




These progressions grew out of work developing the Historical Thinking Skills progression. Their purpose is for teachers to make learning more transparent and to help find the right entry points for students in their progress towards mastering each geographic thinking skill. These progressions were designed to be student facing using kid-friendly language. We know each Geographic Theme encompasses different skills, and they are thus embedded throughout the SCSSCCR Standards. We want to empower students and teachers to make informed decisions about their learning. These progressions can be used as a tool for: self-assessment, conferencing, feedback, goal setting, small group lesson planning, peer feedback, and more!




We used the deconstructed skills in the standards as guideposts to developing the 3 levels of this progression. Levels 1-3 show a continuum of growth in each skill. We know that not all of our students perform exactly on grade level; and therefore, students and teachers can use these progressions to find the right entry point for student's learning.

Please complete the following [survey](#) to give us feedback about these tools. Your feedback will be used to make additions and changes to these existing samples. Reach out to Stephen Corsini ([spcorsini@ed.sc.gov](mailto:spcorsini@ed.sc.gov)) or Mike Mewborne ([mewbornj@mailbox.sc.edu](mailto:mewbornj@mailbox.sc.edu)) if you have any questions.




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| <b>SKILLS</b>                                   | <b>Places and Regions</b>  |  |  |
|---|--|--|--|
|   |   |                           |                                 |
| <b>Mapping</b>                                  | I can use a map to identify specific places such as but not limited to cities, towns, regions, continents, or hemispheres. | I can use a map to infer relationships between places.   | I can construct a map that provides information about an issue in a place.   |
| <b>Models and Representations</b>               | I can use models and representations (i.e., charts, graphs, and photographs) to investigate a place.                       | I can use models and representations to compare places.  | I can use models and representations to explain conditions in places.  |
| <b>Gather Evidence and Communicate Findings</b> | I can identify sources to use in geographic inquiry.   | I can use a variety of information from different sources to learn about a particular place or region.       | I can create original sources to communicate my findings to others.  |
| <b>Conditions, Connections, and Regions</b>     | I can identify conditions of places within a particular region.  | I can analyze how environmental conditions and resources define particular places.                           | I can analyze and compare the characteristics of different places and regions and the connections between them.    |
| <b>Scale</b>                                    | I can identify places within larger regions.   | I can analyze and explain the relationships between places and the larger regions in which they are located. | I can analyze the relationships between places and create regions that encompass many unique and connected places. |
| <b>Distributions and Patterns</b>               | I can identify patterns within places or regions.  | I can use sources to show how patterns create regions.   | I can analyze how patterns of different features create different regions.   |




Updated 15 November 2023

| SKILLS  | Environment and Resources  |  |   |
|---|--|--|---|
|   |   |   |    |
| <b>Mapping</b>                                  | I can use a map to locate different physical features/landforms.   | I can use a map to answer a question or solve a problem related to human-environment interactions.   | I can construct a map that tells a story about a spatial issue related to human-environment interactions.   |
| <b>Models and Representations</b>               | I can identify physical features /landforms on a model or representation.  | I can interpret a model or representation of physical features and/or characteristics in order to answer a question or solve a problem.            | I can construct a model or representation using available technology for understanding and problem-solving of human-environment interactions in an area of study. |
| <b>Gather Evidence and Communicate Findings</b> | I can identify sources to use in geographic inquiry.   | I can use a variety of information from different sources to learn about how humans interact with the environment.                                 | I can create original sources to communicate my findings to others.   |
| <b>Conditions, Connections, and Regions</b>     | I can identify the natural environment and available resources within a particular region.                               | I can analyze the relationship between available resources and environmental conditions and such things as local jobs, manufacturing, and housing. | I can identify and compare the environmental characteristics of different places and regions and the connections between them.                                    |
| <b>Scale</b>                                    | I can identify connections between local, regional, and/or global environmental phenomena or issues.                     | I can analyze and explain the connections between local, regional, and/or global environmental issues.   | I can explain the relationships between local, regional, and global environmental issues.   |
| <b>Distributions and Patterns</b>               | I can identify resources within a certain area and describe the environment of a given location based on a map or chart. | I can analyze patterns in the way resources are distributed in a designated area.  | I can analyze sources to explain how people in a given area use the availability of resources to create economic and cultural regions.                            |

Updated 15 November 2023

| SKILLS  | Human Systems  |  |  |
|---|--|--|--|
|   |   |   |   |
| <b>Mapping</b>                                  | I can identify human systems (e.g., migration flows, population centers) on a map.   | I can interpret a map of human systems and/or characteristics in order to explain a concept.   | I can construct a map using available technology for understanding and problem-solving of an issue related to human systems.                     |
| <b>Models and Representations</b>               | I can identify human systems (e.g., migration patterns, population distributions) within a model or representation (e.g., t-chart, frayer model, bar graph). | I can interpret a model or representation of human systems and/or characteristics in order to explain a concept, compare conditions. | I can construct a model or representation using available technology for understanding and problem-solving of human systems in an area of study. |
| <b>Gather Evidence and Communicate Findings</b> | I can identify sources about human systems to use in geographic inquiry.   | I can use a variety of information from different sources to learn about human systems in various locations.                         | I can create original sources to communicate my findings about human systems to others.  |
| <b>Conditions, Connections, and Regions</b>     | I can identify the human systems within a particular region.   | I can analyze the relationship between the region and the human systems established.   | I can identify and compare the human characteristics of different places and regions and analyze the connections between them.                   |
| <b>Scale</b>                                    | I can identify connections between local, regional, and/or global human phenomena or issues.   | I can analyze and explain the connections between local, regional, and/or global human systems.                                      | I can explain the relationships between local, regional, and global human systems.   |
| <b>Distributions and Patterns</b>               | I can identify spatial patterns of human systems.  | I can explain spatial patterns of human systems.   | I can use spatial patterns to make predictions about human systems.  |

Updated 15 November 2023

| SKILLS  | Applied Geography   |   |   |
|---|---|---|---|
|   |                  |                      |    |
| <b>Mapping</b>                                  | I can read a map to answer a question.  | I can make a map to help answer a question or solve a problem.  | I can construct a map that communicates a significant issue and a proposed solution.  |
| <b>Models and Representations</b>               | I can read models and representations of geographic information to answer a question.             | I can create/use models and representations to answer a question.                                       | I can construct a model that communicates a significant issue and a proposed solution.  |
| <b>Gather Evidence and Communicate Findings</b> | I can research a spatial issue to answer a question.  | I can research a complex spatial issue and inform others of it.   | I can use a variety of information from different sources to learn about a particular issue and clearly communicate findings with others. |
| <b>Conditions, Connections, and Regions</b>     | I can identify issues in a particular region.   | I can identify issues in a particular region from analyzing the conditions there.                       | I can propose a solution(s) based on unique conditions in a particular region.  |
| <b>Scale</b>                                    | I can identify/describe how an issue looks different at the local, regional, and/or global scale. | I can explain connections between issues across multiple scales.  | I can communicate how a particular issue has different impacts at different scales and how solutions would vary by scale.                 |
| <b>Distributions and Patterns</b>               | I can identify spatial patterns in an issue.  | I can explain why certain spatial patterns appear in different places when studying a particular issue. | I can predict patterns in an issue and create a corresponding plan to address it.   |

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