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

**Deconstructed Skills for World Geography**

*Grade 3 builds the foundation for Geography of World Regions and Human Geography.*

| **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:   * 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:   * Identify and describe alternative methods of displaying geospatial data. * Interpret and use 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:   * Identify, collect, and analyze geospatial data. * 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 Regions –** Identify, compare, and evaluate the development of conditions, connections, and regions. | To demonstrate their ability to recognize **conditions, connections, and regions** in the study of geography, students should:   * Identify the physical and human conditions of places and the connections among places. * Compare the physical and human conditions of places and the connections among places. |
| **S: Scale –** Identify and compare spatial hierarchies. | To demonstrate their ability to understand **scale** in the study of geography, students should:   * Identify 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:   * Identify spatial distributions, patterns, and associations. |

**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. |
| **Environment and Resources** | The ER theme encourages the study of Earth’s physical systems (climate, landform, 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. |
| **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. |
| **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. |

**MAP SKILLS AND EARTH’S FEATURES**

**Standard 1:** Use maps and globes to categorize places and regions by their human and physical conditions.

**Enduring Understanding:** Global citizenship begins with the initial understanding of Earth’s major features and how geographic information is used to learn about those features.

**Expository Narrative:**

To begin the study of geography, a basic understanding of the locations of continents and oceans is needed. An alphanumeric grid with letters on one axis and numbers on the other prepares students for the more difficult latitude and longitude coordinate system. Coordinates are used to identify the absolute location of specific physical and human features, items, places, or points of interest determined by student inquiries.

This study is expanded by studying Earth at many scales, from local to regional, national, and ultimately global. An event may have a strong local impact, but weak national impact. Inversely, events that do not directly impact a locale may still be felt because of connections to other regions. At the local scale, a hurricane would cause people to evacuate, while at the regional scale, a hurricane would create an influx of evacuees. At a national scale, a federal government may designate an area as a disaster area, while at a global scale, a specific hurricane may not be a major focus elsewhere in the world.

Spatial hierarchies exist in both physical and human systems. For example, students may use a map to explore human spatial hierarchies when inquiring how the United States is a country comprised of states that are in turn comprised of counties or when following physical spatial hierarchies with inquiries about streams feeding into rivers that in turn feed into the ocean.   
  
Teachers may choose to teach this indicator in conjunction with science standards 3.E.4A.2 and 3.E.4B.1.

**Possible Questions for Inquiry:**  Educators have the flexibility and latitude to use these and other questions that would lead students to be engaged in inquiry-based learning around the content in Standard 1.

* Where are human and physical characteristics of the world and how do we locate them?
* Are there relationships between physical and political features?
* How does proximity impact how North America interacts with oceans and other continents?

**MAP SKILLS AND EARTH’S FEATURES**

* How can one use physical and human features to find the shortest route from one town to another town?
* Assuming the role of a weather scientist, how can you plot the path of a recent hurricane and show its impact on South Carolina?
* Does living in a particular hemisphere make people alike?

**MAP SKILLS AND EARTH’S FEATURES**

**Standard 1:** Use maps and globes to categorize places and regions by their human and physical conditions.

**Enduring Understanding:** Global citizenship begins with the initial understanding of Earth’s major features and how geographic information is used to learn about those features.

**Indicator 3.1.1.AG:** Utilize an alphanumeric grid to locate the continents and oceans.

This indicator prompts students to inquire about the location of major physical features around the world by utilizing a basic grid (i.e., letters on one axis, numbers on the other) as preparation for learning latitude and longitude.

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

**Target Skills:**

M: Mapping

CC: Conditions, Connections, and Regions

MR: Models and Representations

**Possible Content associated with the theme of Applied Geography:**

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

* Use an alphanumeric grid to identify North America’s location and then proceed to identify the other continents or oceans most likely to interact (connections) with North America based upon proximity.

*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.*

* Asia
* Africa
* Antarctica
* Arctic Ocean
* Atlantic Ocean
* Australia
* Cardinal Directions
* Europe
* Indian Ocean
* Latitude
* Longitude
* North America
* Pacific Ocean
* South America

**MAP SKILLS AND EARTH’S FEATURES**

**Indicator 3.1.2.AG:** Locate the world’s four hemispheres (i.e., northern, southern, eastern, and western) by using the major components of latitude and longitude (i.e., the Equator, the Prime Meridian, lines of latitude (i.e., parallels), lines of longitude (i.e., meridians), and the International Date Line).

This indicator prompts students to inquire about how the world is divided for mapping purposes when using latitude and longitude.

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

**Target Skill:**

M: Mapping

**Possible Content associated with the theme of Applied Geography:**

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

* + Assume the role of a weather scientist and use a series of coordinates to plot the path of a recent hurricane impacting South Carolina or the Western Hemisphere.

*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 skill and theme.*

* Cardinal Directions
* Eastern Hemisphere
* Equator
* Grid
* Intermediate Directions
* International Dateline
* Latitude
* Legend
* Longitude
* Northern Hemisphere
* Parallels
* Prime Meridian
* Title (map)
* Scale
* Southern Hemisphere
* Symbols
* Western Hemisphere

**MAP SKILLS AND EARTH’S FEATURES**

**Indicator 3.1.3.PR:** Identify the spatial hierarchy of political and physical geographic features.

This indicator prompts students to inquire about spatial hierarchies (i.e. scale) to understand the connections between Earth’s systems. Political features include cities, states, and countries. Physical features include forests, mountains, oceans, and rivers.

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

**Target Skills:**

M: Mapping

CC: Conditions, Connections, and Regions

S: Scale

**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.*

* Explore the connections between your neighborhood and the country at large by examining political hierarchies connecting them.

*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.*

* Community
* City
* State
* County
* Country
* Desert
* Blue Ridge
* Forest
* Inner Coastal Plain
* Lake
* Outer Coastal Plain
* Piedmont
* River
* Sandhills
* Coastal Zone

**ENVIRONMENT AND PEOPLE**

**Standard 2:** Demonstrate an understanding of Earth’s physical features and ecosystems that affect human activities.

**Enduring Understanding:** Earth’s diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Earth’s physical systems influenced human migration and lifestyles and led to the creation of a diverse world.

**Expository Narrative:**

Different places on Earth are defined by both physical and human characteristics. In order to understand how physical systems have influenced human systems, students must first know the locations and characteristics of different landforms, climates, and biomes around the world. These different places around the world have different resources, activities, and human demographic features. Understanding these distributions builds the foundation for understanding human migration in regard to environmental factors as well as setting the foundation for future inquiries about various natural hazards that affect people living in different places around the world.

Students should inquire about a variety of geographic landforms and bodies of water and how those physical features may serve as opportunities or risks for human populations. Investigating South Carolina’s six landform regions – Blue Ridge, Piedmont, Sandhills, Inner Coastal Plain, Outer Coastal Plain, and the Coastal Zone – is appropriate to connect the concept locally. Students will begin to develop an understanding how political and/or physical features can influence human activity. For example, students could describe how people take advantage of the physical environment of their local community (i.e. water supply, farming, garden, recreational activities). Students can develop an understanding of the human environment relationship by exploring different climates, resources, and landforms around the world and the multiple effects these have on the people living there.

**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 in Standard 1 and the themes of the course.

* Where are physical features distributed around the world?
* How do people interact with the physical environment in different places?
* What relationship can you make between a location’s climate and human activities there?
* How do human and physical systems lead to creating a diverse world?
* How are physical features related to population density?

**ENVIRONMENT AND PEOPLE**

**Standard 2:** Demonstrate an understanding of Earth’s physical features and ecosystems that affect human activities.

**Indicator 3.2.1.ER:** Recognize and explain how physical features are distributed around the world.

This indicator prompts students to inquire about the distribution of landforms, climates, and biomes around the world. Understanding these distributions builds the foundation for understanding human migration.

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

**Target Skills:**

M: Mapping

CC: Conditions, Connections, and Regions

DP: Distributions and Patterns

**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.*

* + Use a map to locate the world’s major deserts (Sonora, Sahara, Gobi, Atacama, Kalahari, Great Victoria), describe their conditions, and identify patterns related to their location.

*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.*

* tropical climate
* dry climate
* mild climate
* continental climate
* polar climate
* forest
* grassland
* marine
* desert
* freshwater
* tundra
* mountains
* plains
* plateaus
* volcanoes
* valleys
* deserts
* Amazon River
* Nile River
* Mississippi River
* Yellow River
* Ganges Rive
* Caspian Sea
* Appalachian Mountains
* Himalayan Mountains
* Andes Mountains

**ENVIRONMENT AND PEOPLE**

**Standard 2:** Demonstrate an understanding of Earth’s physical features and ecosystems that affect human activities.

**Enduring Understanding:** Earth’s diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Earth’s physical systems influenced human migration and lifestyles and led to the creation of a diverse world.

**Indicator 3.2.2.ER:** Identify and analyze the ways people interact with physical features in different regions of the state, the country, and the world.

This indicator prompts students to inquire about a variety of geographic landforms, water bodies, and climate patterns around the world and how humans interact with them, including population distribution and settlement patterns.

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

**Target Skills:**

M: Mapping

CC: Conditions, Connections, and Regions

DP: Distributions and Patterns

**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.*

* + Compare and contrast the differences of environmental interactions between people who live in the region of the state your school is located in with a community in other regions of the state.

*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.*

* flood plains
* landforms (mountains, plains, plateaus, volcanoes, valleys, deserts)
* physical systems
* population
* Six Regions of South Carolina (Blue Ridge, Piedmont, Sandhills, Inner/Outer Coastal Plain, Coastal Zone)
* water bodies
* tsunamis
* fault lines
* mudslides
* islands

**ENVIRONMENT AND PEOPLE**

**Standard 2:** Demonstrate an understanding of Earth’s physical features and ecosystems that affect human activities.

**Enduring Understanding:** Earth’s diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Earth’s physical systems influenced human migration and lifestyles and led to the creation of a diverse world.

**Indicator 3.2.3.ER** Identify spatial variations in climates around the world and recognize the relationship between climate and human activities.

This indicator prompts students to inquire about how climate affects decision-making regarding such factors as food, clothing, and shelter around the world.

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

**Target Skills:**

M: Mapping

CC: Conditions, Connections, and Regions

GE: Gather Evidence and Communicate Findings

**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.*

* + Collect data on soil types, temperature, and rainfall amounts to make predictions about where peaches might be grown in South Carolina’s future.

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

* Climate Patterns
* Environment
* Human Activities
* Physical Systems
* Solar power
* Wind power

**ENVIRONMENT AND PEOPLE**

**Standard 3:** Demonstrate an understanding of the relationship between Earth’s environmental hazards and human activities.

**Enduring Understanding:** Earth’s physical environment can have profound effects on its inhabitants. Geographic information about physical systems can be used to create a related safety plan in the event of a natural disaster.

**Expository Narrative:**

Location and physical features impact a population’s vulnerability to natural hazards. Humans sometimes make accommodations to help protect themselves from threats while often they put themselves in danger when natural hazards are not considered. The geographic locations and patterns of natural disasters around the world can be tracked by using maps and other sources of geographic information.   By identifying the types of environmental hazards that occur in the home region and graphing and mapping the occurrences, plans can be developed to help keep residents safe.

**Possible Questions for Inquiry:**  Educators have the flexibility and latitude to use these and other questions that would lead students to be engaged in inquiry-based learning around the content in Standard 3 and the themes of the course.

* What are relationships between Earth’s environmental hazards and human activities?
* What are the natural hazards facing people in various locations?
* How is evidence used to draw conclusions about patterns of natural disasters around the world?
* How are disaster safety plans developed?
* What natural hazard poses a threat to your community and what steps can you take to prepare for it?

**ENVIRONMENT AND PEOPLE**

**Indicator 3.3.1.ER:** Identify the range of natural hazards facing people and explain how some populations are more vulnerable than others.

This indicator prompts students to consider the various threats to humans including earthquakes, floods, hurricanes, tornadoes, volcanoes, and wildfires, and how human actions (e.g., building in a floodplain) can increase exposure and loss.

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

**Target Skills:**

MR: Models & Representations

CC: Conditions, Connections & Regions

**Possible Content associated with the theme of Environment and Resources:**

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

* + Examine maps of the county and determine locations not recommended for human shelter based on topography and potential hazards.

*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.*

* drought
* earthquakes
* floods
* flood plain
* hurricanes
* tornadoes
* volcanic eruptions
* wildfires

**ENVIRONMENT AND PEOPLE**

**Standard 3:** Demonstrate an understanding of the relationship between Earth’s environmental hazards and human activities.

**Indicator 3.3.2.ER:** Use maps and other sources of geographic information to gather evidence and draw conclusions about patterns of natural disasters around the world.

This indicator prompts students to inquire about the geographic locations and patterns of natural disasters around the world by using maps and other sources of geographic information. Location and pattern connections may include how earthquakes occur along fault lines and hurricanes form over warm water near the Equator.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skills:**

GE: Gather Evidence & Communicate Findings

M: Mapping

DP: Distributions and Patterns

**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.*

* + Use a map of the United States and plot the locations of where tornadoes, earthquakes, and hurricanes occurred. Compare with a population density map to identify locations where people and hazards are both located and make suggestions to minimize the loss of life should a natural disaster occur.

*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.*

* drought
* earthquakes
* fault lines
* floods
* hurricanes
* landslides
* tornadoes
* tsunamis
* volcanic eruptions
* wildfires
* population density

**ENVIRONMENT AND PEOPLE**

**Standard 3:** Demonstrate an understanding of the relationship between Earth’s environmental hazards and human activities.

**Indicator 3.3.3.AG:** Develop a natural disaster safety plan for a community.

This indicator prompts students to inquire about natural disasters that typically occur in a community and then develop a practical plan to protect the community.

**Depth of Knowledge:** Level 4 – Extended Reasoning

**Target Skills:**

CC: Conditions & Connections

GE: Gather Evidence and Communicate Findings

MR: Models and Representations

**Possible Content associated with the theme of Applied Geography:**

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

* + Construct a disaster preparedness manual for your community or school that includes a list of actions people should take in an emergency situation due to a local environmental hazard event.

*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.*

* disaster safety plan
* disaster preparedness
* drought
* earthquakes
* fault lines
* floods
* hurricanes
* landslides
* population density
* tornadoes
* tsunamis
* volcanic eruptions
* wildfires

**CULTURE AND ECONOMY**

**Standard 4:** Demonstrate an understanding of varied human cultural and economic characteristics across Earth’s surface.

**Enduring Understanding:** The spatial distribution of Earth’s physical features and natural resources influences the development of various cultures and livelihoods.

**Expository Narrative:**

Cultures vary from place to place and are influenced by physical surroundings and other neighboring cultures with distinct characteristics of their own. Investigating the cultures of a region help us to understand those places as well as the varying ways in which people respond to their environments and interact with the members of and outside their cultural group.

Regional differences in the physical environment shape how people use the land where they live to make money. The value of a resource changes based on accessibility over space and time. People change their practices to meet the demands of the environment or to overcome the limits placed on them by the environment. International systems of transportation and communication allow us to move goods from one region to another, creating more jobs in the process, and increasing accessibility to those goods and resources.

**Possible Questions for Inquiry:**  Educators have the flexibility and latitude to use these and other questions that would lead students to be engaged in inquiry-based learning around the content in Standard 4.

* How do physical and human features influence culture around the world?
* How do cultural characteristics differ around the world?
* How does the distribution of Earth’s resources impact the economies of various regions around the world?
* How do economies and agriculture differ around the world?
* How does geographic location influence culture?
* How do the physical characteristics of South Carolina’s landform regions impact the cultural characteristics and livelihoods of the people who live there?

**CULTURE AND ECONOMY**

**Standard 4:** Demonstrate an understanding of varied human cultural and economic characteristics across Earth’s surface.

**3.4.1 PR** Investigate the cultural characteristics of places and regions around the world.

This indicator prompts students to inquire about how geography influences cultural characteristics around the world. Culture may be expressed by architecture, arts and literature, clothing, cuisine, language, and religion, among other items

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

**Target Skills:**

MP: Mapping

CC: Conditions, Connections, and Regions

GE: Gather Evidence and Communicate Findings

**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.*

* + Describe the distinctive characteristics of their own culture (e.g., cuisine, or agricultural products, traditional festivals or celebrations, vocabulary) that locals would know and understand but outsiders might find confusing.

*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.*

* agriculture
* architecture
* belief systems
* cuisine
* cultural traits
* economy
* industry
* language
* religion
* regional slang
* services
* shelter

**CULTURE AND ECONOMY**

**Standard 4:** Demonstrate an understanding of varied human cultural and economic characteristics across Earth’s surface.

**3.4.2.HS** Investigate the economic and land use characteristics of places and regions around the world.

This indicator prompts students to inquire about how geography influences economic activities around the world. Economic livelihoods may be expressed by agriculture (subsistence, commercial), industry, and services.

**Depth of Knowledge:** Level 2 - Basic Application of Skills & Concepts

**Target Skills:**

M: Mapping

CC: Conditions, Connections, and Regions

GE: Gather Evidence and Communicate Findings

DP: Distributions and Patterns

**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 how climate impacts the variation of agricultural products from Mexico and Canada.

*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.*

* agriculture
* economy
* export
* goods
* import
* mineral resources
* mining
* resources
* services

**CULTURE AND ECONOMY**

**Standard 4:** Demonstrate an understanding of varied human cultural and economic characteristics across Earth’s surface.

**3.4.3.AG** Research and create a geographic representation of a contemporary or historic group of people to communicate findings about their cultural characteristics and livelihoods.

This indicator prompts students to inquire about different ways to represent the distribution of various cultural characteristics, like belief systems, clothing, food, and shelter, and the varied ways in which people make a living in different world regions. Geographic representations may include charts, graphs, maps, tables, or other visuals.

**Depth of Knowledge: Level 3: Complex Reasoning**

**Target Skills:**

M: Mapping

CC: Conditions, Connections, and Regions

GE: Gather Evidence and Communicate Findings

MR: Models and Representations

**Possible Content associated with the theme of Applied Geography:**

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

* + Research then map one of the six regions in South Carolina and its impact on specific Native American tribes that lived or are living in that area.

*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.*

* culture
* economics
* clothing
* food
* crafts
* housing types
* recreation

**EXPLORATION AND MIGRATION**

**Standard 5:** Demonstrate an understanding of how and why humans have explored and migrated across Earth.

**Enduring Understanding:** Earth has been continuously explored for its resources, a process that has resulted in cultural contact with both positive and negative consequences. Culture groups across various world regions continue to interact through economic, social, political, and environmentally-driven migration.

**Expository Narrative:**

In order to understand the “why” behind human exploration and migration, students are prompted to examine why humans have explored and occupied different world regions. This concept allows students to work with maps and mapping tools to show where exploration impacted various populations and cultures positively and negatively.

As humans explore and occupy different world regions, these areas are impacted by changes in population and culture. Increases in populations require corresponding increases in resources and access to those resources. Populations in specific areas may increase due to economic, social and political motivations and the increase results in a broad range of impacts that human migration has on places that both generate and receive migrants.

Historically, people encounter conditions in one location that encourages or discourages the migration of others. New destinations are based on conditions in other locations. Once these factors have been identified, inquiries into migration patterns at different scales, including local and global, can be explored. The connections created by these movements create global patterns of citizens moving within their own countries, for example from rural to urban areas, between countries (for example from Spain to the United States of America) and between regions, such as movements from the Piedmont or Sandhills to the Coastal Zone of South Carolina. Within particular regions, opportunities are created for inquiries into how conditions in two regions or countries create a migration flow.

Students should also examine why humans have decided to and continue to migrate – voluntarily or involuntarily – to different world regions, including reasons related to work opportunities, social or political persecution, and changing environmental conditions. Working with maps and mapping tools to show where migration affects populations in both sending and receiving locations is essential to this understanding.

**EXPLORATION AND MIGRATION**

**Possible Questions for Inquiry:**  Educators have the flexibility and latitude to use these and other questions that would lead students to be engaged in inquiry-based learning around the content in Standard 5.

* How and why do humans explore and migrate across Earth?
* What are the motivations for exploring Earth and how did exploration patterns impact different regions around the world?
* What are the economic, social, and political motivations behind human migration?
* Where do people move and why?
* How do geographic representations help identify migration patterns?

**EXPLORATION AND MIGRATION**

**Standard 5:** Demonstrate an understanding of how and why humans have explored and migrated across Earth.

**Indicator 3.5.1.HS:** Investigate and explain the economic, social, and political motivations behind human exploration of Earth.

This indicator prompts students to examine why humans have explored and occupied different world regions, including reasons such as resource exploration, the desire to spread religion, and empire-building.

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

**Target Skills:**

MR: Models & Representations

DP: Distributions & Patterns

CC: Conditions, Connections, & Regions

**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.*

* + Describe how and why people moved West during the California Gold Rush.

*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.*

* economic incentives
* exploration
* empire-building
* freedom
* “Gold, God, and Glory
* human migration
* immigration
* political
* political persecution
* resource exploration
* rural
* settlement
* social
* suburban
* urban

**EXPLORATION AND MIGRATION**

**Standard 5:** Demonstrate an understanding of how and why humans have explored and migrated across Earth.

**Indicator 3.5.2.AG:** Use maps and other geographic representations to identify exploration patterns throughout Earth history.

This indicator allows students to work with maps and mapping tools to show where exploration, as described in the previous indicator, impacted various populations and cultures.

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

**Target Skills:**

GE:Gather Evidence & Communicate Findings

DP: Distribution & Patterns

CC: Conditions, Connections, & Regions

MR: Models and Representations

**Possible Content associated with Applied Geography:**

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

* Research the social, political, and economic impacts of Exploration in the New World, such as the rise of wealth and/or competition between European countries, the enslavement and forced migration of people from Africa, or the Trail of Tears.

*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.*

* economic
* enslavement
* exploration
* forced migration
* human migration
* immigration
* New World
* Old World
* political
* social changes

**EXPLORATION AND MIGRATION**

**Standard 5:** Demonstrate an understanding of the relationship between Earth’s environmental hazards and human activities.

**Indicator 3.5.3.HS:** Investigate and explain the economic, social, political, and environmental motivations behind human migration and how places can change as a result.

This indicator prompts students to examine why humans have decided to migrate – voluntarily or involuntarily – to different world regions, including reasons related to work opportunities, social or political persecution, and changing environmental conditions.

**Depth of Knowledge:** Level 3 – Complex Reasoning

**Target Skills:**

CC: Conditions, Connections & Regions

DP: Distributions & Patterns

GE: Gather Evidence & Communicate Findings

**Possible Content associated with the theme of Applied Geography:**

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

* Map migration patterns of populations including both sending and receiving locations. For example, students could examine then map early settlements such as French Huguenots, English, European Jews, and German-Scotch Irish then assess the cultural, social, and political effects on those areas.

*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.*

* economic
* enslavement
* exploration
* forced migration
* human migration
* immigration
* New World
* Old World
* political
* social changes

**EXPLORATION AND MIGRATION**

**Standard 5:** Demonstrate an understanding of the relationship between Earth’s environmental hazards and human activities.

**Indicator 3.5.4.AG:** Use maps and other geographic representations to identify how migration patterns affect people and places.

This indicator allows students to work with maps and mapping tools to show where migration, as described in the previous indicator, affects populations in both sending and receiving locations.

**Depth of Knowledge:** Level 3 - Complex Reasoning

**Target Skills:**

CC: Conditions, Connections & Regions

DP: Distributions & Patterns

MR: Models & Representations

**Possible Content associated with the theme of Environments and Regions:**

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

* Analyze similarities and differences between groups of people that have been forced to move against their will, such as the forced migration of enslaved Africans and the Cherokee Trail of Tears.

*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.*

* Atlantic Slave Trade
* Human migration
* Immigration
* Refugee
* Trail of Tears