Social Studies: Geography

Draft Proposed
Social Studies: Geography Standards Revisions
December 2017

*Please note: These are screen shots of the October-December, 2017 online feedback system window for reference only. These are not the final proposed revisions.
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Review the Prepared Graduate Statements
Social Studies

Instructions
In this section, you have the opportunity to provide feedback on the content of the Prepared Graduate Statements (PGS).
On the next page, as you review the grade level expectations, you will be able to provide feedback on the alignment of the PGS with the given grade level expectation.
To leave feedback, click on the comment icon (団) next to any item. You can then offer feedback and comments.
Once you save your feedback, the icon will change color and show as a checkbox (☑) so you can keep track of your progress.

About Prepared Graduate Statements (PGS)
All of Colorado's Academic Standards were designed "backwards" from Prepared Graduate Statements. These statements were formerly known as Prepared Graduate Competencies but have been changed to reduce confusion with competency-based learning systems of instruction and assessment practices. The PGS identify the concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting for each content area.
Each grade level expectation of the Colorado Academic Standards aligns to one or more of the PGS.

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

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

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

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

6. Apply economic reasoning skills to make informed personal financial decisions (PFL).

7. Demonstrate knowledge of the rights and responsibilities of citizens and how civic participation affects policy.

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.
Social Studies
Grade Level: Preschool
Standard: 2. Geography

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

Preschool Learning and Development Expectation:
1. Develop spatial understanding, perspectives, and connections to the world

Indicators of Progress:
By the end of the preschool experience (approximately 60 months/5 years old) students may
   a. Identify aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, and land formations.
   b. Develop an awareness of the school, neighborhood, and community.

Examples of High Quality Teaching and Learning Experiences:
1. Supportive Teaching Practices/Adults May:
   1. Involve children in first hand experiences in their community (e.g., exploration of the school, neighborhood and city).
   2. Furnish learning centers with literature, activities, and materials for play based on children's experiences with their community (e.g., visit the school office and then create a classroom office).
   3. Involve children in discussions about the homes they live in and the different types of homes and buildings in the community (e.g., taking neighborhood walks).
   4. Have children interpret simple maps of the classroom, playground and neighborhood.
   5. Provide materials, literature, and activities that explore different types of homes (e.g., apartments, single family, motels, modulars) and aspects of the children's surrounding environment (e.g., trees, rivers, mountains, buildings).
   6. Display pictures of familiar community buildings and landmarks are posted in blocks, writing, and in other centers.

Examples of Learning/Children May:
1. Build with blocks or draw various environments.
2. Take pictures of familiar building locations to place on a map of the school. The children glue the pictures on the map while the adult labels the location.
3. Identify and discuss the things they see, such as trees, fountains, streets, etc.
Social Studies
Grade Level: Kindergarten
Standard: 2. Geography

Instructions
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- 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: Kindergarten
  1. Recognize that geographic tools represent places and spaces.

Evidence Outcomes

Students Can:
a. Distinguish between a map and a globe as ways to show places people live.

Academic Context and Connections

- Colorado Essential Skills:
  1. Find information through the use of technologies.

- Inquiry Questions:
  1. What information can a map tell me about the places and spaces people live?
  2. What information can a globe tell me about the places and spaces people live?

- Nature and Skills of Geography:
  1. Geographers distinguish between a map and globe to show places people live.

- Disciplinary, Information, and Media Literacy:
  1. Use developmentally appropriate technology resources to present learning.
  2. Interpret what is read through illustrations.
  3. Identify vocabulary through illustrations.
  4. Generate questions and/or answers when presented with geographic tools.
Prepared Graduates

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

Grade Level Expectation: Kindergarten

2. People live in different places around the world.

Evidence Outcomes

Students Can:

a. Compare and contrast how people live in different settings around the world.

b. Give examples of food, clothing, shelter, and how they change in different environments.

Academic Context and Connections

Colorado Essential Skills:

1. Compare attitudes and beliefs as an individual to others.

Inquiry Questions:

1. What would it be like to live in another city, state, or country?

2. Why do people belong to different groups?

3. What makes a place special to the people who live there?

Nature and Skills of Geography:

1. Geographers investigate other cultures and how they have been influenced by the climate, physical geography, and cultures of an area.

2. Geographers understand that people live in different settings and interact with their environment based on location. For example, people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.

Disciplinary, Information, and Media Literacy:

1. Use developmentally appropriate technology resources to present learning.

2. Interpret what is read through illustrations.

3. Identify vocabulary through illustrations.
Social Studies

Grade Level: **First Grade**

Standard: 2. Geography

### 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: First Grade

1. Use geographic tools such as maps and globes to represent places and spaces.

### Evidence Outcomes

**Students Can:**

a. Explain that maps and globes are different representations of Earth.

b. Describe locations using terms related to direction and distance. Terms to include but not limited to forward and backward, left and right, near and far, is next to, close.

c. Recite personal address including city, state, and country, and explain how those labels help find places on a map.

d. Distinguish between land and water on a map and globe.

e. Create simple maps showing both human and natural features.

### Academic Context and Connections

#### Colorado Essential Skills:

1. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media).

#### Inquiry Questions:

1. How would an individual describe how to get somewhere without an address?

2. What if we had no geographic tools?

3. How could a flat map truly represent a round globe?

4. Why do people not carry globes to help find their way?

5. Why is an address necessary?

#### Nature and Skills of Geography:

1. Geographers use geographic tools to study and represent places.

2. People use geographic terms, tools, and technology in work and play to describe and find places. For example, pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places.

3. Individuals create and memorize addresses to help locate places. For example, knowing an address is necessary for an ambulance to find it or for an individual to receive mail.

#### Disciplinary, Information, and Media Literacy:

1. Apply disciplinary concept of perspective to identity and reflect upon personal connections and their place in the world.
Prepared Graduates

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

Grade Level Expectation: First Grade

2. Identify examples of boundaries that affect individuals in diverse communities.

Evidence Outcomes

Students Can:

a. Provide examples of how individuals and families interact with their environment.
b. Analyze how weather, climate and environmental characteristics influence individuals and the cultural characteristics of a family.
c. Compare and contrast at least two different families with respect to schools, neighborhoods, religion, and culture.
d. Describe a family tradition and explain its cultural significance with regards to other groups and the environment.

Academic Context and Connections

Colorado Essential Skills:

1. Identify and reflect upon personal connections to community systems.

Inquiry Questions:

1. How are places like communities similar to and different from where you live?
2. How do people celebrate traditions?
3. How do people use resources in the local community?
4. How do individuals in the community use the environment?
5. How do people in communities relate to each other?
6. How do people from different communities relate to each other?

Nature and Skills of Geography:

1. Geographers study resources and their availability and use as a key to understanding human interactions with their environment and each other.
2. Geographers study human and environmental interactions and consequences of those interactions.
3. Maps change over time.
4. People from various cultures are both similar and different and these differences are reflected in clothing, language, culture influencing social interactions.
5. Boundaries and the need for boundaries affect everyday life. For example, boundary lines determine who owns a piece of property.

Disciplinary, Information, and Media Literacy:

1. Use disciplinary vocabulary in sentences.
2. Identify maps, graphs, charts and diagrams as sources of information.
Social Studies
Grade Level: Second Grade
Standard: 2. Geography

Select Grade Level & Standard

Grade Level:
- Preschool
- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- High School

Standard:
1. History
2. Geography
3. Economics
4. Civics

Change content area

Instructions
To leave feedback, click on the comment icon (●) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox (●) so you can keep track of your progress.

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: Second Grade
1. Use geographic terms and tools to describe places and spaces.

Evidence Outcomes
Students Can:
- a. Use map keys, legends, symbols, intermediate directions, and compass rose to locate and describe spaces and places.
- b. Identify and locate various physical features on a map.
- c. Identify the hemispheres, equator, and poles on a globe.
- d. Identify and locate cultural, human, political, and natural features using map keys and legends.

Academic Context and Connections

Colorado Essential Skills:
1. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media).

Inquiry Questions:
1. How do you define, organize, and think about the space around you?
2. What is a human feature versus a physical feature?
3. Why do we use geographical tools such as maps, globes, grids, symbols, and keys?
4. How would you describe a setting without using geographic words?
5. How can using the wrong geographic tool or term cause problems?

Nature and Skills of Geography:
1. Geographers use visual representations of the environment.
2. Geographers identify data and reference points to understand space and place.

Disciplinary, Information, and Media Literacy:
1. Construct maps, graphs and other representations of familiar places.
2. Describe spaces and places and the relationships and interactions that shape them using maps, graphs, photographs and other representations.
3. Use maps, globes and other geographic models to identify cultural and environmental characteristics of places.
Prepared Graduates
4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation: Second Grade
2. People in communities manage, modify, and depend on their environment.

Evidence Outcomes
Students Can:
- a. Explain how communities manage and use nonrenewable and renewable resources.
- b. Explain how community is defined by physical boundaries and resources.
- c. Explain why people settle in certain areas.
- d. Identify examples of how human activity influence cultural and environmental characteristics of a place over time.

Academic Context and Connections
Colorado Essential Skills:
1. Identify and reflect on personal connections to community systems.

Inquiry Questions:
1. How do available resources and their uses create change in a community?
2. Are renewable and nonrenewable resources managed well? How do you know?
3. Why are physical features often used as boundaries?
4. What are the various groups in a community and how are they alike and different?
5. How do you choose if you should recycle, reduce, reuse, or throw something away?

Nature and Skills of Geography:
1. Geographers compare information and data and recognize that environmental factors influence change in communities.
2. Geographers study the uneven distribution and management of resources.
3. Geographers recognize that problems can be identified and possible solutions can be created.
4. Geographers identify and reflect upon personal connections to community systems.
5. Geographic technology is used to gather, track, and communicate how resources might be managed or modified. For example, ski areas track snowfall rates, analyze data for avalanche danger and even create snow.
6. Individuals and businesses understand that they must manage resources in the environment such as conserving water, safeguarding clean air, managing electricity needs, and reducing the amount of waste.
7. Communities collaborate to modify, manage, and depend on the environment. For example, elected officials decide how to manage resources, and communities may limit hunting, water usage, or other activities.

Disciplinary, Information, and Media Literacy:
1. Describe how human activities affect the cultural and environmental characteristics of spaces or places.
2. Conduct research by locating, gathering, and organizing information.
3. Demonstrate positive social behaviors when using technology.
**Grade Level: Third Grade**

**Standard: 2. Geography**

**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: Third Grade**

1. Use geographic tools to develop spatial thinking.

**Evidence Outcomes**

**Students Can:**

a. Read and interpret information from geographic tools and formulate geographic questions.

b. Locate oceans and continents, major countries, bodies of water, mountains, urban areas, the state of Colorado, and neighboring states on maps.

c. Describe the natural and man-made features of a specific area on a map.

d. Identify geography-based problems and examine the ways that people have tried to solve them.

**Academic Context and Connections**

**Colorado Essential Skills:**

1. Articulate the most effective options to access information needed for a specific purpose.

**Inquiry Questions:**

1. What are the geographic features of Colorado?
2. How do physical features influence the culture of Colorado?
3. How do the geographic locations of major cities affect transportation and trade?
4. How do the geographic locations of Colorado communities affect the way of life?

**Nature and Skills of Geography:**

1. Geographers use and interpret information from geographic tools to investigate geographic questions.
2. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard.
3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.
4. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**Disciplinary, Information, and Media Literacy:**

1. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2. Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
3. Find information through the use of technologies.
### Prepared Graduates

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

### Grade Level Expectation: Third Grade

2. The concept of region is developed through an examination of similarities and differences in places and communities.

### Evidence Outcomes

**Students Can:**

a. Observe and describe the physical, cultural, and man-made characteristics of a region.

b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and landscapes.

c. Give examples of places that are similar and different from a local region.

d. Characterize regions using different types of features such as physical, political, cultural, urban, and rural attributes.

### Academic Context and Connections

#### Colorado Essential Skills:

1. Recognize how members of a community rely on each other, considering personal contributions as applicable.

#### Inquiry Questions:

1. Are regions in the world more similar or different?

2. Why do people describe regions using human or physical characteristics?

3. What are geographic characteristics of a region?

4. How do cultures lead to similarities and differences between regions?

#### Nature and Skills of Geography:

1. Geographers analyze connections among places.

2. Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.

3. Spatial thinking involves analysis, problem-solving, and pattern prediction.

4. Examine how individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region.

5. Explain that individuals and business understand how geography influences the development of rural, urban, and suburban areas.

6. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

7. Explain how natural and human-made catastrophic events in one place affect people living in other places.

#### Disciplinary, Information, and Media Literacy:

1. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

2. Compare and contrast the most important points and key details presented in two texts on the same topic.

3. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

4. Find information through the use of technologies...
Instructions

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Prepared Graduates

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

Grade Level Expectation: Fourth Grade

1. Use geographic tools to research and answer questions about Colorado geography.

Evidence Outcomes

Students can:

- Answer questions about Colorado regions using maps and other geographic tools.
- Use geographic grids to locate places on and answer questions about maps and images of Colorado.
- Create and investigate geographic questions about Colorado in relation to other places.
- Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.
- Describe similarities and differences between the physical geography of Colorado and its interlocking regions.

Academic Content and Connections

Colorado Essential Skills

1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences.
2. Ask questions to develop further personal understanding.

Inquiry Questions:

1. Which geographic tools are best to locate information about a place?
2. Why did settlements and large cities develop where they did in Colorado?
3. How are the regions of Colorado defined by geography?
4. How does the physical location of Colorado affect its relationship with other regions of the United States and the world?

Nature and Skills of Geography:

1. Spatial thinkers gather appropriate tools to formulate and answer questions related to space and place.
2. Spatial thinkers use tools to compare and contrast geographic locations.
3. Use geographic tools to answer questions about the state and region to make informed choices. For example, a family needs a weather map and researchers read conditions to inform their decision to go to the mountains in the winter.
4. Use geographic tools to describe and analyze data regarding an area where people live.
5. Construct maps and other geographic representations of both familiar and unfamiliar places.
6. Use maps of different scales to describe the locations of cultural and environmental characteristics.
7. Identify evidence that shows information from multiple sources in response to competing questions.
8. Use evidence to develop claims in response to competing questions. Use evidence to develop claims in response to competing questions.
9. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
10. Communicate information through the use of technologies.

Disciplinary Information, and Media Literacy:

1. Integrate information from two or more texts on the same topic in order to write or speak about the subject comprehensively.
2. Write opinions on topics or texts, supporting a point of view with reasons and information.
3. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
4. Provide reasons that are supported by facts and details.
5. Write informative/explanatory texts to examine a topic or convey ideas and information clearly.
6. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
7. Provide a concluding statement or section that ties the information or explanation presented.
8. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
9. Analyze the most effective options to access information needed for a specific purpose.
10. Find information through the use of technologies.
Prepared Graduates

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

Grade Level Expectation: Fourth Grade

2. Connections are developed within and across human and physical systems.

Evidence Outcomes

Students Can:

a. Describe how the physical environment provides opportunities for and places constraints on human activities.

b. Explain how physical environments influenced and limited immigration into the state.

c. Analyze how people use geographic factors in creating settlements and have adapted to and modified the local physical environment.

d. Describe how places in Colorado are connected by movement of goods, services, and technology.

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate an understanding of cause and effect related to personal decisions.

Inquiry Questions:

1. What physical characteristics led various cultural groups to select the places they did for settlement in Colorado?

2. How did Colorado settlers alter their environment to facilitate communication and transportation?

3. How does the physical environment affect human activity?

4. How does human activity affect the environment?

Nature and Skills of Geography:

1. Spatial thinkers evaluate how physical features affect the development of a sense of place.

2. Spatial thinkers consider geographic factors when making settlement decisions. For example, Colorado Springs has a dry climate that is favorable for computer companies, and ski resorts developed in the Rocky Mountains.

3. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

4. Explain how culture influences the way people modify and adapt to their environments.

5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions in Colorado.

6. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

7. Explain how human settlements and movements relate to the locations and use of various natural resources.

Disciplinary, Information, and Media Literacy:

1. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

2. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

3. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.


7. Articulate the most effective options to access information needed for a specific purpose.

8. Find information through the use of technologies.

9. Communicate information through the use of technologies.
Social Studies
Grade Level: Fifth Grade
Standard: 2. Geography

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

Grade Level Expectation: Fifth Grade
1. Use geographic tools and sources to research and answer questions about United States geography.

Evidence Outcomes
Students Can:
- a. Answer questions about regions of the United States using various types of maps.
- b. Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location.
- c. Describe the influence of accessible resources on the development of local and regional communities throughout the United States.

Academic Context and Connections
Colorado Essential Skills
1. Investigate to form hypotheses, make observations, and draw conclusions.
2. Recognizes how members of a community rely on each other, considering personal contributions as appropriate.
3. Consider purpose, format of context, and distinct cultural norms when planning content, mode, delivery, and expression.

Inquiry Questions:
1. How can various types of maps and other geographic tools communicate geographic information incorrectly?
2. How do you think differently about data when it is displayed spatially?
3. How and why do we label places?
4. How have places and regions in the United States been influenced by the physical geography of North America over time?

Nature and Skills of Geography:
- Spatial thinkers recognize that information can be represented using geographic tools.
- Spatial thinkers evaluate data and geographic tools to answer specific questions.
- Locate places and identify resources, physical features, regions, and populations using geographic tools.
- People and organizations decide on specific locations for operations based on geographic information.
- Geographic technologies enhance the ability to locate and analyze maps to answer questions. For example, technicians use maps to help recreate settings of historical events, and individuals use maps to learn about different geographic areas.
- Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- Identify evidence that changes information from multiple sources in response to compelling questions.

Disciplinary, Information, and Media Literacy:
1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
2. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
3. Provide logically ordered reasons that are supported by facts and details.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
6. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.
7. Determine the kinds of sources that will be helpful in answering competing and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
8. Articulate the most effective options to access information needed for a specific purpose.
9. Communicate information through the use of technologies.
Grade Level Expectation: Fifth Grade

2. Causes and consequences of movement.

Evidence Outcomes

Students Can:

a. Identify variables associated with discovery, exploration, and migration.

b. Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures.

c. Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.

d. Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.

e. Give examples of the influence of geography on the history of the United States.

Academic Context and Connections

Colorado Essential Skills:

1. Consider purpose, format, and audience; and discuss cultural norms when planning content, mode, delivery, and expression.

2. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues.

3. Ask questions to develop further personal understanding.

Inquiry Questions:

1. What human and physical characteristics have motivated, prevented, or impeded migration and movement over time?

2. How can migration and immigration be represented geographically?

3. How has the movement of people and their belongings affected the environment both positively and negatively?

Nature and Skills of Geography:

1. Geographers study patterns of human interaction, or how they move.

2. Spatial thinkers analyze the push and pull components of movement.

3. Individuals understand the consequences and causes of movement to make connections to current personal or international events such as hurricane victims moving from storms, refugees fleeing from war, and economic hardship causing relocation for better jobs.

4. Technology has influenced movement to colonization, and the settlement of North America.

5. Examine how the migration of individuals affects society by including economic and environmental impacts.

6. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

7. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

8. Explain how human settlements and movements relate to the location and use of various natural resources.

Disciplinary, Information, and Media Literacy:

1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the people or places they represent.

2. Integrate information from several texts on the same topic in order to write or speak about the subject knowledge.

3. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

4. Identify logical underpinnings that are supported by facts and details.

5. Provide a concluding statement or section related to the opinion presented.

6. Introduce a topic clearly, provide a general overview and focus, and group related information logically; include supporting details (e.g., headings, illustrations, and multimedia) when useful to enhance comprehensiveness.

7. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

8. Use precise language and domain-specific vocabulary to inform about or explain the topic.

9. Provide a concluding statement or section related to the information or explanation presented.

10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

11. Draw evidence from literary or informational texts to support analysis, reflection, and research.

12. Determine the kinds of sources that will be helpful in answering questions and supporting conclusions, taking into consideration the different opinions people have about how to answer the questions.

13. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media).

14. Communicate information through the use of technologies.
Social Studies
Grade Level: Sixth Grade
Standard: 2. Geography

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: Sixth Grade
1. Use geographic tools and resources to research and make geographic inferences and predictions about the Western Hemisphere.

Evidence Outcomes
Students Can:
- Use geographic tools to identify, locate, and describe places and regions in the Western Hemisphere to solve problems. Tools to include but not limited to latitude, longitude, and scale on maps, globes, and other resources such as GPS and satellite imagery.
- Collect, analyze, and synthesize data from geographic tools to compare regions in the Western Hemisphere.
- Examine geographic sources to formulate questions and investigate responses.
- Interpret, apply, and communicate geographic data to justify potential solutions to problems in the Western Hemisphere at the local, state, national, and global levels.

Academic Context and Connections
Colorado Essential Skills:
1. Apply knowledge to set goals, make informed decisions and transfer to new contexts.
2. Engage in novel approaches, moves, directions, ideas, and/or perspectives.
3. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).
4. Demonstrate task management attributes associated with producing high quality products including the abilities to: a. Work positively and ethically, b. Manage time and projects effectively, c. Multi-task, and d. Clearly communicating with others.

Inquiry Questions:
1. How can geographic tools be used to solve problems in the future?
2. Why does where we live influence how we live?
3. How do populations, physical features, resources, and perceptions of places and regions change over time?
4. How have geographic factors influenced human settlement, economic activity, and land acquisition?

Nature and Skills of Geography:
1. Use geographic tools to develop spatial thinking and awareness skills.
2. Evaluate patterns that connect people and their problems to the world.
3. Explore how technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies.
4. Use geographic tools to help solve problems in daily life. For example, a car GPS is used to find a location, maps are used by tourists, and directions are found on the internet.

Disciplinary, Information, and Media Literacy:
1. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
2. Explain and justify decisions and shared content through the use of online maps, graphs, charts, data, and diagrams.
3. Manage the flow of information from a wide variety of sources.
Prepared Graduates

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

Grade Level Expectation: Sixth Grade

2. Regional differences and perspectives in the Western Hemisphere impact human and environmental interactions.

Evidence Outcomes

Students Can:

a. Classify and analyze the types of human and geographic connections between places.

b. Identify physical features of the Western Hemisphere and explain their effects on people who reside in the region.

c. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere and give examples of how people have adapted to their physical environment.

Academic Context and Connections

Colorado Essential Skills:

1. Look for and value in different perspectives expressed by others.

2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).

3. Apply knowledge to set goals, make informed decisions and transfer to new contexts.

Inquiry Questions:

1. What are different ways to define the Western Hemisphere based on human and physical systems?

2. How have people interacted with the environment over time in a positive or negative way?

3. How has globalization affected people and places?

4. In what ways are places on Earth interdependent?

Nature and Skills of Geography:

1. Examine places and regions and the connections among them.

2. Geographers study how human and physical systems vary and interact to make better choices, decisions, and predictions. For example, resource distribution or trade is based on geographic features and environmental changes over time that affect a business.

3. Analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.

4. Use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.

Disciplinary, Information, and Media Literacy:

1. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

2. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.

3. Use information accurately and creatively for the issue or problem at hand.
Social Studies
Grade Level: Seventh Grade
Standard: 2. Geography

Instructions
To leave feedback, click on the comment icon ( ) next to any item. You can then offer feedback and comments. Once you save your feedback, the icon will change color and show as a checkbox ( ) so you can keep track of your progress.

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: Seventh Grade
1. Use geographic tools and resources to research topics in the Eastern Hemisphere to make geographic inferences and predictions.

Evidence Outcomes
Students Can:
a. Use both ancient maps and contemporary geographic tools to find patterns in human and physical systems.
b. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.
c. Apply inquiry and research utilizing geographic tools.
d. Classify data and thematic maps to make inferences and predictions.

Academic Context and Connections
Colorado Essential Skills:
1. Test hypotheses/prototype with planned process for getting feedback.
2. Evaluate information through the use of technologies.

Inquiry Questions:
1. Why are maps of high importance for the world?
2. How could geographic data be used for both positive and negative results?
3. How do various maps distort the actual size of continents?

Nature and Skills of Geography:
1. Spatial thinkers use geographic tools to discover and investigate geographic patterns.
2. Geographers use knowledge about the environment to study its influence on individuals and groups.

Disciplinary, Information, and Media Literacy:
1. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source.
2. Draw evidence from informational texts to support analysis, reflection, and research.
3. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
4. Conduct an inquiry-based research project that applies critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
Prepared Graduates

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

Grade Level Expectation: Seventh Grade

2. Regional differences and perspectives in the Eastern Hemisphere impact human and environmental interactions.

Evidence Outcomes

Students Can:

a. Determine the characteristics and distribution of physical systems in the Eastern Hemisphere (such as modern environmental issues, cultural patterns, trade and economic interdependence) to explain cultural diffusion and regional differences.

b. Assemble geographic information to examine patterns of the physical, economic, and cultural impact on issues within a region.

Academic Context and Connections

Colorado Essential Skills:

1. Look for and value in different perspectives expressed by others.

2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).

Inquiry Questions:

1. How do geographers apply information from a variety of maps?

2. How can a location be in different regions at the same time?

3. How do regional issues affect larger areas?

4. How do geographic characteristics impact regional issues?

Nature and Skills of Geography:

1. Spatial thinkers study cultural groups in order to explain how they view a region. Geographers evaluate the use of resources in a region to predict and propose future uses.

2. Spatial thinkers study the various definitions of regions.

Disciplinary, Information, and Media Literacy:

1. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

2. Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.

3. Use information accurately and creatively for the issue or problem at hand.

4. Distinguish among fact, opinion, and reasoned judgement in a text.
Social Studies
Grade Level: Eighth Grade
Standard: 2. Geography

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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: Eighth Grade
1. Use geographic tools to research and analyze patterns in human and physical systems in the United States.

Evidence Outcomes

Students Can:
a. Interpret maps and other geographic tools as a primary source to analyze a historic issue.
b. Describe the nature and spatial distribution of cultural patterns.
c. Recognize the patterns and networks of economic interdependence.
d. Explain the establishment of human settlements in relationship to physical attributes and important regional connections.
e. Calculate and analyze population trends.

Academic Context and Connections

Colorado Essential Skills:
1. Interpret information and draw conclusions based on the best analysis.
2. Synthesize ideas in original and surprising ways.
3. Make predictions and design data/information collection and analysis strategies.
4. Demonstrate ways to adapt and reach workable solutions.

Inquiry Questions:
1. How has human settlement influenced changes in physical systems and culture?
2. How can geographic tools help explore patterns in human and physical systems?
3. How have people and the environment interacted to produce changes over time?
4. How is human activity limited by the environment?
5. How has the environment influenced human activity?

Nature and Skills of Geography:
1. Spatial thinkers use habits of mind which include recognition of concepts of space, interpretation and analysis of spatial representations.
2. Spatial thinkers apply spatial reasoning to understand historical events and recognize.
3. Spatial thinkers use cognitive skills fundamental to spatial thinking by combining spatial visualization, spatial orientation, and spatial relation including recognition of spatial distributions and patterns to connect locations and associate and correlate spatially distributed phenomena.
4. Geographers respond to historical and spatial literature to understand issues from a spatial perspective.

Disciplinary, Information, and Media Literacy:
1. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
2. Apply reading and writing strategies to construct and express knowledge.
Prepared Graduates

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

Grade Level Expectation: Eighth Grade

2. Competition for control of space and resources in early American History.

Evidence Outcomes

Students Can:

a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.

b. Compare how differing geographic perspectives apply to a historic issue.

c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty.

Academic Context and Connections

Colorado Essential Skills:

1. Interpret information and draw conclusions based on the best analysis.

2. Synthesize ideas in original and surprising ways.

3. Make predictions and design data/information collection and analysis strategies.

4. Demonstrate ways to adapt and reach workable solutions.

5. Use interpersonal skills to learn and work with individuals from diverse backgrounds.

Inquiry Questions:

1. How will the location of resources lead to cooperation or conflict in the future?

2. How has conflict over space and resources influenced human migration?

3. How have differing perspectives regarding resource and land use lead to cooperative policies or conflict?

4. How would human settlement patterns be different if people did not trade resources with others?

Nature and Skills of Geography:

1. Spatial thinkers evaluate the allocation of resources and the use of space to understand relationships.

2. Spatial thinkers recognize different perspectives affect cooperation and conflict over space and resources.

Disciplinary, Information, and Media Literacy:

1. Cite specific textual evidence to support analysis of primary and secondary sources.

2. Distinguish among fact, opinion, and reasoned judgment in a text.

3. Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias.

4. Evaluate the accuracy, relevance, appropriateness, and bias of online and print sources.

5. Identify propaganda, censorship, and bias in the media.
Social Studies
Grade Level: High School
Standard: 2. Geography

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: High School
1. Use geographic tools and resources to analyze Earth's human and physical systems 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 to include but not limited to maps, Gill, 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. Locate and 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. Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
2. Participate effectively in civic life.
3. Interpret information and draw conclusions based on the best analysis.
4. Make predictions and design data/information collection and analysis strategies.
5. Act on creative ideas to make a tangible and useful contribution.

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 surface.

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: High School

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 reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

c. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities. Topics to include but not limited to urban/rural, regional, and transportation patterns.

d. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.

Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use and sustainability.

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 knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

2. Participate effectively in civic life.

3. Interpret information and draw conclusions based on the best analysis.

4. Make predictions and design data collection and analysis strategies.

5. Act on creative ideas to make a tangible and useful contribution.

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. Individual actions affect the local environment and global community such as the impact of recycling and consumption of resources.

4. 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 (i.e., 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.

5. Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
1. Prepared Graduates

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

2. Grade Level Expectation: High School

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

3. 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 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. Topics to include but not limited to international agreements, political patterns, and national boundaries.

e. Make predictions and draw conclusions about the global impact of cultural diffusion. Topics to include but not limited to language, religion, and affinity.

3. Academic Context and Connections

Colorado Essential Skills:

1. Apply knowledge and skills to implement sophisticated, appropriate, and versatile solutions to address complex global problems using interdisciplinary perspectives independently or with others.

2. Participate effectively in civic life.

3. Interpret information and draw conclusions based on the best analysis.

4. Make predictions and design data/information collection and analysis strategies.

5. Act on creative ideas to make a tangible and useful contribution.

3. Inquiry Questions:

1. How does globalization influence the interaction of people on Earth?

2. How can cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth?

3. What predictions can be made about human migration patterns?

4. How can technologies result in social change, some of which is unexpected such as social networking?

5. What is your role in the world?

3. 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. Responsible use of technology creates new life choices, new interconnections between people, new opportunities, and unintended consequences.

3. 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 (e.g., tests, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.