**Geographic Reasoning**

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| **HS 1.GR. 8 Spatial Views of the World** *Explain the relationship between places, regions and their political, cultural and economic dynamics using maps, satellite images, photographs and other geographical representations* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 2.GR.8 Spatial Views of the World** *Utilize multiple technologies to create maps on multiple scales to interpret and depict spatial patterns of cultural and environmental characteristics.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 3.GR.8 Spatial Views of the World** *Predict future trends and outcomes using understanding of spatial patterns related to cultural and/or environmental characteristics at multiple scales.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 4.GR.8 Spatial Views of the World** *Create and use geographical representations to investigate and communicate knowledge that is personally and socially useful and can be applied in making decisions and solving problems.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 1.GR.9 Human Environment Interaction** *Analyze interactions of human and physical systems to explain the corresponding influences among them.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 2.GR.9 Human Environment Interaction** *Evaluate how political and economic decisions influence cultural and environmental characteristics of various places and regions.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 3.GR.9 Human-Environment Interaction** *Evaluate the impact of human settlement on the environment and culture of places and regions.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 4.GR.9 Human-Environment Interaction** *Synthesize various types of data about human and physical systems to determine the reciprocal influences of people and place.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 1.GR.10 Human Populations Spatial Patterns and Movements** *Analyze how migration patterns and human population distribution are influenced by historical events and influence**ideas, technology and cultural practices.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 2.GR.10 Human Populations Spatial Patterns and Movements** *Evaluate the impact of economic activities on geographical arrangements in urban, suburban and rural areas.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 3.GR.10 Human Populations Spatial Patterns and Movements** *Evaluate the impact of political decisions on spatial patterns in urban, suburban and rural areas.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **HS 4.GR.10 Human Populations Spatial Patterns and Movements** *Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use and land use at local to global scales.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 1.GR.11 Global Interconnections** *Evaluate ways in which historical and current environmental or cultural characteristics influence patterns of trade and modify patterns of land use in places or regions.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 2.GR.11 Global Interconnections** *Evaluate how human-made or natural catastrophic events may alter environmental and cultural characteristics of an area, impacting trade, politics and human migration on a global scale.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 3.GR.11 Global Interconnections** *Evaluate how the development of economic globalization and the desire for access to scarce resources and markets contribute to global conflict and cooperation.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **HS 4.GR.11 Global Interconnections** *Synthesize how economic global interdependence and expanding use of resources contribute to conflict and cooperation at the local, state, national and global levels.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |