



**Human Geography  
Curriculum Guide  
2022-2023**

**Subject: Human Geography**

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**Human Geography Standards**

<b>Key Concepts</b>	<b>Standards</b>
<b>Population and Migration</b>	<b>Standard 1:</b> Demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth’s surface.
	<b>Enduring Understanding:</b> Human populations and migration patterns vary across Earth’s surface and change through time. The interaction between human and environmental conditions helps to explain the characteristics, spatial distributions, and movements of human populations.
	<b>The student will:</b>
	<b>HG.1.1.HS</b> Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.  This indicator was developed to encourage inquiry into population distribution at different scales. This indicator also promotes inquiry into how population data is analyzed, created, and presented.
	<b>HG.1.2. PR</b> Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.  This indicator was designed to promote inquiry to understand the various push and pull factors that contribute to migration patterns at different scales. Case studies could create inquiry into patterns from rural to urban movements within countries, major and minor international movements, and both historical and contemporary examples. This indicator also promotes inquiry into describing different types of migration, including international and internal, involuntary (i.e., forced) and voluntary.
<b>HG.1.3.HS</b> Analyze historical population and migration maps and models through time to predict future trends and patterns.  This indicator is designed to promote inquiry into changes in fertility and mortality as observed through study of the Demographic Transition Model as it applies to different countries and regions. The Migration Transition Model also provides a framework to explore historical migration patterns and predict future ones.	
<b>HG.1.4.HS</b> Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations.  This indicator is designed to promote inquiry into the issues	

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	<p>stemming from both aging and declining populations and policies that attempt to control population growth and decline. This indicator also promotes inquiry into large-scale voluntary migration patterns, and exploration of the economic, environmental, political, and social, conditions that then may lead to policies governing migration and pathways to citizenship, including quotas and guest worker systems.</p> <p><b>HG.1.5.HS</b> Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.</p> <p>This indicator is designed to promote inquiry into a broad range of impacts, both positive and negative, that human migration has on places that generate migrants, as well as those that receive migrants. This indicator is also designed to promote inquiry into how these impacts result from different types of migration including internal, international, involuntary, and voluntary, as well as how these impacts vary from place to place and at different scales.</p> <p><b>HG.1.6.AG</b> Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings.</p>
<b>Economic Development</b>	<p><b>Standard 2:</b> Demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth’s surface.</p> <p><b>Enduring Understanding:</b> Varying degrees of economic development exist across Earth and help to define and differentiate regions of the world. Communication, economic, and transportation systems are spatially organized and global interdependence results through continuous change and increasing interconnections.</p> <p><b>The student will:</b></p> <p><b>HG.2.1.PR</b> Identify regions of varying degrees of economic development, and explain the factors that influence the location and spatial distribution of these regions at the local and global scales using maps and geographic models and representations.</p> <p>This indicator was designed to encourage inquiry into the spatial distribution and measurement of development levels across the Earth.</p> <p><b>HG.2.2.HS</b> Compare and evaluate different measures of development, and analyze patterns and trends in various regions of economic development.</p>

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	<p data-bbox="610 338 1382 499">This indicator was developed to encourage inquiry into how a state measures development by analyzing economic, social, and demographic factors. This indicator also promotes inquiry into development trends. Equally important is inquiry into gender disparities.</p> <p data-bbox="431 541 1404 638"><b>HG.2.3.HS</b> Identify and analyze the spatial distributions and patterns of primary, secondary, and tertiary sectors and activities of production and consumption using maps and geographic models and representations.</p> <p data-bbox="610 680 1404 869">This indicator was developed to encourage inquiry into how different economic activities operate, how labor force involvement in each sector can help indicate development levels, and how the three economic sectors and activities of production and consumption are distributed at various scales. This indicator also promotes inquiry into changing gender roles throughout all sectors of the economy.</p> <p data-bbox="431 911 1404 1008"><b>HG.2.4.PR</b> Explain the conditions and connections that contribute to global interdependence of communications, economic, and transportation systems.</p> <p data-bbox="610 1050 1404 1205">This indicator was developed to encourage inquiry into the location-specific advantages in economics, communication, and transportation, and how these have changed over time. This indicator also promotes inquiry into the costs and barriers of economic development.</p> <p data-bbox="431 1247 1404 1344"><b>HG.2.5.ER</b> Analyze the distribution and patterns of energy production and consumption over time, and evaluate the impacts and sustainability of different energy sources at varying scales.</p> <p data-bbox="610 1386 1404 1575">This indicator was developed to encourage inquiry into the distribution of patterns that illustrate energy production and consumption by countries at different levels of development and over time. This indicator also promotes inquiry into how the development of alternative energy sources impact places of production and consumption over time.</p> <p data-bbox="431 1617 1404 1713"><b>HG.2.6.AG</b> Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.</p>

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Key Concepts	Standards
<b>Cultural Patterns and Processes</b>	<b>Standard 3:</b> Demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth’s surface.
	<b>Enduring Understanding:</b> There are many regional variations of culture and cultural patterns and processes which lead to varying levels of cultural isolation and interaction. Ethnic, linguistic, and religious cultural characteristics create unique cultural landscapes across Earth’s surface.
	<b>The student will:</b>
	<b>HG.3.1.HS</b> Identify the characteristics of popular and folk culture, and explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.  This indicator was developed to encourage inquiry into how popular and folk cultures are characteristically different and how they vary from place to and from time to time. This indicator also promotes inquiry into how factors influence the location and spatial distribution of these types of cultures.
	<b>HG.3.2.HS</b> Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.  This indicator was developed to encourage inquiry into cultural characteristics and patterns in different regions and at different scales across the world. This indicator also promotes inquiry into the processes driving cultural diffusion and how it impacts places at different scales.
<b>HG.3.3.PR</b> Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.  This indicator was developed to encourage inquiry into how cultural characteristics are determined by a broad range of factors and interactions specific to a place.	
<b>HG.3.4.HS</b> Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.  This indicator was developed to encourage inquiry into how increasing interdependence has brought different cultural groups greater contact with each other and the ways in which this contact shapes interactions.	

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	<p><b>HG.3.5.PR</b> Compare and contrast cultural landscapes in various regions, and analyze the human imprint on different landscapes.</p> <p>This indicator was developed to encourage inquiry into how popular and traditional culture shaped landscapes differently. This indicator also promotes inquiry into the ways in which cultural landscapes can be interpreted.</p> <p><b>HG.3.6.AG</b> Gather evidence of cultural patterns and processes, construct a map to explain current or future development issues at different scales, and communicate findings.</p>
<b>Political Organization of Space</b>	<p><b>Standard 4:</b> Demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth’s surface.</p>
	<p><b>Enduring Understanding:</b> Earth is globally interdependent, yet locally controlled. Through forces of globalization and regional variations, Earth’s territorial divisions are capable of cooperation or conflict that result in continual change of the modern state system.</p>
	<p><b>The student will:</b></p>
	<p><b>HG.4.1HS</b> Identify and analyze patterns of territoriality and the relationships of power and spatial organization at various scales using maps and other geographic representations.</p> <p>This indicator was developed to encourage inquiry into how space is politically organized and controlled. This indicator also promotes inquiry into how countries spatially extend their power over other regions outside of their sovereignty.</p>
	<p><b>HG.4.2.PR</b> Explain the conditions and connections that contribute to the creation of boundaries and states, and analyze how Earth’s surface is organized on a contemporary political map.</p> <p>This indicator was developed to encourage inquiry into the different types of boundaries that exist between countries and how these boundaries are created and administered. This indicator also promotes inquiry into how the contemporary political map is organized and how it has changed over time.</p>
	<p><b>HG.4.3.PR</b> Analyze and evaluate the conditions and connections that have contributed to the development of the modern state system and the rise of supranationalism in various regions.</p> <p>This indicator was developed to encourage inquiry into how the</p>

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	<p>modern state (i.e., country) system developed. This indicator also encourages inquiry into how ideas of autonomy, sovereignty, and self-determination can affect geopolitical developments.</p> <hr/> <p><b>HG.4.4.PR</b> Analyze how states spatially organize governance systems, and explain the distribution and patterns of these political systems in various regions.</p> <p>This indicator was developed to encourage inquiry into the range of ways that countries spatially organize their governments. This indicator also encourage inquiry into how the United States has organized its federal system to provide for democratic representation.</p> <hr/> <p><b>HG.4.5.HS</b> Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.</p> <p>This indicator was designed to encourage inquiry into how globalization and resource competition results in changes to the political map. This indicator also promotes inquiry into how globalization can create both cooperation and conflict.</p> <hr/> <p><b>HG.4.6.AG</b> Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.</p>
<b>Urban Land Use</b>	<p><b>Standard 5:</b> Demonstrate an understanding of the distribution, function, patterns, and processes of human settlement across Earth’s surface.</p> <p><b>Enduring Understanding:</b> Human settlements, both urban and rural, vary according to their distribution, function, and patterns. Human settlements and the processes of urban development result in continual change of the urban landscape.</p> <p><b>The student will:</b></p> <hr/> <p><b>HG.5.1.PR</b> Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.</p> <p>This indicator was designed to encourage inquiry into the location of cities, including a city’s site and its situation relative to other places. This indicator also prompts inquiry into geographic factors that define a city’s built characteristics and its functions, as well as its connections to other cities.</p>

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<b>Key Concepts</b>	<b>Standards</b>
	<p><b>HG.5.2.PR</b> Analyze and compare the arrangement of land used in human settlements in different regions using maps, models, and representations.</p> <p>This indicator was designed to promote inquiry into how the spatial distribution of cities can be explored through geographic models and a broad range of visual representations. This indicator also promotes inquiry into how the internal structure of cities, such as its transportation systems and particular land uses, has changed over time.</p>
	<p><b>HG.5.3.ER</b> Identify and evaluate how the conditions and connections of settlements in various regions can create economic, environmental, political, social, and sustainability challenges at various scales.</p> <p>This indicator was designed to promote inquiry into the challenges faced by settlements in both urban and rural areas such as employment opportunities, effective governance, and appropriate infrastructure. This indicator also promotes inquiry into sustainability challenges cities face related to energy use, resource availability, and waste/pollution.</p>
	<p><b>HG.5.4.HS</b> Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.</p> <p>This indicator was designed to promote inquiry into how city size relates to the opportunities, goods, and services available there, and how those same features impact similar offerings in cities larger and smaller. This indicator also promotes inquiry into the ways in which geographic models can be used to analyze the structure, design, and planning of settlements.</p>
	<p><b>HG.5.5.PR</b> Analyze and evaluate the connections between rural and urban regions and their impact on globalization at different scales.</p> <p>This indicator was designed to promote inquiry into how core and periphery regions differ in urban population and how these differences create distinct land use and cultural patterns. This indicator was also designed to promote inquiry into the specific relationship between urban and rural areas concerning food production and consumption.</p>
	<p><b>HG.5.6.AG</b> Gather evidence on human settlements, construct a map to explain</p>



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<b>Key Concepts</b>	<b>Standards</b>
	processes, patterns and functions in various regions, and communicate findings.

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**Semester One**

<b>South Carolina College-and Career-Ready Process Standards</b>	
HG.2.6.AG Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.	HG.4.6.AG Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.
HG.3.6.AG Gather evidence of cultural patterns and processes, construct a map to explain current or future development issues at different scales, and communicate findings.	HG.5.6.AG Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings.

<b>Unit 1: Introduction to Human Geography</b>				
Unit Focus: Students demonstrate an understanding of the skills and concepts used in Human Geography.				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
HG. 2.6.AG HG. 3.6.AG HG. 4.6.AG HG. 5.6.AG	I can: <ul style="list-style-type: none"> <li>● Explain what “human geography” is.</li> <li>● Apply the basic skills and vocabulary of a geographer.</li> <li>● Describe multiple ways that geography can make a positive impact on the world.</li> </ul>	5 Days	Edmentum: <ul style="list-style-type: none"> <li>● Unit 1: Introduction to Geography</li> </ul> Text: The Cultural Landscape: <ul style="list-style-type: none"> <li>● Chapter One: 1.1-1.5</li> </ul>	Discovery Education <ul style="list-style-type: none"> <li>● <a href="#">Use of Maps</a></li> <li>● <a href="#">Geographical Thinking</a></li> <li>● <a href="#">Portraying the Earth</a></li> <li>● <a href="#">What is Human Geography</a></li> </ul>

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<b>South Carolina College-and Career-Ready Process Standards</b>	
HG.1.1.HS Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.	HG.1.4.HS Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations.
HG.1.3.HS Analyze historical population and migration maps and models through time to predict future trends and patterns.	HG.1.6.AG Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings.

**Unit 2: Population**

Unit Focus: Students explore how population varies across Earth's surface and over time, why humans live where they live, and different issues related to population, including measuring population, overpopulation, and sustainability.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG.1.1. HS HG.1.3. HS HG.1.4. HS HG.1.6. AG	I can: <ul style="list-style-type: none"><li>● Use different representations of data to identify and explain patterns of where human populations settle.</li><li>● Research and map population data.</li><li>● Use past trends in data to make predictions about trends in the future.</li><li>● Evaluate population issues and policies at different scales to make informed decisions.</li></ul>	10 Days	Edmentum: <ul style="list-style-type: none"><li>● Unit 2: Population</li></ul> Text: The Cultural Landscape: <ul style="list-style-type: none"><li>● Chapter 2: 2.1-2.2</li><li>● Chapter 3: 3.1-3.2</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>● <a href="#">Population Density</a></li><li>● <a href="#">Growing Populations</a></li><li>● <a href="#">Population Reading</a></li></ul>

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**South Carolina College-and Career-Ready Process Standards**

HG.1.2. PR Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.	HG.1.6.AG Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings.
HG.1.5.HS Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.	

**Unit 3: Migration**

Unit Focus: Students demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth’s surface.

Standards	Sequenced Objectives	Scope	Content-Location	Resources
HG.1.2. PR HG.1.5. HS HG.1.6. AG	I can: <ul style="list-style-type: none"> <li>● Use gathered data to analyze why someone would want to move from a particular area.</li> <li>● Evaluate the costs and benefits of migrating to a new area.</li> <li>● Compare and contrast the historic impacts of migration.</li> <li>● Evaluate the impact of migration on a particular area.</li> <li>● Explore current issues related to migration.</li> <li>● Use evidence to describe and explain how migration creates change.</li> </ul>	10 Days	Edmentum: <ul style="list-style-type: none"> <li>● Unit 2: Population</li> </ul> Text: The Cultural Landscape: <ul style="list-style-type: none"> <li>● Chapter 2: 2.1-2.2</li> <li>● Chapter 3: 3.1-3.4</li> </ul>	Discovery Education <ul style="list-style-type: none"> <li>● <a href="#">The Scale of Migration</a></li> <li>● <a href="#">Human Population and Migration</a></li> <li>● <a href="#">The Great Migration</a></li> <li>● <a href="#">Pushing for Migration</a></li> </ul>

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HG.2.1.PR Identify regions of varying degrees of economic development and explain the factors that influence the location and spatial distribution of these regions at the local and global scales using maps and geographic models and representations.

HG.2.2.HS Compare and evaluate different measures of development and analyze patterns and trends in various regions of economic development.

**Unit 4 Part 1: Economic Development**

Unit Focus: Students demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG.2.1.PR HG.2.2.HS	I can: <ul style="list-style-type: none"><li>• Use data to locate More Developed Countries and Less Developed Countries and identify patterns in those locations.</li><li>• Interpret and use data to evaluate if a country is a More Developed Country or a Less Developed Country.</li></ul>	10 Days	The Cultural Landscape: <ul style="list-style-type: none"><li>• Chapter 10: 10.1-10.2</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>• <a href="#">Rostow's Model of Economic Development</a></li><li>• <a href="#">Industrialization and Economic Development</a></li><li>• <a href="#">Measuring Economic Development</a></li></ul>

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HG.2.3.HS Identify and analyze the spatial distributions and patterns of primary, secondary, and tertiary sectors and activities of production and consumption using maps and geographic models and representations.

HG.2.6.AG Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.

HG.2.5.ER Analyze the distribution and patterns of energy production and consumption over time, and evaluate the impacts and sustainability of different energy sources at varying scales.

**Unit 4 Part 2: Economic Development**

Unit Focus: Students demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG. 2.3 HS HG. 2.5 ER H.G.2.6AG	I can: <ul style="list-style-type: none"><li>● Identify and provide examples of primary, secondary and tertiary sector jobs.</li><li>● Identify and explain how infrastructure connects the world.</li><li>● Analyze and evaluate the resources needed to power a global economy.</li><li>● Evaluate how economic conflicts between countries can affect that country, and in turn the World.</li></ul>	10 days	The Cultural Landscape: <ul style="list-style-type: none"><li>● Chapter 11: 11.1-11.4</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>● <a href="#">Natural Resources</a></li></ul>

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**South Carolina College-and Career-Ready Process Standards**

HG.1.5.HS Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.

HG.3.1.HS Identify the characteristics of popular and folk culture, and explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.

**Unit 5 Part 1: Culture**

Unit Focus: Students demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG. 1.5 HS HG. 3.1 HS	I can: <ul style="list-style-type: none"><li>• Evaluate how culture impacts various regions in connection with human migration.</li><li>• Explain the differences between popular and folk culture.</li></ul>	10 Days	The Cultural Landscape: <ul style="list-style-type: none"><li>• Chapter: 7.1</li><li>• Chapter: 4; 4.1-4.4</li></ul> Edmentum: <ul style="list-style-type: none"><li>• Unit 3: Cultural Patterns and Processes</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>• <a href="#">Cultural Characteristics</a></li><li>• <a href="#">Ethnic Groups</a></li></ul>

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**South Carolina College-and Career-Ready Process Standards**

HG.3.2.HS Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations

HG.3.3.PR Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.

**Unit 5 Part 2: Culture**

Unit Focus: Students demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG. 3.2 HS HG. 3.3 PR	I can: <ul style="list-style-type: none"><li>● Explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.</li><li>● Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.</li><li>● Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.</li></ul>	5 days	The Cultural Landscape <ul style="list-style-type: none"><li>● Chapter: 5; 5.1-5.3</li><li>● Chapter 6; 6.1-6.2</li><li>● Chapter 7: 7.1-7.3</li></ul> Edmentum <ul style="list-style-type: none"><li>● Unit 4: Language</li><li>● Unit 6: Ethnicity, Gender and Geography</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>● <a href="#">Ancestral Culture Activity</a></li></ul>



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<b>South Carolina College-and Career-Ready Process Standards</b>	
HG.3.4.HS Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.	HG.4.5.HS Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.
HG.4.2.PR Explain the conditions and connections that contribute to the creation of boundaries and states, and analyze how Earth’s surface is organized on a contemporary political map.	HG.4.6.AG Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.
HG.4.3.PR Analyze and evaluate the conditions and connections that have contributed to the development of the modern state system and the rise of supranationalism in various regions.	

<b>Unit 6: Political Organization of Space</b>				
Unit Focus: Students demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth’s surface.				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
HG. 3.4 HS HG. 4.2 PR HG. 4.5 HS HG. 4.6 AG	I can: <ul style="list-style-type: none"> <li>● Explain the conditions and connections that contributed to the creation of boundaries and states.</li> <li>● Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.</li> <li>● Explain how the modern state system started.</li> <li>● Analyze and evaluate the conditions and connections that have contributed to centrifugal</li> </ul>	10 Days	The Cultural Landscape: <ul style="list-style-type: none"> <li>● Ch. 8: 8.1-8.4</li> </ul> Edmentum: <ul style="list-style-type: none"> <li>● Unit 7: Political Geography</li> </ul>	Discovery Education: <ul style="list-style-type: none"> <li>● <a href="#">Understanding Regions</a></li> </ul>

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	and centripetal forces of the modern state system and the rise of supranationalism in various regions.			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
<p>HG.5.1.PR Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.</p>	<p>HG.5.5.PR Analyze and evaluate the connections between rural and urban regions and their impact on globalization at different scales.</p>
<p>HG.5.2.PR Analyze and compare the arrangement of land used in human settlements in different regions using maps, models, and representations</p>	<p>HG.5.6.AG Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings</p>
<p>HG.5.4.HS Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.</p>	

<b>Unit 7: Urban and Use</b>				
Unit Focus: Students demonstrate an understanding of the skills and concepts used in Human Geography.				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
<p>HG.5.1.PR HG.5.2.PR HG.5.4.HS HG.5.5.PR HG. 5.6 AG</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>● Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.</li> <li>● Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.</li> <li>● Use maps and data to compare and analyze the arrangement of land use,</li> </ul>	<p>10 Days</p>	<p>The Cultural Landscape:</p> <ul style="list-style-type: none"> <li>● Chapter 13: 13.1-13.4</li> </ul>	<p>Discovery Education:</p> <ul style="list-style-type: none"> <li>● <a href="#">Land use</a></li> <li>● <a href="#">Urban Farming</a></li> <li>● <a href="#">Urbanization</a></li> </ul>

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	<p>and its impact on shapes and forms of settlements in different regions.</p> <ul style="list-style-type: none"><li>● Explain the connections between rural and urban regions and their impact on globalization at different scales.</li><li>● Identify and explain the conditions and connections can create economic, environmental, political, social, and sustainability challenges at various scales.</li><li>● Use the skills of a geographer to explain processes, patterns and functions in various regions.</li></ul>			
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**Semester Two**

<b>South Carolina College-and Career-Ready Process Standards</b>	
HG.2.6.AG Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.	HG.4.6.AG Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.
HG.3.6.AG Gather evidence of cultural patterns and processes, construct a map to explain current or future development issues at different scales, and communicate findings.	HG.5.6.AG Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings.

<b>Unit 1: Introduction to Human Geography</b>				
Unit Focus: Students demonstrate an understanding of the skills and concepts used in Human Geography.				
<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG. 2.6.AG HG. 3.6.AG HG. 4.6.AG HG. 5.6.AG	I can: <ul style="list-style-type: none"> <li>● Explain what “human geography” is.</li> <li>● Apply the basic skills and vocabulary of a geographer.</li> <li>● Describe multiple ways that geography can make a positive impact on the world.</li> </ul>	5 Days	Edmentum: <ul style="list-style-type: none"> <li>● Unit 1: Introduction to Geography</li> </ul> Text: The Cultural Landscape: <ul style="list-style-type: none"> <li>● Chapter One: 1.1-1.5</li> </ul>	Discovery Education <ul style="list-style-type: none"> <li>● <a href="#">Use of Maps</a></li> <li>● <a href="#">Geographical Thinking</a></li> <li>● <a href="#">Portraying the Earth</a></li> <li>● <a href="#">What is Human Geography</a></li> </ul>

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<b>South Carolina College-and Career-Ready Process Standards</b>	
HG.1.1.HS Identify and analyze the spatial distributions and patterns of human population using maps and geographic models and representations.	HG.1.4.HS Analyze and evaluate population and migration issues and policies from the local to the global scale using geographic models and representations.
HG.1.3.HS Analyze historical population and migration maps and models through time to predict future trends and patterns.	HG.1.6.AG Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings.

**Unit 2: Population**

Unit Focus: Students explore how population varies across Earth's surface and over time, why humans live where they live, and different issues related to population, including measuring population, overpopulation, and sustainability.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG.1.1. HS HG.1.3. HS HG.1.4. HS HG.1.6. AG	I can: <ul style="list-style-type: none"><li>● Use different representations of data to identify and explain patterns of where human populations settle.</li><li>● Research and map population data.</li><li>● Use past trends in data to make predictions about trends in the future.</li><li>● Evaluate population issues and policies at different scales to make informed decisions.</li></ul>	10 Days	Edmentum: <ul style="list-style-type: none"><li>● Unit 2: Population</li></ul> Text: The Cultural Landscape: <ul style="list-style-type: none"><li>● Chapter 2: 2.1-2.2</li><li>● Chapter 3: 3.1-3.2</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>● <a href="#">Population Density</a></li><li>● <a href="#">Growing Populations</a></li><li>● <a href="#">Population Reading</a></li></ul>

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South Carolina College-and Career-Ready Process Standards	
HG.1.2. PR Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.	HG.1.6.AG Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings.
HG.1.5.HS Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.	

Unit 3: Migration				
Unit Focus: Students demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth’s surface.				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
HG.1.2. PR HG.1.5. HS HG.1.6. AG	I can: <ul style="list-style-type: none"> <li>● Use gathered data to analyze why someone would want to move from a particular area.</li> <li>● Evaluate the costs and benefits of migrating to a new area.</li> <li>● Compare and contrast the historic impacts of migration.</li> <li>● Evaluate the impact of migration on a particular area.</li> <li>● Explore current issues related to migration.</li> <li>● Use evidence to describe and explain how migration creates change.</li> </ul>	10 Days	Edmentum: <ul style="list-style-type: none"> <li>● Unit 2: Population</li> </ul> Text: The Cultural Landscape: <ul style="list-style-type: none"> <li>● Chapter 2: 2.1-2.2</li> <li>● Chapter 3: 3.1-3.4</li> </ul>	Discovery Education <ul style="list-style-type: none"> <li>● <a href="#">The Scale of Migration</a></li> <li>● <a href="#">Human Population and Migration</a></li> <li>● <a href="#">The Great Migration</a></li> <li>● <a href="#">Pushing for Migration</a></li> </ul>

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**South Carolina College-and Career-Ready Process Standards**

HG.2.1.PR Identify regions of varying degrees of economic development and explain the factors that influence the location and spatial distribution of these regions at the local and global scales using maps and geographic models and representations.

HG.2.2.HS Compare and evaluate different measures of development and analyze patterns and trends in various regions of economic development.

**Unit 4 Part 1: Economic Development**

Unit Focus: Students demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG.2.1.PR HG.2.2.HS	I can: <ul style="list-style-type: none"><li>• Use data to locate More Developed Countries and Less Developed Countries and identify patterns in those locations.</li><li>• Interpret and use data to evaluate if a country is a More Developed Country or a Less Developed Country.</li></ul>	10 Days	The Cultural Landscape: <ul style="list-style-type: none"><li>• Chapter 10: 10.1-10.2</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>• <a href="#">Rostow's Model of Economic Development</a></li><li>• <a href="#">Industrialization and Economic Development</a></li><li>• <a href="#">Measuring Economic Development</a></li></ul>



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HG.2.3.HS Identify and analyze the spatial distributions and patterns of primary, secondary, and tertiary sectors and activities of production and consumption using maps and geographic models and representations.

HG.2.6.AG Gather evidence of economic development, construct a map to explain current or future development issues at different scales, and communicate findings.

HG.2.5.ER Analyze the distribution and patterns of energy production and consumption over time, and evaluate the impacts and sustainability of different energy sources at varying scales.

**Unit 4 Part 2: Economic Development**

Unit Focus: Students demonstrate an understanding of the conditions, interconnections, and levels of economic development across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG. 2.3 HS HG. 2.5 ER H.G.2.6AG	I can: <ul style="list-style-type: none"><li>● Identify and provide examples of primary, secondary and tertiary sector jobs.</li><li>● Identify and explain how infrastructure connects the world.</li><li>● Analyze and evaluate the resources needed to power a global economy.</li><li>● Evaluate how economic conflicts between countries can affect that country, and in turn the World.</li></ul>	10 days	The Cultural Landscape: <ul style="list-style-type: none"><li>● Chapter 11: 11.1-11.4</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>● <a href="#">Natural Resources</a></li></ul>

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**South Carolina College-and Career-Ready Process Standards**

HG.1.5.HS Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.

HG.3.1.HS Identify the characteristics of popular and folk culture, and explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.

**Unit 5 Part 1: Culture**

Unit Focus: Students demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG. 1.5 HS HG. 3.1 HS	I can: <ul style="list-style-type: none"><li>• Evaluate how culture impacts various regions in connection with human migration.</li><li>• Explain the differences between popular and folk culture.</li></ul>	10 Days	The Cultural Landscape: <ul style="list-style-type: none"><li>• Chapter: 7.1</li><li>• Chapter: 4; 4.1-4.4</li></ul> Edmentum: <ul style="list-style-type: none"><li>• Unit 3: Cultural Patterns and Processes</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>• <a href="#">Cultural Characteristics</a></li><li>• <a href="#">Ethnic Groups</a></li></ul>

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HG.3.2.HS Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations

HG.3.3.PR Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.

**Unit 5 Part 2: Culture**

Unit Focus: Students demonstrate an understanding of the characteristics of culture and cultural patterns and processes across Earth's surface.

<b>Standards</b>	<b>Sequenced Objectives</b>	<b>Scope</b>	<b>Content-Location</b>	<b>Resources</b>
HG. 3.2 HS HG. 3.3 PR	I can: <ul style="list-style-type: none"><li>● Explain the factors that influence the location and spatial distribution of these types of culture at the local and global scales using maps and geographic models and representations.</li><li>● Identify and analyze the spatial distribution, patterns, and diffusion of ethnic, linguistic, and religious cultural characteristics using maps and other geographic representations.</li><li>● Analyze and explain the conditions and connections that create ethnic, linguistic, and religious patterns at varying scales.</li></ul>	5 days	The Cultural Landscape <ul style="list-style-type: none"><li>● Chapter: 5; 5.1-5.3</li><li>● Chapter 6; 6.1-6.2</li><li>● Chapter 7: 7.1-7.3</li></ul> Edmentum <ul style="list-style-type: none"><li>● Unit 4: Language</li><li>● Unit 6: Ethnicity, Gender and Geography</li></ul>	Discovery Education: <ul style="list-style-type: none"><li>● <a href="#">Ancestral Culture Activity</a></li></ul>

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<b>South Carolina College-and Career-Ready Process Standards</b>	
HG.3.4.HS Investigate and evaluate the cultural conditions in different regions that play a role in cooperation and conflict over time.	HG.4.5.HS Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.
HG.4.2.PR Explain the conditions and connections that contribute to the creation of boundaries and states, and analyze how Earth’s surface is organized on a contemporary political map.	HG.4.6.AG Gather evidence on boundary issues at different scales, construct a map to explain changes in control over people, land, or resources, and communicate findings.
HG.4.3.PR Analyze and evaluate the conditions and connections that have contributed to the development of the modern state system and the rise of supranationalism in various regions.	

<b>Unit 6: Political Organization of Space</b>				
Unit Focus: Students demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth’s surface.				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
HG. 3.4 HS HG. 4.2 PR HG. 4.5 HS HG. 4.6 AG	I can: <ul style="list-style-type: none"> <li>● Explain the conditions and connections that contributed to the creation of boundaries and states.</li> <li>● Explain how forces of globalization and regional variations in resources can create opportunities for change, conflict, and cooperation for the control of Earth’s surface.</li> <li>● Explain how the modern state system started.</li> <li>● Analyze and evaluate the conditions and connections that have contributed to centrifugal and centripetal forces of the modern state system</li> </ul>	10 Days	The Cultural Landscape: <ul style="list-style-type: none"> <li>● Ch. 8: 8.1-8.4</li> </ul> Edmentum: <ul style="list-style-type: none"> <li>● Unit 7: Political Geography</li> </ul>	Discovery Education: <ul style="list-style-type: none"> <li>● <a href="#">Understanding Regions</a></li> </ul>

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	and the rise of supranationalism in various regions.			
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<b>South Carolina College-and Career-Ready Process Standards</b>	
HG.5.1.PR Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.	HG.5.5.PR Analyze and evaluate the connections between rural and urban regions and their impact on globalization at different scales.
HG.5.2.PR Analyze and compare the arrangement of land used in human settlements in different regions using maps, models, and representations	HG.5.6.AG Gather evidence on human settlements, construct a map to explain processes, patterns and functions in various regions, and communicate findings
HG.5.4.HS Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.	

<b>Unit 7: Urban and Use</b>				
Unit Focus: Students demonstrate an understanding of the skills and concepts used in Human Geography.				
Standards	Sequenced Objectives	Scope	Content-Location	Resources
HG.5.1.PR HG.5.2.PR HG.5.4.HS HG.5.5.PR HG. 5.6 AG	I can: <ul style="list-style-type: none"> <li>● Identify and explain the conditions and connections that influence the characteristics, forms, and functions of cities and their spatial distribution.</li> <li>● Explain and analyze how distribution and patterns of urban size and hierarchy shapes the design, planning, and structure of other human settlements.</li> <li>● Use maps and data to compare and analyze the arrangement of land use, and its impact on shapes</li> </ul>	10 Days	The Cultural Landscape: <ul style="list-style-type: none"> <li>● Chapter 13: 13.1-13.4</li> </ul>	Discovery Education: <ul style="list-style-type: none"> <li>● <a href="#">Land use</a></li> <li>● <a href="#">Urban Farming</a></li> <li>● <a href="#">Urbanization</a></li> </ul>

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	<p>and forms of settlements in different regions.</p> <ul style="list-style-type: none"><li>● Explain the connections between rural and urban regions and their impact on globalization at different scales.</li><li>● Identify and explain the conditions and connections can create economic, environmental, political, social, and sustainability challenges at various scales.</li><li>● Use the skills of a geographer to explain processes, patterns and functions in various regions.</li></ul>			
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