by Western economies toward the service sector, and in the case of China, a transition from Maoist socialism to state-capitalism. Ethnic and religious conflict continues in the west (Israel/Palestine, Iraq), Central Asia (Afghanistan, India/Pakistan), and the east (Korean Peninsula). There is also conflict related to stark income inequality and different political visions.

As students gain more Asian content knowledge and develop geographic thinking skills, they should be encouraged to explore a significant contemporary cultural, economic, or political issue facing Asia at the local or global scale. Geographical inquiry includes generating a geographic question, gathering appropriate sources of information, analyzing information via maps, texts, models, and other forms of representation, forming conclusions, and communicating findings. The question may be specific to Asia or may form a theme that extends the length of the course. For example, students may investigate sea level rise threats and responses in Singapore (a very specific, place-based project) or they could explore climate change more broadly as it relates to each continent.

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ASIA

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 content of Standard 2 and the themes of the course.

- What physical and human features define Asia and where are they located?
- What climate, vegetation, and resource regions define Asia?
- How are human populations distributed across Asia?
- What features comprise Asia's culture regions?
- How are Asian places organized politically?
- How can geographic thinking lead to deeper knowledge about Asian opportunities and challenges?

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ASIA

Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.

Enduring Understanding:

Asia is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique Asian landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

7.2.1.PR Identify select Asian physical systems and human characteristics of places.

This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the Asian continent, such as landforms, water bodies, countries, and cities.

****Indicator 7.2.1.PR** should not be taught in isolation. If teaching this course regionally, the physical systems and human characteristics of places in Asia should be taught alongside the content, concepts, and themes in indicators 2, 3, 4, and 5 for this standard.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

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

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ASIA

Possible Content associated with the theme of Places and Regions:

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

- Describe the physical and human characteristics of the Indus River basin as compared to other ancient human culture hearths.

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 and theme.

- | | | |
|-------------------|-----------------------|---------------------|
| ● Arabian Desert | ● Gobi Desert | ● Nepal |
| ● Arabian Gulf | ● Himalayan Mountains | ● Pacific Ocean |
| ● Aral Sea | ● Huang He River | ● Pakistan |
| ● Bangladesh | ● India | ● Russia |
| ● Black Sea | ● Indian Ocean | ● Seoul |
| ● Beijing | ● Indus River | ● Shanghai |
| ● Caspian Sea | ● Indonesia | ● Singapore |
| ● China | ● Iran | ● Strait of Malacca |
| ● Chongqing | ● Iraq | ● Tigris River |
| ● Delhi | ● Israel | ● Tokyo |
| ● Eastern Ghats | ● Japan | ● Ural Mountains |
| ● Euphrates River | ● Jerusalem | ● Western Ghats |
| ● Ganges River | ● Karachi | ● Yangtze River |

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ASIA

Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.

7.2.2.ER Identify climate and vegetation regions of Asia and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.

This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the Asian continent and how the locations and characteristics of these systems influence livelihood choices available to people.

Depth of Knowledge: Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Environment and Resources:

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

- Explore how the discovery of oil led to economic gain and political instability in the Middle East region.

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 and theme.

CLIMATE	RESOURCE	BIOME
<ul style="list-style-type: none">• arid• humid subtropical• Mediterranean• semiarid• subarctic• tropical	<ul style="list-style-type: none">• coal• copper• dates• iron• lead• millet• oats• petroleum• rice• tea• tin• wheat	<ul style="list-style-type: none">• boreal forest• desert• grassland• Mediterranean• montane• temperate forest• tropical forest• tundra

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CLIMATE	RESOURCE	BIOME
	<ul style="list-style-type: none"> zinc 	

ASIA

Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.

7.2.3.HS Explain Asia’s current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.

This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the Asian continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.

Depth of Knowledge: Level 2: Basic Reasoning
Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Explain the factors that have led to India’s population boom.

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 and theme.

- | | | |
|--------------------------------|--------------------------|------------------------|
| • birth rate | • emigration | • population pyramid |
| • carrying capacity | • hierarchical diffusion | • pull factor |
| • choropleth map | • immigration | • push factor |
| • contagious diffusion | • infant mortality rate | • migration |
| • death rate | • megacity | • relocation diffusion |
| • demographic transition model | • population density | • rural |
| | | • urban |

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ASIA

Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.

7.2.4.HS Compare and contrast the physical and human conditions that lead to the creation of dynamic ethnic, gender, language, and religious landscapes of Asian societies.

This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the Asian continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 3: Complex Reasoning

Target Skill:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- How has China used cultural assimilation to diminish Uighur culture and identity?

Educators have the flexibility and latitude to use the content list from 7.1.4.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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ASIA

Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.

7.2.5.HS Identify and analyze the current political borders using maps, and explain the economic, political, and social connections between Asian places and other continents.

This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the Asian continent by different culture groups throughout history.

Depth of Knowledge:

Level 3: Strategic Thinking/Reasoning: use reasoning, planning, and evidence to support to create global and historical connections

Target Skill:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Analyze how political demonstrations in Hong Kong represent a tension growing between Hong Kong and China over sovereignty.

Educators have the flexibility and latitude to use the content list from 7.1.5.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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ASIA

Standard 2: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia.

7.2.6.AG Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Asia at the local, regional, or global scale.

Depth of Knowledge:

Level 4: Extended Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

GE: Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence (including primary and secondary sources) on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible avenues of inquiry on issues may include:

- Explore how changing water availability in Southwest Asia will affect tensions already present among ethnic groups of different political and religious affiliations
- Explore how China's desire to extend its sphere of influence will affect fishing and mineral exploration by its Southeast Asian neighbors.
- Explore how Indian Ocean communities can monitor, prepare for, and recover from typhoons and other environmental hazards.
- Explore how folk culture in countries such as Vietnam or Cambodia are changing as a result of greater contact with popular culture from Western countries like the United States.

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AUSTRALIA, OCEANIA, AND ANTARCTICA

Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.

Enduring Understanding:

Australia and the southern Pacific (including Antarctica) is a geographically diverse area with a variety of physical features and social structures. The physical and cultural regional conditions create unique landscapes, an understanding of which lays the foundation for learning about the area's connection to the other peoples and places on Earth.

Expository Narrative:

This standard was developed to encourage inquiry into the variety of physical and human conditions present in Australia, Oceania, and Antarctica. Educators are encouraged to consider teaching strategies that connect this content to that in other standards (i.e., how does Australia's economy relate to those in Asia?). Indicators are not to be taught in isolation, and labelling and coloring maps does not suffice for the skill of mapping.

Condition refers to a characteristic or feature in a given location. These conditions may be physical features like mountains or oceans, or human constructs like countries or cities. Examples of physical features include the Great Barrier Reef and the Indian Ocean. Human features would include countries like New Zealand or cities like Brisbane. Places become meaningful when we understand the features of a region and the processes that create those conditions. Identifying places and their conditions is an introductory step towards making connections between those places and others as well as the conditions in other parts of the world. History shows the importance of the relative location of cities (Sydney, Perth) astride large bodies of water (e.g., Indian Ocean) for trade. Vast expanses of desert (Australia) and ice (Antarctica) influence the location and concentration of human populations. Likewise, the distant and inhabitable location of Antarctica presents political and economic questions as new resources (e.g., coal, iron) are sought and discovered.

There are different types of physical regions within Australia, Antarctica and Oceania; examples include climate (e.g. polar), vegetation (e.g., Mediterranean), and resource (e.g., gold). Region refers to an area with similar conditions or internal connections that tie it together. These conditions may be physical such as the amount of precipitation (i.e., rainfall), the range of temperatures, or the presence of a particular species of plant. Regions spatially simplify the complexity of Earth. Identifying regions and their specific qualities allows us to compare and contrast them with other areas across the globe. Regions can overlap, stand-alone, or nest within each other. The region of southern Australia has both a Mediterranean climate and heavy grape production for use in wine making, highlighting a spatial connection between physical conditions and human outcomes.

All Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. The pattern of earthquake and volcano hazards ringing the Pacific Ocean signals the presence of a number of plate tectonic boundaries. An extensive

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grassland biome in eastern Australia allows the raising of sheep. Isolation among many Pacific islands has led to the development of animal and plant species not seen elsewhere.

As noted, all Earth phenomena have a distribution. This distribution may be concentrated, dispersed, or even form a pattern. This is especially true for people: they are concentrated in cities (even more so in Australia, and largely along the coast), dispersed in rural areas, and form patterns such as being located along water bodies or in low elevations. Population centers such as Sydney (Australia) or Wellington (New Zealand) demonstrate the pull of natural resources, job opportunities, and the need to concentrate law-making and government functions. Hard to access natural resources in varied places such as Nauru (phosphate) or Australia (gold) create different levels and types of infrastructure (transportation, communication, services).

Human population concentrations are more than just the number of people in a place - they have demographic characteristics that also vary spatially (i.e., change from place to place). These include gender, ethnicity, and age. Population pyramids are used to explore this population variation for specific places. Australia has a median age higher than many nearby Asian neighbors. Tools like the Demographic Transition Model are used to understand the effects of birth and death rates on a population's size.

People also move. Migration is driven by economic, social, political, and environmental factors. It can be voluntary or forced. Migration examples in this part of the world include pull factors such as job availability in Perth due to mining and push factors such as sea level rise on Kiribati. Migration is a key part of how ideas, diseases, and culture traits spread. This process, known as relocation diffusion, explains the movement of cultural traits such as language, religion, government, and economic models as people make homes in new places.

Australia, Oceania, and Antarctica have many different cultural landscapes. Culture consists of many intricate and dynamic elements that include religion, language, ethnicity, and gender roles. Indigenous populations in Australia (Aborigine) and New Zealand (Maori) and on Pacific islands (Polynesian) contrasted greatly from that of the European colonizers of the 19th century. Each of these groups had a way of life (culture) that often resulted in landscapes and regions with distinctive features. Without a permanent human population, Antarctica maintains a landscape largely defined by animal inhabitants (i.e., penguins) and scientific exploration (i.e., measuring climate change).

Religion, language, and gender roles are important culture traits. Regarding religion, local faiths and religions like that of the Maori people (New Zealand) continue to exist. Interaction with people from other world regions has caused religious and culture change for all parties involved. For example, Christianity and English were imported to the southern Pacific via migration from Europe. A global trend, also present in Australia, is growing numbers of religiously unaffiliated. Gender roles also vary among ethnic groups with women and men at times performing certain economic, political, or social tasks unique to their location and history.

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The Arts - literature, music, theater, and dance - are other important aspects of culture that express people's relationships with place. Popular culture and folk culture reflect many of these cultural traits and demonstrate the process of diffusion - hierarchical, contagious, and relocation.

Australian, Oceanian, and Antarctic places vary in terms of both cooperation and conflict within and among countries. Some contemporary conflict is based around ethnic differences, as well as stark income inequality and different political visions. Control over territory can vary by a country's land size, population size, and even shape (compact, elongated, and fragmented). Australia has the advantage of many potential resources given its size, but also has large, virtually uninhabitable desert areas. Islands in Oceania are a mix of independent states (Nauru) and colonial remnants (Tahiti). Antarctica is administered for scientific purposes by a number of countries through an international treaty; military use is prohibited. Identifying the processes behind current political borders via maps is an introductory step towards making connections between Australia, Oceania, and Antarctica and other world locations.

As students gain more Australian, Oceanian, or Antarctic content knowledge and develop geographic thinking skills, they should be encouraged to explore a significant contemporary cultural, economic, or political issue facing Australia, Oceania, or Antarctica at the local or global scale. Geographical inquiry includes generating a geographic question, gathering appropriate sources of information, analyzing information via maps, texts, models, and other forms of representation, forming conclusions, and communicating findings. The question may be specific to Australia, Oceania, or Antarctica or may form a theme that extends the length of the course. For example, students may investigate the potential to mine iron ore in Antarctica (a very specific, place-based project) or they could explore resource extraction more broadly as it relates to each continent.

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 content of Standard 3 and the themes of the course.

- What physical and human features define Australia, Oceania, or Antarctica and where are they located?
- What climate, vegetation, and resource regions define Australia, Oceania, or Antarctica?
- How are human populations distributed across Australia, Oceania, or Antarctica?
- What features comprise Australia, Oceania, or Antarctica's culture regions?
- How are Australian, Oceanian, or Antarctic places organized politically?
- How can geographic thinking lead to deeper knowledge about Australian, Oceanian, or Antarctic opportunities and challenges?

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AUSTRALIA, OCEANIA, AND ANTARCTICA

Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.

7.3.1.PR Identify select Australia, Oceania, and Antarctica physical systems and human characteristics of places.

This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the region being studied such as landforms, water bodies, countries, and cities.

****Indicator 7.3.1.PR** should not be taught in isolation. If teaching this course regionally, the physical systems and human characteristics of places in Australia, Oceania, and Antarctica should be taught alongside the content, concepts, and themes in indicators 2, 3, 4, and 5 for this standard.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

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

Possible Content associated with the theme of Places and Regions:

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

- Compare and contrast the physical and human conditions of Oceania's regions: Melanesia, Micronesia, and Polynesia.

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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 and theme.

- Antarctica
- Australia
- Brisbane
- Great Barrier Reef
- Great Dividing Range
- Great Victoria Desert
- Indian Ocean
- Kiribati
- Melbourne
- Nauru
- New Zealand
- Pacific Ocean
- Perth
- Polynesia
- Southern Ocean
- Sydney
- Uluru
- Wellington

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AUSTRALIA, OCEANIA, AND ANTARCTICA

Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.

7.3.2.ER Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.

This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the Australia, Oceania, and Antarctic region and how the locations and characteristics of these systems influence livelihood choices available to people.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skill:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Environment and Resources:

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

- How have conflicts over land sovereignty shaped Australia? Which groups have benefited from land conflict in Australia, and in what ways? Which groups have lost, and in what ways?

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 and theme.

CLIMATE	RESOURCES	BIOME
<ul style="list-style-type: none">• arid• humid subtropical• Mediterranean• polar• semiarid• subarctic• tropical	<ul style="list-style-type: none">• cattle• copper• cotton• gold• grapes• sheep• sugar cane• wheat	<ul style="list-style-type: none">• desert• grasslands• Mediterranean• temperate forest• tropical forest• tundra

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CLIMATE	RESOURCES	BIOME
	• zinc	

AUSTRALIA, OCEANIA, AND ANTARCTICA

Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.

7.3.3.HS Explain the current human population distributions and patterns of Australia, Oceania, and Antarctica, and use geographic models to compare the conditions driving migration and demographic change.

This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the Australia, Oceania, and Antarctic region, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Explain push and pull factors driving migration from China to Australia (as of the 2016 census, Australia is home to approximately 1.2 million people who were themselves born in China, or whose parents or grandparents were born there.)

Educators have the flexibility and latitude to use the content list from 7.1.3.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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AUSTRALIA, OCEANIA, AND ANTARCTICA

Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.

7.3.4.HS Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of Australia, Oceania, and Antarctica.

This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the Australia, Oceania, and Antarctic region, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- How have palm oil plantations in Oceania, (driven by potato chip production) changed settlement patterns and the cultural characteristics of people in the areas where the plantations are located?

Educators have the flexibility and latitude to use the content list from 7.1.4.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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AUSTRALIA, OCEANIA, AND ANTARCTICA

Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.

7.3.5.HS Identify and analyze the current political borders using maps, and explain resource relationships between Australia, Oceania, and Antarctica and other continents.

This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the Australia, Oceania, and Antarctic region by different culture groups throughout history.

Depth of Knowledge:

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Explain the current treaty that governs control and exploration of Antarctica and the debates around treaty violations. How might this treaty change if ice melts, or technology improves, and the natural resource reserves there are more accessible to humans?

Educators have the flexibility and latitude to use the content list from 7.1.5.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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AUSTRALIA, OCEANIA, AND ANTARCTICA

Standard 3: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Australia, Oceania, and Antarctica.

7.3.6.AG Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Australia, Oceania, or Antarctica at the local, regional, or global scale.

Depth of Knowledge:

Level 4: Extended Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

GE: Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence (including primary and secondary sources) on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible avenues of inquiry on issues may include:

- Explore the role of climate change and sea level rise on Pacific Ocean islands.
- Explore the historic and potential future conflicts over land between Australia's indigenous versus colonizing population.
- Explore how China's desire to extend its sphere of influence may bring closer ties with Australia, a country traditionally more aligned with Western countries.
- Explore the motivations of different countries for claiming territory in Antarctica.

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EUROPE

Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.

Enduring Understanding:

Europe is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique European landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

Expository Narrative:

This standard was developed to encourage inquiry into the variety of physical and human conditions present in Europe. Educators are encouraged to consider teaching strategies that connect this content to that in other standards (i.e., how does Europe's economy relate to those in South America?). Indicators are not to be taught in isolation, and labelling and coloring maps does not suffice for the skill of mapping.

Condition refers to a characteristic or feature in a given location. These conditions may be physical features like mountains or rivers, or human constructs like countries or cities. Examples of physical features include the Baltic Sea and the Danube River. Human features would include countries like France or cities like Rome. Places become meaningful when we understand the features of a region and the processes that create those conditions. Identifying places and their conditions is an introductory step towards making connections between those places and others as well as the conditions in other parts of the world. Landform regions such as the Alps extend across several countries and can serve as a natural border-like barrier. International commerce pulses through business centers like London. The strategic location of the Mediterranean Sea which connects Europe, Asia, and Africa has made it a crossroads of activity for centuries.

There are different types of physical regions within Europe; examples include climate (e.g., humid continental), vegetation (e.g., montane), and resource (e.g., oats). Region refers to an area with similar conditions or internal connections that tie it together. These conditions may be physical such as the amount of precipitation (i.e., rainfall), the range of temperatures, or the presence of a particular species of plant. Regions spatially simplify the complexity of Earth. Identifying regions and their specific qualities enables us to compare and contrast them with other areas across the globe. Regions can overlap, stand-alone, or nest within each other. An active seismic region centered on Italy and Greece, an area featuring volcanoes and earthquakes, highlights a spatial connection between physical conditions and human outcomes.

All Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. One pattern is the presence of evergreen forests in the northern latitudes and higher altitude areas of Norway and Switzerland, respectively. A second pattern is the presence of high-value crops like olives, grapes, and citrus along the Mediterranean coast. As noted, all Earth phenomena have a distribution. This distribution may be concentrated, dispersed, or even form a pattern. This is especially true for people: they are concentrated in

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cities, dispersed in rural areas, and form patterns such as being located along water bodies or in low elevations. Population centers such as London, Berlin, or Paris demonstrate the pull of natural resources, job opportunities, and the need to concentrate law-making and government functions. The level of infrastructure (transportation, communication, services) necessary will vary accordingly.

Human population concentrations are more than just the number of people in a place - they have demographic characteristics that also vary spatially (i.e., change from place to place). These include gender, ethnicity, and age. Population pyramids are used to explore population variations for specific places. Spain has a median age lower than Germany, and Italy has a higher percentage of females than the United Kingdom. Tools like the Demographic Transition Model are used to understand the effects of birth and death rates on a population's size.

People also move. Migration is driven by economic, social, political, and environmental factors. It can be voluntary or forced. Pull factors such as job availability in Germany and push factors such as political instability in Syria can create a flow of refugees or migrants. Migration is a key part of how ideas, diseases, and culture traits spread. This process, known as relocation diffusion, explains the movement of cultural traits such as language, religion, government, and economic models as people make homes in new places.

Europe contains hundreds of different cultural groups. Among these are the Catalan, Serbian, Flemish, and Romani/Roma (which span several continents). This continent consists of more than 50 countries from Russia (also part of Asia) to the Vatican. Each of these countries contains culture groups that have a way of life (culture) that often results in landscapes and regions with distinctive features. Culture consists of many intricate and dynamic elements that include religion, language, ethnicity, and gender roles. However, in an increasingly interconnected world, culture is constantly changing due to local and global interactions.

Religion, language, and gender roles are important culture traits. Regarding religion, Christianity is the largest faith by membership, but migration has led to large populations subscribing to Eastern faiths such as Islam and Hinduism. In fact, in a few Southeastern European countries (i.e., Bosnia and Herzegovina, Albania) Islam is the majority religion. A global trend, also present in Europe, is growing numbers of religiously unaffiliated. Europe is home to many languages, but English, Spanish, Russian, Italian, German, and French have some of the largest number of speakers. Due to in-migration from various countries, there is a growing number of Asian and African languages represented. Language distribution is determined by original culture hearths, migration, and physical barriers such as mountains that limit language spread. Gender roles also vary among ethnic groups with women and men at times performing certain economic, political, or social tasks unique to their location and history. These traditions continue to change with greater contact with people from other world regions.

The Arts - literature, music, theater, and dance - are other important aspects of culture that express people's relationships with place. Popular culture and folk culture reflect many of these cultural traits and demonstrate the process of diffusion - hierarchical, contagious, and relocation.

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European places vary in terms of both cooperation and conflict within and among countries. Control over territory can vary by a country's land size, population size, and even shape (compact, elongated, perforated, and fragmented). Current country borders in much of Europe reflect both cultural (language/Balkans) and physical features (Pyrenees - France/Spain). Identifying the processes behind current political borders via maps is an introductory step towards making connections between European places as well as other world locations.

Contemporary Europe is integrated in a number of ways. Economically and politically, much of Europe is part of the European Union, however disunity exists over some administrative and economic issues (e.g., Brexit). This single entity is designed to freely move goods and people within one large internal market. Passport controls have been abandoned over much of the continent. However, fractures stemming from local politics and self-determination (e.g., Scotland within the United Kingdom) threaten this union. Politically, democratic institutions predominate and European countries generally rank high on a number of economic indices. However, there is contemporary conflict based around stark income inequality, different political visions, and ethnic differences. Migration to Europe due to political strife and economic stress on the region's fringes (Middle East and North Africa) has made border security issues more contentious. The movement of peoples throughout the region from former European colonies and elsewhere continues to remake the cultural landscapes of Europe.

As students gain more European content knowledge and develop geographic thinking skills, they should be encouraged to explore a significant contemporary cultural, economic, or political issue facing Europe at the local or global scale. Geographical inquiry includes generating a geographic question, gathering appropriate sources of information, analyzing information via maps, texts, models, and other forms of representation, forming conclusions, and communicating findings. The question may be specific to Europe or may form a theme that extends the length of the course. For example, students may investigate the multiple roots of the current migration trends in Hungary and the variety of responses to it, including the rise of ethno-nationalism there (a very specific, place-based project) or they could explore migration trends more broadly as it relates to each continent.

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 content of Standard 4 and the themes of the course.

- What physical and human features define Europe and where are they located?
- What climate, vegetation, and resource regions define Europe?
- How are human populations distributed across Europe?
- What features comprise Europe's culture regions?
- How are European places organized politically?
- How can geographic thinking lead to deeper knowledge about European opportunities and challenges?

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EUROPE

Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.

7.4.1.PR Identify select European physical systems and human characteristics of places.

This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the European continent, such as landforms, water bodies, countries, and cities.

****Indicator 7.4.1.PR** should not be taught in isolation. If teaching this course regionally, the physical systems and human characteristics of places in Europe should be taught alongside the content, concepts, and themes in indicators 2, 3, 4, and 5 for this standard.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

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

Possible Content associated with the theme of Places and Regions:

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

- Research the territorial claims on the Black Sea (i.e., which countries claim rights to this water body), and the economic industries that rely on the Black Sea. Is climate change or are other factors (i.e., population changes, pollution) impacting the Black Sea? How so?

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EUROPE

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 and theme.

- Alps
- Athens
- Atlantic Ocean
- Baltic Sea
- Black Sea
- Berlin
- Danube River
- Elbe River
- English Channel
- France
- Germany
- Greece
- Ireland
- Italy
- Loire River
- London
- Madrid
- Mediterranean Sea
- Moscow
- North Sea
- Paris
- Poland
- Rhine River
- Rome
- Russia
- Scandinavia
- Spain
- Volga River
- Ukraine
- United Kingdom

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EUROPE

Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.

7.4.2.ER Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.

This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the European continent and how the locations and characteristics of these systems influence livelihood choices available to people.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skill:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Environment and Resources:

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

- Explain the energy sources (i.e., fossil fuel, solar, hydro-electric) that power much of Europe their source and use locations, and their contributions to climate change.

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 and theme.

CLIMATE	RESOURCES	BIOME
<ul style="list-style-type: none">● Humid Continental● Mediterranean● Polar● Subarctic	<ul style="list-style-type: none">● Barley● citrus● coal● oats● olives● petroleum● potatoes● rye● wheat	<ul style="list-style-type: none">● Boreal Forest● Mediterranean● Montane● temperate forest● tundra

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EUROPE

Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.

7.4.3.HS Explain Europe's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.

This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the European continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Explain the push and pull factors that encourage migrants from other parts of the world to move to Europe.

Educators have the flexibility and latitude to use the content list from 7.1.3.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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EUROPE

Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.

7.4.4.HS Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of European societies.

This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the European continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Compare and contrast how various European nations are responding to religious and/or other culture groups moving to Europe.

Educators have the flexibility and latitude to use the content list from 7.1.3.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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EUROPE

Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.

7.4.5.HS Identify and analyze the current political borders using maps, and explain the connections between European countries based upon centripetal and centrifugal forces, as well as connections between European places and other continents.

This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the European continent by different culture groups throughout history.

Depth of Knowledge:

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Explain the potential impact that Brexit will have on the future of Britain as a whole, the European Union, and the global economy.

Educators have the flexibility and latitude to use the content list from 7.1.4.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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EUROPE

Standard 4: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe.

7.4.6.AG Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing Europe at the local, regional, or global scale.

Depth of Knowledge:

Level 4: Extended Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

GE: Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence (including primary and secondary sources) on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible avenues of inquiry on issues may include:

- Explore how catastrophe in Japan (earthquake/tsunami/nuclear meltdown) led to changes in European energy policy (Germany)
- Explore how changes in immigration policies will affect the exchange of people, ideas, and capital across European borders
- Explore how declining birth rates in Spain and Italy may impact a nation's economic decision-making
- Explore how separatists movements (Basque, Catalan, Corsican, Scotland) create both opportunities and threats for both the “leaving” and the left-behind parties

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NORTH AMERICA

Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.

Enduring Understanding:

North America is a geographically diverse continent with a variety of physical features and social structures. These regional conditions, both physical and cultural, create unique North American landscapes, an understanding of which lays the foundation for learning about the continent's connection the other peoples and places on Earth.

Expository Narrative:

This standard was developed to encourage inquiry into the variety of physical and human conditions present in North America. Educators are encouraged to consider teaching strategies that connect this content to that in other standards (i.e., how does North America's economy relate to those in Asia?). Indicators are not to be taught in isolation, and labelling and coloring maps does not suffice for the skill of mapping.

Condition refers to a characteristic or feature in a given location. These conditions may be physical features like mountains or rivers, or human constructs like countries or cities. Examples of physical features include the Great Lakes or the Yucatan Peninsula. Human features would include countries like Mexico or cities like Los Angeles. Places become meaningful when we understand the features of a region and the processes that create those conditions. Identifying places and their conditions is an introductory step towards making connections between those places and others as well as the conditions in other parts of the world. Landform regions such as the Central American Volcanic Arc, the Sonoran Desert, and the Rocky Mountains extend beyond the borders that separate countries. Visitors to Caribbean islands place those countries within the contemporary global tourism industry, affecting local social, political, and economic concerns. The strategic location of the Isthmus of Panama between the Atlantic and Pacific Ocean makes it an important link within global commercial activity.

There are different types of physical regions within North America; examples include climate (e.g. semiarid), vegetation (e.g., temperate forest), and resource (e.g., cotton). Region refers to an area with similar conditions or internal connections that tie it together. These conditions may be physical such as the amount of precipitation, the range of temperatures, or the presence of a particular species of plant. Regions spatially simplify the complexity of Earth. Identifying regions and their specific qualities enables us to compare and contrast them with other areas across the globe. Regions can overlap, stand-alone, or nest within each other. The region of the south central United States, where warm, moist air from the south meets cool, dry air from the north, is an area of frequent tornadoes, highlighting a spatial connection between physical conditions and human outcomes.

All Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. One pattern is the concentration of coffee production in the tropical climate of Central America (e.g., Costa Rica). A second pattern is the presence of tundra

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and permafrost present in the northern latitudes of Canada. A third and historical pattern is the location of heavy industry, including steel production, near iron ore in Minnesota and the coal fields of Pennsylvania.

As noted, all Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. This is especially true for people: they are concentrated in cities, dispersed in rural areas, and form patterns such as being located along water bodies or in low elevations. Population centers such as Los Angeles, Mexico City, or Havana demonstrate the pull of natural resources, job opportunities, and the need to concentrate law-making and government functions. Low-density settlements populate arid and mountainous regions. The level of infrastructure (transportation, communication, services) necessary will vary accordingly.

Human population concentrations are more than just the number of people in a place - they have demographic characteristics that also vary spatially (i.e., change from place to place). These include gender, ethnicity, and age. Population pyramids are used to explore this population variation for specific places. Costa Rica has a median age lower than the United States, and Guatemala has a higher percentage of females than Canada. Tools like the Demographic Transition Model are used to understand the effects of birth and death rates on a population's size.

People also move. Migration is driven by economic, social, political, and environmental factors. Some migration is voluntary (e.g., young adults going to college) while some is forced (e.g., European enslavement of Africans; human trafficking). Pull factors such as job availability in Chicago or nearness to family in Panama can draw migrants, and push factors such as political and economic stress in Cuba or a hurricane battering Louisiana can force out-migration. Migration is a key part of how ideas, diseases, and culture traits spread. This process, known as relocation diffusion, explains the movement of cultural traits such as language, religion, government, and economic models as people make homes in new places.

North America contains hundreds of different cultural groups, including Native Americans/First Nation (e.g., Hopi), descendants of various African (e.g., Hausa), Asian (e.g., Chinese), and European (e.g., English) groups. In addition, after 1960s immigration law changes, an increase in people from South Asia, Latin America, and Africa occurred. This continent consists of three large countries - Canada, the United States, and Mexico - and a large number of Central American and Caribbean countries, too. Each of these countries contains culture groups that have a way of life (culture) that often results in landscapes and regions with distinctive features. Culture consists of many intricate and dynamic elements that include religion, language, ethnicity, and gender roles. However, in an increasingly interconnected world, culture is constantly changing due to local and global interactions.

Religion, language, and gender roles are important culture traits. Regarding religion, all of the major faiths diffused to North America from elsewhere. Christianity is the largest faith by membership largely due to European migration; Islam, Judaism, Sikhism, Buddhism, and Hinduism also are present. A global trend, also present in North America, is growing numbers of

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religiously unaffiliated. North America is home to hundreds of languages, but English, Spanish, and French have some of the largest number of speakers. Language distribution is determined by original culture hearths, migration, and physical barriers such as mountains that limit language spread. Gender roles also vary among ethnic groups with women and men at times performing certain economic, political, or social tasks unique to their location and history.

The Arts - literature, music, theater, and dance - are other important aspects of culture that express people's relationships with place. Popular culture and folk culture reflect many of these cultural traits and demonstrate the process of diffusion - hierarchical, contagious, and relocation.

North American places vary in terms of both cooperation and conflict within and among countries. Control over territory can vary by a country's land size, population size, and even shape (compact, elongated, perforated, and fragmented). Current country borders in much of North America reflect both geometry (western Canada/United States) and physical features (Rio Grande River - Mexico/United States). Identifying the processes behind current political borders via maps is an introductory step towards making connections between North American places as well as other world locations.

Contemporary North America is integrated in a number of ways. Economically, parts of goods are often produced in different countries before final assembly and use in another (Ford automobiles; Fender guitars; many others). Politically, democratic institutions predominate. Tourism and agriculture remain as economic mainstays of the Caribbean sub-region. The United States dominates the region militarily and economically, with the latter serving as a major migration draw. The continent also experiences conflicts related to ethnic differences, stark income inequality, and different political visions. The movement of peoples throughout the region continues to remake the cultural landscapes of North America.

As students gain more North American content knowledge and develop geographic thinking skills, they should be encouraged to explore a significant contemporary cultural, economic, or political issue facing North America at the local or global scale. Geographical inquiry includes generating a geographic question, gathering appropriate sources of information, analyzing information via maps, texts, models, and other forms of representation, forming conclusions, and communicating findings. The question may be specific to North America or may form a theme that extends the length of the course. For example, students may investigate the impact tariffs on steel production have on automobile manufacturing in South Carolina (a very specific, place-based project) or they could explore manufacturing site decisions more broadly as it relates to each continent.

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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 content of Standard 5 and the themes of the course.

- What physical and human features define North America and where are they located?
- What climate, vegetation, and resource regions define North America?
- How are human populations distributed across North America?
- What features comprise North America's culture regions?
- How are North American places organized politically?
- How can geographic thinking lead to deeper knowledge about North American opportunities and challenges?

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NORTH AMERICA

Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.

7.5.1.PR Identify select North American physical systems and human characteristics of places.

This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the North American continent, such as landforms, water bodies, countries, and cities.

****Indicator 7.5.1.PR** should not be taught in isolation. If teaching this course regionally, the physical systems and human characteristics of places in North America should be taught alongside the content, concepts, and themes in indicators 2, 3, 4, and 5 for this standard.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

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

Possible Content associated with the theme of Places and Regions:

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

- Compare the physical features of different countries in North America and their economic 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 and theme.

- | | | |
|---------------------------------|---------------------|----------------------------|
| ● Appalachian Mountains | ● Great Lakes | ● Rio Grande River |
| ● Atlantic Ocean | ● Isthmus of Panama | ● Rocky Mountains |
| ● Canada | ● Lake Nicaragua | ● Sierra Madre Mountains |
| ● Caribbean Sea | ● Los Angeles | ● Sonoran Desert |
| ● Central American Volcanic Arc | ● Mexico | ● United States of America |
| ● Chicago | ● Mexico City | ● Washington, DC |
| ● Cuba | ● Mississippi River | ● Yucatan Peninsula |
| | ● New York City | |
| | ● Pacific Ocean | |
| | ● Panama Canal | |

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NORTH AMERICA

Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.

7.5.2.ER Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.

This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the North American continent and how the locations and characteristics of these systems influence livelihood choices available to people.

Depth of Knowledge: Level 2: Skills and Concepts: specify, explain, and illustrate spatial distributions and patterns

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Environment and Resources:

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

- Compare how the coal fields in the eastern portion of North America and the fossil fuel resources in the frozen tundra in Canada impact human activities in those areas.

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NORTH AMERICA

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 and theme.

CLIMATE	REOURCE	BIOME
<ul style="list-style-type: none">• Arid• Humid subtropical• Mediterranean• Polar• Semiarid• Subarctic	<ul style="list-style-type: none">• bananas• citrus• coal• coffee• copper• corn• cotton• iron• lead• oats• petroleum• potato• sugar cane• wheat• zinc	<ul style="list-style-type: none">• Boreal Forest• Desert• Grasslands• Mediterranean• Montane• Temperate forest• Tropical forest• Tundra

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NORTH AMERICA

Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.

7.5.3.HS Explain North America's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.

This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the North American continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Provide evidence to explain whether or not immigration from Mexico and Central America into the United States impacts job availability and wages in the United States.

Educators have the flexibility and latitude to use the g content list from 7.1.3.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.

7.5.4.HS Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of North American societies.

This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the North American continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns– Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Unlike other nations, the United States has no “official” language. Debate with evidence whether or not this should be the case.

Educators have the flexibility and latitude to use the content list from 7.1.4.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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NORTH AMERICA

Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.

7.5.5.HS Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in North American societies, and explain the connections between North American places and other continents.

This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the North American continent by different culture groups throughout history

Depth of Knowledge:

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

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

- Compare and contrast the pros and cons of different health care systems throughout North America and devise a proposal to improve the one in the United States.

Educators have the flexibility and latitude to use the content list from 7.1.5.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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NORTH AMERICA

Standard 5: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America.

7.5.6. Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing North America at the local, regional, or global scale.

Depth of Knowledge:

Level 4: Extended Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

GE: Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence (including primary and secondary sources) on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible avenues of inquiry on issues may include:

- Explore how the redevelopment of older urban areas will affect property values and taxes, the types of new services offered, and the demographic makeup of the people residing there
- Explore how changes in immigration policies will affect the exchange of people, ideas, and capital across international borders
- Explore how the development of renewable energy sources and growing human populations will affect the production and use of non-renewable energy and mineral resources
- Explore how changes in global trade patterns will affect various ports and the use of existing trade infrastructure such as the Panama Canal

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SOUTH AMERICA

Standard 6: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.

Enduring Understanding:

South America is a geographical structure. The physical and cultural regional conditions create unique South American landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth.

Expository Narrative:

This standard was developed to encourage inquiry into the variety of physical and human conditions present in South America. Educators are encouraged to consider teaching strategies that connect this content to that in other standards (i.e., how does South America's economy relate to those in Europe?). Indicators are not to be taught in isolation, and labelling and coloring maps does not suffice for the skill of mapping.

Condition refers to a characteristic or feature in a given location. These conditions may be physical features like mountains or rivers, or human constructs like countries or cities. Examples of physical features include the Andes Mountains or the Orinoco River. Human features would include countries like Venezuela or cities like Buenos Aires. Places become meaningful when we understand the features of a region and the processes that create those conditions. Identifying places and their conditions is an introductory step towards making connections between those places and others as well as the conditions in other parts of the world. History shows the importance of the vegetative density of the Amazon Basin in slowing colonial development. South America's Atacama Desert is the world's driest due to cold ocean currents and the Andes Mountains blocking moisture. Prior to the development of the Panama Canal, Cape Horn was an important and imposing physical feature related to world trade.

There are different types of physical regions within South America; examples include climate (e.g., tropical), vegetation (e.g., desert), and resource (e.g., copper). Region refers to an area with similar conditions or internal connections that tie it together. These conditions may be physical such as the amount of precipitation, the range of temperatures, or the presence of a particular species of plant. Regions spatially simplify the complexity of Earth. Identifying regions and their specific qualities enables us to compare and contrast them with other areas across the globe. Regions can overlap, stand-alone, or nest within each other. The highly productive Pampas grassland region of Argentina supports a large ranching industry, highlighting a spatial connection between physical conditions and human outcomes.

All Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. The heavy concentration of people along Brazil's coast is a result of proximity to the Atlantic Ocean and the limiting coastal mountains to the west. The warm and moist environs near the equator support a pattern of tropical agriculture (bananas, pineapples) production. The temperate forest region of southern Chile, much like parts of central Europe, drew German migrants to its climatically similar locale.

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As noted, all Earth phenomena have a spread or distribution. This distribution may be concentrated, dispersed, or even form a pattern. This is especially true for people: they are concentrated in cities, dispersed in rural areas, and form patterns such as being located along water bodies or in low elevations. Population centers such as Caracas, Rio de Janeiro, or Santiago demonstrate the pull of natural resources, job opportunities, and the need to concentrate law-making and government functions. The level of infrastructure (transportation, communication, services) necessary will vary accordingly.

Human population concentrations are more than just the number of people in a place - they have demographic characteristics that also vary spatially (i.e., change from place to place). These include gender, ethnicity, and age. Population pyramids are used to explore this population variation for specific places. Bolivia has a median age lower than Uruguay, and Peru has a higher percentage of females than Argentina. Tools like the Demographic Transition Model are used to understand the effects of birth and death rates on a population's size.

People also move. Migration is driven by economic, social, political, and environmental factors. Some migration is voluntary (e.g., young adults going to college) while some is forced (e.g., European enslavement of Africans; human trafficking). Pull factors such as job availability in Brasilia or retirement opportunities in Ecuador can draw migrants and push factors such as political instability in Venezuela or an earthquake in Chile can force out-migration. Migration is a key part of how ideas, diseases, and culture traits spread. This process, known as relocation diffusion, explains the movement of cultural traits such as language, religion, government, and economic models as people make homes in new places.

South America contains hundreds of different cultural groups, including indigenous (e.g., Mapuche), descendants of various African (e.g., Yoruba), Asian (e.g., Japanese), and European (e.g., Spanish) groups. This continent consists of twelve countries and one territory (French Guiana). Each of these countries contains culture groups that have a way of life (culture) that often results in landscapes and regions with distinctive features. Culture consists of many intricate and dynamic elements that include religion, language, ethnicity, and gender roles. However, in an increasingly interconnected world, culture is constantly changing due to local and global interactions.

Religion, language, and gender roles are important culture traits. Regarding religion, all of the major faiths diffused to South America from elsewhere. Christianity is the largest faith by membership largely due to European migration; Islam and Judaism have their largest presence in Argentina. A global trend, also present in South America, is growing numbers of religiously unaffiliated. South America is home to many languages, but Portuguese and Spanish speakers are the most numerous. English, Dutch, and French are spoken in The Guianas in the continent's northeast. Language distribution is determined by original culture hearths, migration, and physical barriers such as mountains that limit language spread. Gender roles also vary among ethnic groups with women and men at times performing certain economic, political, or social tasks unique to their location and history. These traditions continue to change with greater contact with people from other world regions.

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The Arts - literature, music, theater, and dance - are other important aspects of culture that express people's relationships with place. Popular culture and folk culture reflect many of these cultural traits and demonstrate the process of diffusion - hierarchical, contagious, and relocation.

South American places vary in terms of both cooperation and conflict within and among countries. Control over territory can vary by a country's land size, population size, and even shape (compact, elongated, perforated, and fragmented). Chile's elongated shape can make communicating with and integrating its citizenry more difficult than can a compact country like Ecuador. Current country borders in much of South America reflect the legacy of European intervention in the continent and have been stable for many years, yet maritime disputes (Chile and Peru related to fishing; Argentina and Great Britain over the Falkland/Malvinas Islands) still exist. Identifying the processes behind current political borders via maps is an introductory step towards making connections between South American places as well as other world locations.

South America's people are primarily a mix of European, Amerindian, and African ancestry. Argentina is more European in this regard, while Peru is more Amerindian. Some contemporary conflict is based around these ethnic differences, as well as stark income inequality (favelas in Brazil) and different political visions. Argentina, Brazil, and Chile are among the strongest militarily and economically. The continent's fortunes have often relied on the export of valuable natural resources (Chile - copper; Venezuela - oil) to other more advanced economies. Tapping these resources while also conserving the environment remains a critical concern. Though traditionally in the United States' "backyard", many South American countries are seeking other global partners for internal development and trade.

As students gain more South American content knowledge and develop geographic thinking skills, they should be encouraged to explore a significant contemporary cultural, economic, or political issue facing South America at the local or global scale. Geographical inquiry includes generating a geographic question, gathering appropriate sources of information, analyzing information via maps, texts, models, and other forms of representation, forming conclusions, and communicating findings. The question may be specific to South America or may form a theme that extends the length of the course. For example, students may investigate the roots of political and economic instability in Venezuela (a very specific, place-based project) or they could explore variations in political/economic systems and their outcomes more broadly as it relates to each continent.

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 content of Standard 6 and the themes of the course.

- What physical and human features define South America and where are they located?
- What climate, vegetation, and resource regions define South America?
- How are human populations distributed across South America?
- What features comprise South America's culture regions?
- How are South American places organized politically?
- How can geographic thinking lead to deeper knowledge about South American opportunities and challenges?

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SOUTH AMERICA

Standard 6: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.

7.6.1.PR Identify select South American physical systems (e.g., landforms and bodies of water), and human characteristics of places (e.g., countries and cities).

****Indicator 7.6.1.PR** should not be taught in isolation. If teaching this course regionally, the physical systems and human characteristics of places in Africa should be taught alongside the content, concepts, and themes in indicators 2, 3, 4, and 5 for this standard.

This indicator was designed to encourage inquiry into the primary physical and human characteristics of places within the South American continent, such as landforms, water bodies, countries, and cities.

Depth of Knowledge:

Level 2: Basic reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

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

Possible Content associated with the theme of Places and Regions:

This is an example of content that can be explored with this theme that speaks to the entirety of Standard 6.

- Illustrate the major physical features of South America on a map and explain the impact those features have had on the development of major cities.

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SOUTH AMERICA

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 and theme.

- Amazon Basin
- Amazon River
- Andes Mountains
- Argentina
- Atacama Desert
- Atlantic Ocean
- Bogotá
- Bolivia
- Brasilia
- Brazil
- Brazilian Highlands
- Buenos Aires
- Cape Horn
- Caracas
- Caribbean Sea
- Colombia
- Ecuador
- Lake Titicaca
- Lima
- Orinoco River
- Pacific Ocean
- Pampas
- Paraguay
- Peru
- Rio de Janeiro
- Río de la Plata
- Santiago
- São Paulo
- Uruguay
- Venezuela

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SOUTH AMERICA

Standard 6: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.

7.6.2.ER Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.

This indicator was designed to encourage inquiry into the distribution and pattern of physical systems within the South American continent and how the locations and characteristics of these systems influence livelihood choices available to people.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Environment and Resources:

This is an example of content that can be explored with this theme that speaks to the entirety of Standard 6.

- Identify and distinguish the major sides and arguments in debates about deforestation in the Amazon rainforest.

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SOUTH AMERICA

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 and theme.

CLIMATE	RESOURCES	BIOME
Arid Humid Subtropical Mediterranean Polar Semiarid Tropical	bananas coffee copper corn lead livestock petroleum sheep sugar cane tin zinc	desert grasslands Mediterranean Temperate forest Tropical forest

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SOUTH AMERICA

Standard 6: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.

7.6.3.HS Explain South America's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change.

This indicator was designed to encourage inquiry into the distribution and pattern of human populations within the South American continent, why they are located where they are, and how those patterns change over time through economic, environmental, and politically driven migration.

Depth of Knowledge:

Level 2: Basic Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

This is an example of content that can be explored with this theme that speaks to the entirety of Standard 6.

- Use the Demographic Transition Model to compare the effects of birth and death rates on population growth or decline in a major city in South America.

Educators have the flexibility and latitude to use the content list from 7.1.3.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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SOUTH AMERICA

Standard 6: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.

7.6.4.HS Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of South American societies.

This indicator was designed to encourage inquiry into the distribution and pattern of culture traits within the South American continent, how they emerge, and how those patterns can change over time as they diffuse to other locations or contract and even disappear when confronted by other culture traits.

Depth of Knowledge:

Level 2: Basic Reasoning

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

This is an example of content that can be explored with this theme that speaks to the entirety of Standard 6.

- Brazil is largely a mix of indigenous people, African groups, and Portuguese people. Compare and contrast how these groups arrived to the continent and the ways their cultures have impacted each other.

Educators have the flexibility and latitude to use the content list from 7.1.4.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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SOUTH AMERICA

Standard 6: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.

7.6.5.HS Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in South American societies, and explain the connections between South American places and other continents

This indicator was designed to encourage inquiry into the various ways that spaces have been divided and controlled within the South American continent by different culture groups throughout history.

Depth of Knowledge:

Level 3: Complex Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

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

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible Content associated with the theme of Human Systems:

This is an example of content that can be explored with this theme that speaks to the entirety of Standard 6.

- Analyze and explain the political, economic, and social factors interacting to create instability in Venezuela and how other countries are impacted.

Educators have the flexibility and latitude to use the content list from 7.1.5.HS and/or additional related content that provides students with opportunities to employ the target skills and theme.

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SOUTH AMERICA

Standard 6: Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America.

7.6.6.AG Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing South America at the local, regional, or global scale.

Depth of Knowledge:

Level 4: Extended Reasoning

Target Skills:

M: Mapping – Identify, Use, Interpret, and Construct Maps on a Regional Level.

MR: Models and Representation – Identify, Use, Interpret, and Construct Geographic Models and Other Visual Representations on a Regional Level.

GE: Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence (including primary and secondary sources) on a Regional Level.

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

S: Scale – Identify and interpret spatial hierarchies on a Regional Level.

DP: Distribution and Patterns – Identify, Analyze, and Explain spatial distributions, patterns, and associations on a Regional Level.

Possible avenues of inquiry on issues may include:

- Explore how foreign retirement to cities such as Cuenca in Ecuador will affect the local culture, economy, and political system
- Explore how immigration modifies the largely Christian religious cultural landscape (Baha'i temple in Chile; King Fahd Islamic Cultural Center in Argentina)
- Explore how past antagonisms such as the War of the Pacific (Chile vs. Peru and Bolivia) impact resource development, trade, and borders in the present
- Explore how new trade agreements with Asian countries will affect how South American countries import/export goods with North American and European countries