

South Carolina Department of Education Social Studies Inquiry Unit Guide

The goal of the Office of Standards and Learning is offering educators a suggested set of inquiry units, designed by educators, that represents classrooms from around the state. The inquiry units are accessible to assist educators in creating their daily lesson plans for inquiry and skills-based instruction to support the [2019 South Carolina Social Studies College - and Career-Ready Standards](#). The development of these units is the work of these educators with the intent of continuous revisions based on classroom application.

The development of these documents was facilitated by the Division of College and Career Readiness through the Office of Standards and Learning under the direction of David Mathis, Ph.D., Deputy Superintendent, Division of College and Career Readiness; Anne M. Pressley, Ph.D. Director, Office of Standards and Learning; and Dawn Hawkins, Ed.D., Team Lead, Office of Standards and Learning.

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All units are created to support the **Overarching Inquiry Question**. Inquiry-Based Learning supports the **Profile of the South Carolina Graduate** where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.

Geography Inquiry Instructional Units		
Grade 3 - World Geography		
Unit Number and Title	Overarching Inquiry Question	Unit Overview
<u>Unit 1 - Map Skills and Earth's Features</u>	How can maps help us learn about a particular place in the world?	<p>To begin the study of geography, a basic understanding of the locations of continents and oceans is needed. Students will gain this understanding through the use of alphanumeric grids, as well as physical and political maps.</p> <p>This study is expanded by studying Earth at many scales, from local to regional, national, and ultimately global. Students will apply this knowledge to understand that spatial hierarchies exist in both physical and human systems.</p> <p>Students will use inquiry to explore how geographic literacy skills are used and how they help us understand the importance of where we are in the world.</p> <p>Teachers may choose to teach this indicator</p>

Geography Inquiry Instructional Units

		in conjunction with science standards 3.E.4A.2 and 3.E.4B.1 .
<u>Unit 2 - Environment and People</u>	How do the features of our Earth affect the way we live?	<p>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.</p> <p>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 will use inquiry to explain how Earth's features affect the way we live.</p>

Geography Inquiry Instructional Units		
		Teachers may choose to teach this indicator in conjunction with science standards 3.E.4A.2 and 3.E.4B.1 .
Unit 3 - Exploration and Migration	Why do people explore and migrate across regions?	Earth has been continuously explored for its resources, a process that has resulted in cultural contact with both positive and negative consequences. 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. Within particular regions, opportunities are created for inquiries into how conditions in two regions or countries create a migration flow. Culture groups across various world regions continue to interact through economic, social, political, and environmentally-driven migration. Students will use inquiry to explain how and why people decide to migrate or settle in a region involuntarily and voluntarily.
Unit 4 - Natural Disasters	How can people stay safe from natural disasters?	Earth's physical environment can have profound effects on its inhabitants. 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

Geography Inquiry Instructional Units

		<p>hazards are not considered. Geographic information about physical systems can be used to create a related safety plan in the event of a natural disaster. Students will use inquiry to determine the relationship between people and natural hazards.</p> <p>Teachers may choose to teach this indicator in conjunction with science standards 3.E.4B.3 and 3.E.4B.4.</p>
Unit 5 - Culture	How do geographic characteristics influence culture around the world?	<p>Students will inquire about how geography influences cultural characteristics around the world. The spatial distribution of Earth's physical features and natural resources influences the development of various cultures and livelihoods.</p> <p>Culture may be expressed by architecture, arts and literature, clothing, cuisine, language, traditions, and religion, among other items.</p>
Unit 6 - Economy	How do geographic characteristics influence the economy of countries and regions around the world?	<p>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</p>

Geography Inquiry Instructional Units		
		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.

Grade 7 - Geography of World Regions

Unit Number and Title	Overarching Inquiry Question	Unit Overview
<u>Unit 1 - Geography Concepts and Skills</u>	What are the perspectives and skills used by a geographer?	This unit is designed to expose students to the concepts and skills used in geographic inquiry. The unit lays the foundation for the geography content supported in Units 2-7.
<u>Unit 2 - Physical Earth Features</u>	How do landform, climate, and vegetation patterns and processes influence human activities?	This unit is designed to encourage inquiry into the distribution and pattern of physical systems within each continent and to observe how the locations and characteristics of these physical features influence the choices available to people. Students will use inquiry to analyze how physical systems influence human actions. Where appropriate, teachers are encouraged to find local examples related to physical Earth features as an aid for students to understand regional or international examples of the topic.
<u>Unit 3 - Environmental Resources</u>	How does the distribution and use of natural resources impact the decisions that people make?	This unit is designed to encourage inquiry into the distribution and pattern of natural resources on each continent and how access to and use of these resources varies from one place to another. Students will use inquiry to analyze the location of different resources and how different cultures vary their use of

Grade 7 - Geography of World Regions

		those resources. Where appropriate, teachers are encouraged to find local examples related to resources as an aid for students to understand regional or international examples of the topic.
<u>Unit 4 - Population and Migration</u>	Why do human populations move and occupy places?	This unit is designed to encourage inquiry into the distribution and pattern of human populations on each continent and to investigate how humans remain a dynamic force in reshaping the planet. As people move, students should look not only where populations currently exist, but also how those patterns change over time through economic, environmental, and politically driven migration. Where appropriate, teachers are encouraged to find local examples related to population and migration as an aid for students to understand regional or international examples of the topic.
<u>Unit 5 - Cultural Geography</u>	How do the components of culture change over time as they diffuse to other locations?	This unit is designed to encourage inquiry into the distribution and pattern of human culture on each continent and to investigate how these culture traits evolve over time and space through diffusion. Students will use inquiry to analyze spatial patterns of

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		language, religion, ethnicity, and gender. Where appropriate, teachers are encouraged to find local examples related to culture as an aid for students to understand regional or international examples of the topic.
<u>Unit 6 - Political Geography</u>	What role should political borders play in a globalizing world?	This unit is designed to encourage inquiry into political geography to understand how and why different groups of people have divided, organized, and unified areas of Earth's surface. Students will use inquiry to analyze the location and outcomes of border disputes, including instances of cooperation. Where appropriate, teachers are encouraged to find local examples related to political geography as an aid for students to understand regional or international examples of the topic.
<u>Unit 7 - Geo-Inquiry Capstone Project</u>	How can I use the perspectives and skills of a geographer to pose and answer a geographic question?	This unit is designed to have students demonstrate their ability to think geographically by completing a Geo-Inquiry project as a class or in small teams. Students may complete a Geo-Inquiry project at the conclusion of each standard (Indicator 6) if the course is taught regionally by continent, or they may complete a single course-long

<i>Grade 7 - Geography of World Regions</i>		
		Geo-Inquiry project that focuses on a single topic.

<i>Human Geography</i>		
Unit Number and Title	Overarching Inquiry Question	Unit Overview
<u>Unit 1 - Introduction to Human Geography</u>	How can geography help the world?	This unit will introduce students to the concepts and skills used in human geography. It will introduce terms and concepts that will be used throughout the other units.
<u>Unit 2 - Population</u>	How many people is too many?	This unit will be exploring how population varies across Earth's surface and over time. It will explore why humans live where they live, and why they do not live in other places. It will also explore different issues related to population, including measuring population, overpopulation, and sustainability.
<u>Unit 3 - Migration</u>	How does migration create change?	This unit focuses on how and why people migrate, moving to new towns, countries, or regions for work or family. Students will observe patterns in human migration and use those patterns to predict and address issues faced by communities at various scales. Students are eventually going to make a claim describing and explaining how migration creates change in a summative assessment. Throughout this unit, students are completing activities and gathering evidence to help them make these claims.
<u>Unit 4 - Economic Development</u>	What does it take to create and sustain a global economy?	In this unit, students will analyze the interconnections that create and maintain a global economy. Students will study the

<i>Human Geography</i>		
		spatial patterns of more or less developed countries and economic sectors, how development is measured, and discuss the impacts of a global economy, both in human and physical systems.
<u>Unit 5 - Culture</u>	What is culture and how does it move?	This unit is designed to encourage inquiry into the characteristics of culture and the processes of movement and change that cultures go through over time and from place to place. Students will use inquiry to consider how locations influence and are influenced by shared systems of value and expression among various people groups.
<u>Unit 6 - Political Organization of Space</u>	Do we need countries?	This unit is designed to encourage inquiry into the sources of conflict and cooperation that result from and the influences of how we divide control over territory. Students will use inquiry to examine and evaluate issues of global interdependence and local control, and the history, present, and potential futures of the modern state system.
<u>Unit 7 - Urban Land Use</u>	How do we make better places for people to live?	In this unit, students will study the forms and functions of both urban and rural settlements, compare land use in different regions, the processes of urban planning, the connections between urban and rural places, and propose solutions to issues common to human

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settlements around the world.