

**Prepared Graduates:**

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

**Grade Level Expectation:**

1. Use geographic tools and resources to analyze Earth’s human systems and physical features to investigate and address geographic issues.

Evidence Outcomes

*Students Can:*

- a. Analyze variations in spatial patterns of cultural and environmental characteristics at multiple scales while gathering geographic data from a variety of sources. For example: maps, GIS, graphs, charts.
- b. Create and interpret maps to display and explain the spatial patterns of cultural and environmental characteristics using geospatial and related technologies.
- c. Evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.

Academic Context and Connections

*Colorado Essential Skills:*

1. Interpret geographic information and draw conclusions based on the geospatial reasoning. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
2. Apply results of analysis to make a tangible and useful contribution to the community. (Entrepreneurial Skills: Risk-Taking)

*Inquiry Questions:*

1. What is the significance of spatial orientation, place, and location?
2. How have the tools of a geographer changed over time?
3. What can various types of data tell us about a place?
4. How can you support an argument with geographic evidence?
5. Why is “where” important?

*Nature and Skills of Geography:*

1. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.
2. Spatial thinkers gather, display, and analyze geographic information using geographic tools.
3. Spatial thinkers use absolute and relative location, mental maps, and spatial orientation in studying geographic questions.
4. Spatial thinkers predict how human activities will help shape Earth’s surface and ways that people might cooperate and compete for use of Earth’s resources.

*Disciplinary, Information, and Media Literacy:*

1. Integrate and evaluate content presented in diverse media and formats.
2. Determine what text states; make inferences; cite specific textual evidence.
3. Formulate appropriate research questions.
4. Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.

### Prepared Graduates:

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

### Grade Level Expectation:

2. Geographic variables influence interactions of people, places, and environments.

### Evidence Outcomes

#### *Students Can:*

- a. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment.
- b. Analyze, interpret, and predict the influences of migration and the distribution of human population based on reciprocal patterns. For example: historical events, the spatial diffusion of ideas, technologies, and cultural practices.
- c. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. For example: urban/rural, regional, and transportation patterns.
- d. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.
- e. Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. For example: immigration, resource distribution, and universal human rights.
- f. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Apply geographic knowledge and skills to implement sophisticated, appropriate, and workable ideas to address complex geographic interactions using interdisciplinary perspectives independently or with others. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Interpret geographic variables and draw conclusions based on geo-spatial analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)
3. Design data/information collection and analysis strategies to facilitate geographic inquiry. (Entrepreneurial Skills: Inquiry/Analysis)

#### *Inquiry Questions:*

1. How might the physical geography of Earth change in the future?
2. How might people and societies respond to changes in the physical environment?
3. What are the maximum limits of human activity the environment can withstand without deterioration?
4. Why might people choose to move or stay in the original location?



*Nature and Skills of Geography:*

1. Spatial thinkers study how the physical environment is modified by human activities, including how human societies value and use natural resources.
2. Spatial thinkers evaluate major areas of environmental and societal interaction.
3. Geographic thinkers understand that individual actions affect the local environment and global community such as the impact of recycling and consumption of resources.
4. Geographic thinkers understand how technology can support invention and influence how humans modify the environment in both positive and negative ways. For example, the renovation of existing buildings to “green” technologies, the prevention and prediction of natural hazards and disasters, and the use of satellite imagery to track water availability in the Middle East.

*Disciplinary, Information, and Media Literacy:*

1. Integrate and evaluate content presented in diverse media and formats.
2. Determine what text states; make inferences; cite specific textual evidence.
3. Read for specific purpose. For example: detect cause-and-effect relationships, compare and contrast information, identify fact vs. opinion, and author bias.
4. Process and effectively communicate and present information orally, in writing, and through development of websites, multimedia presentations, and other forms of technology.



### Prepared Graduates:

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

### Grade Level Expectation:

3. The interconnected nature of the world, its people and places.

### Evidence Outcomes

#### *Students Can:*

- a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.
- b. Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources.
- c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.
- d. Analyze how cooperation and conflict influence the division and control of Earth. For example: international agreements, political patterns, and national boundaries.
- e. Make predictions and draw conclusions about the global impact of cultural diffusion/assimilation. For example: human rights, language, religion, and ethnicity.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. (Civic/Interpersonal Skills: Global/Cultural Awareness)
2. Apply a fundamental understanding of the ethical/legal issues in the interconnected nature of the world for effective civic participation. (Civic/Interpersonal Skills: Civic Engagement & Character)
3. Interpret geographic information and draw conclusions based on geo-spatial analysis. (Entrepreneurial Skills: Critical Thinking/Problem Solving)

#### *Inquiry Questions:*

1. How does globalization influence the interactions of people on Earth?
2. How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth?
3. What does it mean to support human rights?
4. What predictions can be made about human migration patterns?
5. How do technologies result in social change? For example: social networking and the speed of modern "movements"?
6. What is your role in the world?



*Nature and Skills of Geography:*

1. Spatial thinkers evaluate global systems such as culture, diffusion, interdependence, migration, population pyramids, regional alliances, development of competition and trade, and the impact of population changes on society.
2. Spatial thinkers study the interconnection between physical processes and human activities that help shape the Earth's surface.
3. Spatial thinkers analyze how people's lives and identities are rooted in time and place.
4. Spatial thinkers understand that the world is geographically interconnected, affecting daily life in such ways as the spread of disease, global impact of modern technology, and the impact of cultural diffusion.
5. Geographic thinkers understand that the responsible use of technology creates new life choices, new interconnections between people, new opportunities, and unintended consequences.

*Disciplinary, Information, and Media Literacy:*

1. Integrate and evaluate content presented in diverse media and formats.
2. Determine what text states; make inferences; cite specific textual evidence.
3. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
4. Synthesize information from a range of sources such as texts, experiments, and simulations into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.